Prepared by:
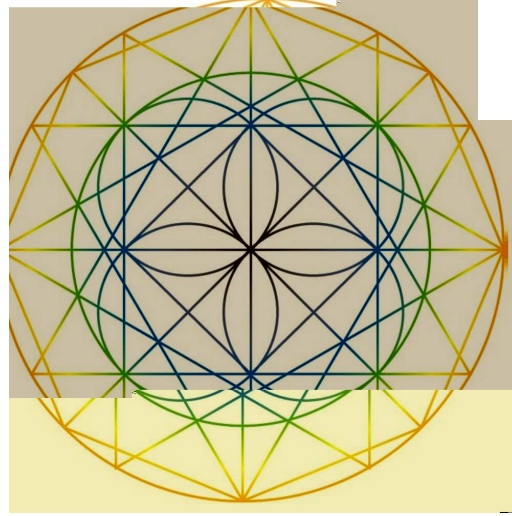**Astehmari Batekun**
Schools Of Unified Learning (SOUL)
9th Oct 2012

FAO:
Addis Ababa University &
Associate partners.

Prof Admasu Tsegaye
President
Dr Jeliu Oumer Hussien
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Unifiedknowledge Centres at Addis Ababa University: Phase 1

**Developing faculties of cross-curricula learning
for Ethiopia, panAfrica and the Globe.**

**(This copy of our proposal is for general circulation to persons
with special interest in the project – some pages have been extracted)**

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በመጀመሪያ ራዕያችንን ለማሳካት የምንፈልገው በአገር ውስጥ ደረጃ ሆና በመቀጠልም የአገልግሎት እድማሳችንን በማስፋት በጋለም አቀፍ ደረጃ ከተለያየ አካባቢዎችና ባሀሎች ከተውጣጡ ወጣቶች ,ጋር የተሟላ ዕውቀትና የህዋል ልውውጥ ለማደረግ ናስበለን::

Content

Section:	Page Number:

Abbreviated Terms:

