



Association for the  
Development of  
Education in  
Africa



Ministry of Education

**REPORT OF ADEA REGIONAL WORKSHOP OF  
THE INTER-COUNTRY QUALITY NODE ON PEACE  
EDUCATION, HELD IN MOMBASA, KENYA,  
14<sup>TH</sup> - 16<sup>TH</sup> SEPTEMBER, 2009**

*Theme*

*“Education as an Agency for Fostering Peace, Integration and  
Partnerships”*

**Jointly Organized by**

**The Association for the Development of Education in Africa**

**and**

**Ministry of Education Kenya**

**SEPTEMBER, 2009**

**REPORT OF ADEA REGIONAL WORKSHOP OF THE  
INTER-COUNTRY QUALITY NODE ON PEACE  
EDUCATION,**

*Education as an Agency for Fostering Peace, Integration and  
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Ministry of Education, Kenya and the Association for the Development of Education in Africa (ADEA) wishes to express their deepest gratitude to all the Countries and Experts who participated in the Workshop for their invaluable contribution

Compiled by: *Wanyama, B.W.*

Typesetting: *Obudho, P. P.*

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## **ABBREVIATIONS AND ACRONYMS**

ADEA	Association for the Development of Education in Africa
AU	African Union
DDE	Deputy Director of Education
DRC	Democratic Republic of Congo
EMIS	Education Management Information System
EFA	Education for All
ES	Education Secretary
FAWE	Forum for African Women Educationalists
GDP	Gross Domestic Product
HE	Higher Education
ICQN	Inter-Country Quality Node on Peace Education
IDPs	Internally Displaced Persons
INEE	Inter-Agency Network for Education in Emergencies
KNATCOM	Kenya National Commission for UNESCO
MDG	Millennium Development Goal
MOE	Ministry of Education
MOHEST	Ministry of Higher Education, Science and Technology
NGO	Non- Governmental Organizations
NPI	Nairobi Peace Initiative
PA	Personal Assistant
PDE	Provincial Director of Education
PEER	Programme of Education for Emergencies and Reconstruction
PRO	Public Relations Officer
PS	Permanent Secretary
QA S	Quality Assurance and Standards
UN	United Nations

UNESCO

United Nations Educational Scientific and Cultural Organization

TVET

Technical and Vocational Education and Training

## THE INTER-COUNTRY QUALITY NODE ON PEACE EDUCATION

### BACKGROUND

1. In June 2004, the Association for the Development of Education in Africa (ADEA) organized a first Ministerial Conference in Mombasa, on Education for Countries in Crisis or Post-conflict Situations. The final communiqué, signed by twenty African countries, committed Ministers of Education to "utilize their respective education systems as agencies and forces for peace-building, conflict prevention, conflict resolution and nation building". The ADEA Inter-Country Quality Node (ICQN) on Peace Education was created in response to this objective, which was reaffirmed by African Ministers at a Round-Table Meeting organized by ADEA in Istanbul on April 1, 2009, on the occasion of the Global Consultation of the Inter-Agency Network for Education in Emergencies (INEE).
2. The Workshop was held from 14<sup>th</sup> – 16<sup>th</sup> of September 2009 at the Mombasa Continental Resort. It was the first meeting of the ICQN on Peace Education. It served as a venue for dialogue and cooperation as well as for exploration and formulation of mutually-shared policies to tackle common challenges. It was organized and funded by the Association for Development of Education in Africa in collaboration with the Ministry of Education, Kenya. The theme for the workshop was *“Education as an agency for Fostering Peace; Integration and Partnerships”*.
3. The rationale for the establishment of an ICQN was that conflicts continue to cause serious damages to the economies of the Sub-Saharan Africa, thus retarding development as resources are diverted to provide emergency services. Besides, conflict resolutions and transformations have been undertaken in uncoordinated and duplicated manner. Formation of an ICQN in Peace Education would therefore facilitate the sharing of lessons learnt across national boundaries to inform future initiatives.

### *Goals and Objectives*

4. The main goal of the workshop was to assist governments of selected countries in Africa to formulate appropriate country frameworks for peace education and thus, make education as the channel for enhancing national cohesion and peaceful co-existence. Specific objectives were to:

- a. share experiences, approaches and strategies on peace education from various countries;
- b. identify good practices for adaptation in one's national context;
- c. identify available human resource on peace education within the region and elsewhere; and
- d. deliberate and build consensus on: the roles of the ICQN; the responsibilities of participating countries in the development of peace education within the region; and the modalities for collaboration and networking across national boundaries

### *Expected outputs*

5. It was expected that by the end of the three day workshop country teams would;
  - a) Share knowledge and skills on Peace Education.
  - b) Identify good practices for replication in peace education programmes.
  - c) Produce a report to be shared among the participating countries.
  - d) Agree on the way forward for the ICQN.

### *Participation*

6. Participants were drawn from the following countries; Angola; Cote d'Ivoire; DRC; Kenya; Mozambique, Rwanda; Sierra Leone South Africa; Sudan; and Uganda. While observers were from ASHEWA; Open Society Initiative, Nairobi Peace Initiative; and FAWE among others. (See annex 5 for full list of participants)

### *Facilitation*

7. The workshop was facilitated by professional facilitators, moderators and consultants drawn from Africa. It was conducted in English and French, with simultaneous translations.

### *Publicity*

8. The workshop was publicized through various press conferences, media briefs and an online forum. The main press conference was held on 11<sup>th</sup> September 2009 at the Ministry of Education, Headquarters. During this press conference the media were briefed on the workshop by the Executive Secretary of ADEA, Mr. Ahlin Byll-Cataria, Senior External Relations and Communications Officer, ADEA, Thanh-Hoa Desruelles, and Prof. Karega Mutahi, Permanent Secretary

Ministry of Education, Kenya. Regular media brief with local and international journalists were also held during the entire period of the conference.

9. An online forum was organized between 7<sup>th</sup> and 30<sup>th</sup> September 2009. Its main objective was to encourage exchanges