AAU = Addis Ababa University, UC = Unifiedknowledge Centres, MSD = Mekanisa School for the Deaf, SOUL = Schools Of Unified Learning, MICE = Mathematicians In Creative Expression
UCPaRK = Unifiedknowledge Curricula Pack and Resource Kit
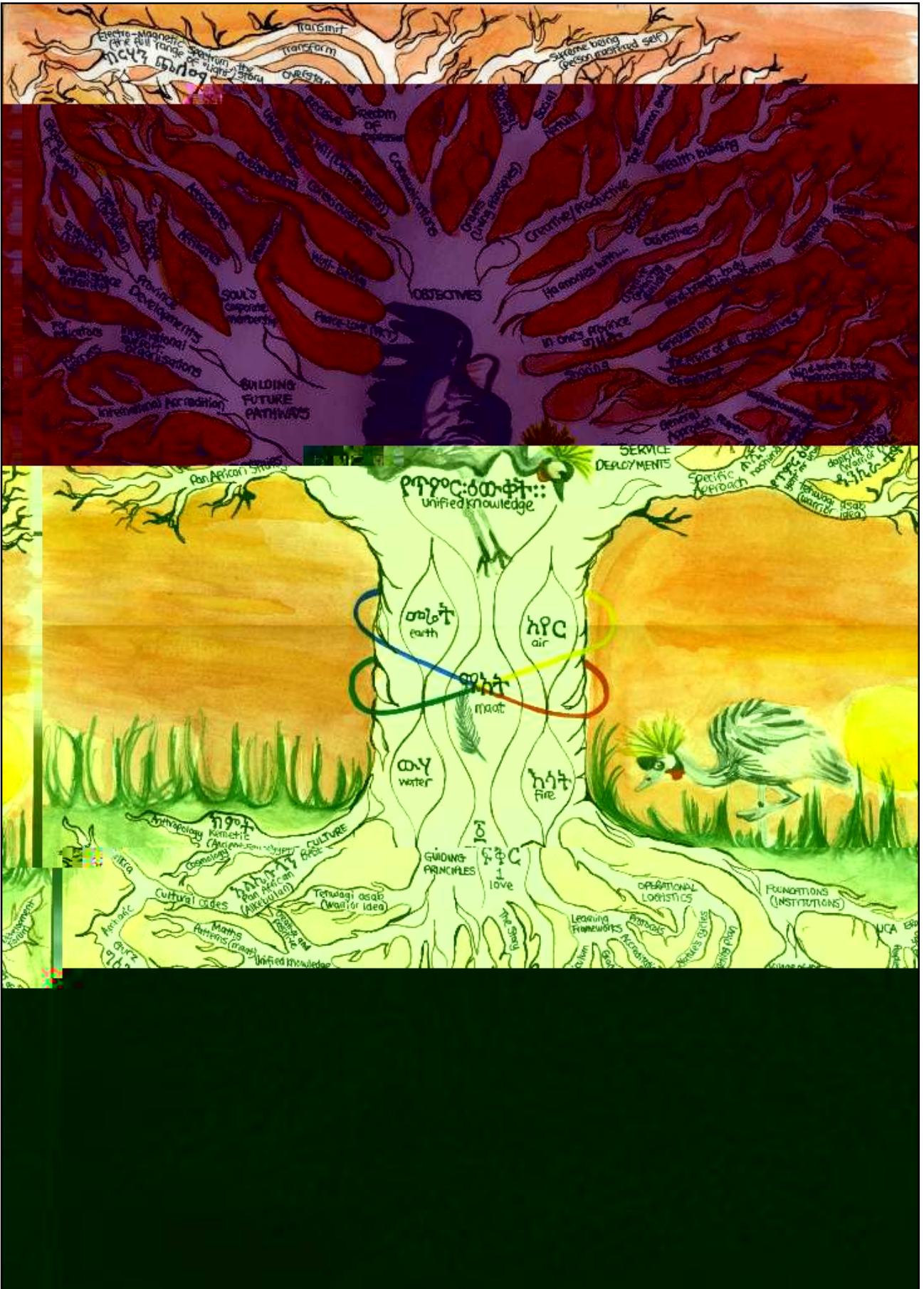
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Unifiedknowledge Centres at Addis Ababa University: Phase 1
Developing faculties of cross-curricula learning for Ethiopia, panAfrica and the Globe.

Project Background & Introduction

የጥምር ዕውቀት:: Unifiedknowledge (yeht'mr urwuk'eht) is an approach to learning where nature and arts are placed at the heart of the education process.

At the practice centres that we create learners, teachers and other professionals develop unified ways to really come to know maths and the sciences through cultural pursuits like drama, dance, story telling, environmental engagement, agricultural practice and more. The Unifiedknowledge way is basically a well principled cross curricula approach and as such it cuts through modern subject matter lines exploring integral relationships of subjects to one another. This pedagogical way transforms many of the frustrations that both young and mature learners often experience by making the objects of learning reciprocally relate to the human (learner) and the whole community (environment) in organic and digestible ways.

የጥምር ዕውቀት:: Unifiedknowledge (yeht'mr urwuk'eht) has been developed by **Schools Of Unified Learning (SOUL)** under the directorship of Principal **Astehmari Batekun** from 2001. Based in London (England) this specialist not for profit charitable organization has broad ranging and successful experience in the delivery of educational service;

- Workshops and programmes In schools (primary & secondary) – with both children and teachers.
- Workshops and programmes with tertiary level institutions
- Courses for children, young people, adults and early years families directly interested in natural learning approaches.
- Corporate members; organizations and professionals with related interests and complimentary educational practices.

From these services there are numerous testimonials that can be read or heard from our website: **unifiedknowledge.org**. Further to this we have international experience having led learning expeditions from England to the Caribbean (Jamaica, Grenada and Trinidad) and Africa (Ethiopia). We have facilitated workshops and programmes in the USA, France and extensively throughout the United Kingdom. Most pertinent to this project introduction is the video documentary of our first project with Addis Ababa University (AAU) in 2003 when a historic presentation of unifiedknowledge was made, warmly received by the learned community of AAU and well documented: this video (talak'u hahyil fk'r nehwu) can be viewed from our website – unifiedknowledge.org or may also be provided on DVD for review.

"... after they participated in the unifiedknowledge learning our students began to outperform their peers."

Gashe Abone Ashegrie
Former Cultural Arts Director
Addis Ababa University, 2003

Having now, in September 2012, successfully completed our third visit to Ethiopia and the AAU and our second international graduation programme we warmly receive the AAU's invitation to build stronger institutional relations upon these collaborations and important developmental fields.

General Project Objectives

We have six general project objectives/initiatives, they are as follows;

1. Initiative One: Mathematicians In Creative Expression (MICE) UK-Ethiopia Network Development and Conference (Nov 2013)
2. Initiative Two: Unifiedknowledge Curricula Pack and Resource Kit (UCPaRK) – Educational research to support best pedagogical developments
3. Initiative Three: Unifiedknowledge Performance Development, Live Performances in Schools and Multimedia Documentation Preparations
4. Initiative Four: East African Regional Networking – Reaching out to Uganda & Kenya; Makerere University Kampala & Kenyatta University
5. Establish an administrative office within AAU for initially up to 3 staff to work for the management of the unifiedknowledge initiatives of this project.
6. Establish a local charity የጥምር ዕውቀት ማዕከላት (Unifiedknowledge Centre)

Schools Of Unified Learning
unifiedknowledge.org

Initiative One:
Mathematicians In Creative Expression (MICE)
UK-Ethiopia Network Development and Conference (Nov 2013)

Today in Africa modern mathematics is locked into a largely western paradigm of thought and approach. Over the last decade unifiedknowledge practice has demonstrated that principally indigenous (African) modes of knowledge enrichment and transfer hold important keys to higher wholistic learning. Some are new to this idea and so at the least, with recent presentations at AAU by Schools Of Unified Learning, unified approaches clearly warrants further exploration as it promises to hold answers to the removal of the mass frustration that many learners face across all fields of study due to their poor relationship to "maths". Developing the MICE network allows that exploration to take place. More pointedly, it is our experience that creativity in maths opens the doors to powerful scientific and technological development potentials. This is in the interest of every country.

The AAU can be seen to take the lead in a learning development that may well reshape the future of education.

The mission of "We are the MICE" is three-fold.

a) We are the MICE means **"We are the Mathematicians In Creative Expression"**. We seek to enrich the learning of mathematics, the sciences, arts and all areas of education by exploring these apparently separate subjects in more natural and unified ways. With this core value we seek to support tertiary level institutions and schools in Ethiopia, Jamaica and England. These are our key-link countries to panAfrican, panCaribbean and panEuropean developments. Our goal is to help educators in these areas to become more culturally creative in their approaches to learning and to support their realization of how this improves academic attainment and learner self-fulfillment.

b) We strive to foster cultural awareness between learners and teachers across the three key-link countries. The development of this network will provide a platform for the **We are the MICE: Sister Schools Programme** which will allow teachers, students and parents to know better what life is like in each other's countries particularly in regard to education. Friendship is an important basis of true support.

c) Educational institutions in Ethiopia and Jamaica welcome support in more general ways and so our project helps them to continue to provide a good basic education for the students in their areas. As the project matures we will also provide supplies, materials and teacher training as they are needed to improve the education of communities in these regions.

The focus of Initiative One is to develop the essential networking infrastructure, this will be done by:

a) Engaging 1) the College of Performing and Visual Arts and 2) College of Education and Behavioral Studies. Drawing on their expertise, networks and access to learners whose interest this project is. *Time: Oct 2012, Facilitated by: UC and AAU.*

b) Engaging a UK consortium of key partners across all levels of education (tertiary, primary, secondary, voluntary sector and governmental). *Time: Oct to Dec 2012, Facilitated by: UC and AAU.*

c) Auditing network potentials in both England and Ethiopia. This means developing knowledge of all organizations in the regions with interest in the project and the capacity to communicate with teachers and other educators (inc students of education), parents and

young people. This stage will involve qualifying correct contact information and interest. *Completion Time: Dec 2012, Facilitated by: UC staff with AAU support.*

d) Developing networking infrastructure; printed documentation, website, social media integration etc. *Completion Time: Dec 2012, Facilitated by: UC staff.*

e) Testing networks and beginning promotion of project networking service. This allows time for refining the systems and approaches to connecting interested parties and stakeholders. It will also allow an early start to profiling the Conference (see below). The service will be proactively managed so that it establishes and maintains a lively and informative dynamic. *Start Time: March 2013, Facilitated by: UC staff in association with other key network member organizations.*

f) Organizing the first **Mathematicians In Creative Expression Conference** to show case members experiences and international cross curricula best practices. This conference will also showcase "Traditional Ethiopian Dance and Cultural Arts: Their applications in cross curricula education and unified approaches to learning". *Conference Time: 2 days in Nov 2013, Facilitated by: UC and AAU.*
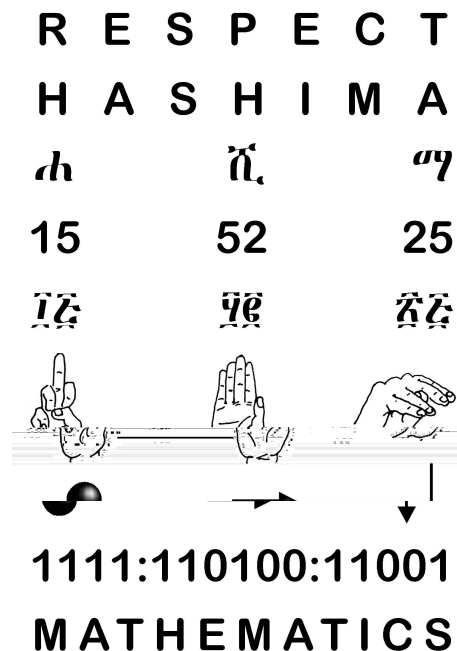
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Initiative Two:

Unifiedknowledge Curricula Pack and Resource Kit (UCPaRK)
Educational research to support best pedagogical developments

In its fullness **The UCPaRK Project** is ambitious and pioneering. The objective is to develop and publish the **Unifiedknowledge Curricula Plan and Resource Kit (UCPaRK)**. This comprehensive yeht'mr urwuk'eht (unifiedknowledge) educator's resource will include learning and teaching guidance, learning plans, supporting resources, standards and assessment guidance, yearly teaching models, modules and spheres. Looking to the long-term, the first stage objective is to resource education from pre-birth through to a young One's entry into adulthood. Importantly all of this will be integrated into our Schools Of Unified Learning (SOUL) Network, which is a growing international community of learners, educators and institutions sharing interrelated vision and practice. The MICE Network outlined above is part of this broader network.

UCPaRK Content Overview: Our organisation is currently developing a comprehensive outline of the UCPaRK's learner expectations, curricular content, learning frameworks and integrative strategies, in the context of our global panAfrican experience and cultural orientation. This enables the development of an UCPaRK Production Plan, which will be at the heart of this project's management plan. With these blueprints we will be able to secure all required resources and move forward into the full production of the resource kits. It is a lengthy process; however it is also a vital and pioneering educational development with international implications.

When complete this resource will be a powerful tool for cross curricula (yeht'mr urwuk'eht) educators, schools, colleges, universities, home educators, complementary and supplementary schools, self-educating learners and independent parent-led co-operatives. Naturally, there are many others who will welcome this resource too.

Initiative Two advances the primary research requirements, the heart of which is the survey entitled **Our Most Excellent**. This survey involves interviewing those seriously concerned with education and/or other related areas as outlined above. Thus we require distinguished interviewees and at a future point, network members for the formation of Advisory Panels, who will help to ensure the continued integrity of the project and its success. Given our organizational relationship to Ethiopia we are determined to gather the diverse thoughts of both modern and traditionalist Ethiopian educators, across the cultural spectrum. This will help consolidate the benchmarks, rationales and reference points for the long term development of yeht'mr urwuk'eht (unifiedknowledge) practice. To facilitate this survey we will bring together UK and Ethiopian research expertise.

Survey Timescales

Stage:	Completion Time:	Facilitated by:
Agree survey methods and questions.	February 2013	UC, AAU and other UK educational partners
Prepare field and desk research operations	April 2013	UC and AAU
Carry out research	August 2013	UC
Reporting preparations	October 2013	UC
Special presentations at MICE Conference	November 2012	UC and AAU

Initiative Three:

**Unifiedknowledge Performance Development, Live Performances in schools
and Multimedia Documentation Preparations**

Schools Of Unified Learning has now presented two pioneering unifiedknowledge performances
at Addis Ababa University (AAU) The first was ታላቁ ሀይል ፍቅር ነው The Greatest Power is Love
(2003) and the second was የአቢት ምስጢር Abit's Secret - Overrstanding the Warrior's Province
(2012). They where presented to showcase the principles of the unifiedknowledge approach to
learning to AAU's senior management, teachers, students and the general public. In both
presentations there has been a well documented overwhelmingly positive response highlighting
their inspirational value, learning effectiveness and broad ranging application potentials across
national (and international) education systems.

Initiative Three will build on this unique and important body of experience. Working principally
with the College of Performing and Visual Arts we will revisit these two performances enhancing
them by drawing on our ability to work with a range of AAU faculties to further their cross-curricula
pedagogy. In African story telling tradition there is a body of stories that are classical in the way
that they continuously engage and nurture the child learner, the adult learner and the master –
perfection of the unifiedknowledge performance form is a process that strives to move in this
classic way. Thus performers may easily scale (enlarge/reduce) curricula content of stories to
meet the specific needs of the audience; be they primary school children, university professors,
community elders etc. This may be likened to some forms of qine, one of Ethiopia's classical
poetic forms.

abun**DANCE**

The focus of Initiative Three is Unifiedknowledge performance development, live performances in schools and the preparation of multimedia documentation to support other educators and learners exploring the practice, these will be developed by:

a) Engaging College of Performing and Visual Arts students and teachers to study and explore the two key stories. As the unifiedknowledge approach is new to most teachers and learners it is important that quality time is given to develop clear comprehension and to initiate performance expression ideas from within the performance teams. *Completion Time: January 2013, Facilitated by: UC and AAU.*

b) Intensive unifiedknowledge training programme: This will be led by Astehmari Batekun and other delegate experts to bring about the realization of the practice's principles, forms and techniques. *Completion Time: January to February 2013, Facilitated by: UC and AAU.*

c) Learning needs support analysis: This will be a relatively low scale desk researching process to help ensure that the performance address key and current points of learning support need. The analysis will be across the broadest range of educational levels as they relate to the key subject areas of the stories. *Completion Time: January 2013, Facilitated by: UC staff with AAU support.*

d) Working through the Ministry of Education we will pilot a small tour of primary and secondary schools, both in and out of Addis Ababa to help consolidate the performance development and give integrity checks to the performance's ability to enhance academic perception and consciousness.   Working with schools under this initiative connects to Initiative One (MICE) as it also supports the capacity to sources and network Sister Schools partnerships between Ethiopia and the UK. *Completion Time: March to May 2013, Facilitated by: UC, AAU and Ministry of Education.*

e) All stages above will be well documented across multiple media. *Completion Time: June to Sept 2013, Facilitated by: UC staff with AAU support.*

g) MICE Conference performances: Having fully matured the performances and prepared the supporting educational documentation all of this will be presented at the MICE Conference 2013. *Conference Time: 2 days in Nov 2013, Facilitated by: UC and AAU.*

Basic Themes of the Project's Key Stories:

ታላቁ ሀይል ፍቅር ነው The Greatest Power is Love

This story is set in the ecological context of the life of one of East Africa's most precious birds, the African Crowned Crane. We call this bird Winchi and during the intensive training (see point (b) above) students and teachers will be guided through a learning we call Transformations of Winchi which connects the mathematical subject of "change" to the bird's movement, nature and dances. This story is a powerful platform for cross curricula learning as a vast range of scientific and mathematical learning pathways can be embedded into it.

The basic initial objectives of this performance are as follows:

1. To introduce a new, human friendly and nature related way of viewing mathematics that enhances academic comprehension.
2. To introduce and address the three classical questions of ancient African Science (Kemetic, Ancient Egypt)): What is number? What is measure? What is ratio? Many further advanced mathematical ideas and concept are based on a sound grasp of these three key points, both practical and philosophical.
3. To share with an audience the language associated with transformation (rotation, enlargement, reflection and translation).
4. To share an understanding of the principles of transformation and other principles associated with it.
5. To introduce the audience to the expressive gestures and movements of Winchi, through the disciplines and principles of Dankira Tehwagi (Warrior Dance).
6. To introduce the audience to the yeht'mr urwuk'eht (unifiedknowledge) educational model.

7. To share the Unifiedknowledge Centres' vision and utility of panAfrican education and learning through the expression of African unity.

የአቢት ምስጢር Abit's Secret - Overrstanding the Warrior's Province

A modern allegory on the profound nature of Space and life, thus the characters and events of the story represent or symbolize clear curricula ideas and concepts.

- Duality
- One's province '*gzat*' (**ግዛት**) - space
- A unity of land-matter *(space)*, air-atmospheric-energy *(space)* and mind-consciousness-non-physical *(space)*
- The natural unity of *art* and *mathematics*
- The intrinsic underlying math of the gzat *(space)*
- The value of **የጥምር:ዕውቀት** *(yeht'mr urwuk'eht)* in whole sum knowing.

It makes sense that a creature as ancient and wise as Abit (the Praying Mantis insect) is the focus for exploration of One's inner space - she makes the most amazing lifecycle transformations. Audiences enjoy the show as, like the Winchi (African Crowned Cranes), we become both curious enough and fearless enough to explore the deep nature of space and the response-ability it creates. This story enables all to enjoy one of the most powerful reasons for embracing one's self as a mathematician; the enhancement of One's ability to visualise.

In this drama we find ourselves in the 'well' water of Abit's head! Water is the basis of all life: the site of so much creativity in this world. It is both the context and the substance of living things and so within it we find special patterns, which provide the best metaphor for the primeval substance of life, the modern day subject of quantum physics.

All this and more is explored through our unifiedknowledge (yeht'mr urwuk'eht) drama called Abit's Secret.

The basic cross-curricular objectives of this performance are as follows:

1. The Word – the importance of keeping & sharing One's word and the perils of gossip
2. Abit's nature – Praying Mantis nature, ecology and dances
3. What is mathematics?
4. Introducing key units of measurement
5. Exploration of the underlying mathematics of the gzat (space)
6. Introducing Unifiedknowledge & Dankira Tehwagi
7. Introducing Binary Drumming and drum music science; the importance of thinking in and using more than one number base
8. Wellness of the mind, freedom and freedom from conceptual incarceration.
9. Water and Fire as universal principles of duality in an emotive metaphor.
10. Singing – Ka Breathing Development; introducing the relationship of breath command in learning processes. Mind-Breath-Body Harmonies
11. Unifiedknowledge Language Introduction – Ethiopian culture as an ambassador in panAfrican educational development.

Initiative Four:

East African Regional Networking – Reaching out to Uganda & Kenya;
Makerere University Kampala & Kenyatta University

Clearly yeht'mr urwuk'eht draw significantly on Ethiopian culture, it is however important to note that the practice's self defining cultural reference is **panAfrican**. It is therefore essential to engage other African regions in the early developments of the Unifiedknowledge Centres. In this first phase of our project we must make meaningful contact with the universities of Uganda and Kenya to introduce the project to them, keep them informed of developments and where possible engage their participation. This will best be done by UC staff with the support of AAU's External Relations team. We will establish contact with the equivalent AAU faculties that we are working with here; Educational teaching, Mathematical, Scientific, Sign Language/Linguistics and Performing Arts.

Project Objective Six:

Establish a local charity የጥምር ዕውቀት ማዕከላት (Unifiedknowledge Centre)

Initially this project is managed by Schools Of Unified Learning a specialist not for profit charitable organization based in London (England). At the earliest possible time it is our intention to establish a local Ethiopian charity under the name የጥምር ዕውቀት ማዕከላት **(Unifiedknowledge Centre)**. This entity will take operational responsibility for the management and the organization's initiatives and objectives. It will be funded by Schools Of Unified Learning, who in turn will support it in establishing a broader range of funders from Europe, Africa and the Caribbean. We have advised the **Charities and Societies Agency** and will follow their guidance exactly. As the AAU will be familiar with this agency we welcome AAU support in honoring their requirements.

The focus of Project Objective Six is to firstly undertake all preparatory investigations in regard to full compliance with any regulations that may affect the organization's works: *Completion Time: December 2012, Facilitated by: UC staff with AAU support.* Secondly to complete the charity's registration process: *Completion Time: January - February 2013, Facilitated by: UC.*

Who have we been speaking with at AAU?

Over the years we have liaised with many professional across numerous educational agencies, always we have been welcomed and this is a great principle of Ethiopian culture.

This year has been the very best round of networking and reflects a maturing of our relations and project determination. For your reference it is important that you know who we have been speaking with across the AAU and also externally to it as they relate to the development of Unifiedknowledge Centres.

AAU – President	Prof Admasu Tsegaye
AAU – Vice President	Dr Jeliu Oumer Hussien
AAU – College of Performing Art	Ato Nebiyou Baye
AAU – College of Education	Prof Teferra Tirussew
AAU – External Relations	Dr Satishkumar Belliethathan
AAU – Press and Publications	Dr Yakob Arsano Berhanu Debotca
AAU – Amharic Translations Teaching	Mehari Zemelak Worku
AAU – Geez Translations (IES)	Gebere Meskel Alemu
AAU – Sign Language	Andargachew Deneke
AAU – Communications	Asres Bantigegn
Mekinissa School for the Deaf	Ato Abilina – Headteacher Shimelis Mekonen – English Teacher (sign)
Performance Development Consultant	Mintesinot Getachew
Educational Networks Advisor	Ketema Seminew
Ethiopian Wildlife Ecologist	Yilma Dellelegn Abebe
International Dance Artist	Zela Gayle
Ethiopian Poet & Writer	Ephrem Seyoum
Bahar Dar University – Ecology	Shimelis Aynalem
Ethiopian Sports Commission	Mekonnen Teklu
Zuk'wala Monastery – Geez Translations	Aba Tillahum

Contact Details

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Ethiopian Direct Telephone:	00 251 (0)920 11 77 84
General email:	learning@unifiedknowledge.org
Astehmari's email:	astehmari@unifiedknowledge.org
Astehmari's alternate email:	astehmari@gmail.com
	Please send all mail to both.
Main Website:	**unifiedknowledge.org**
This Project's Website:	ethiopia.unifiedknowledge.org
	To be developed – check periodically for updates.

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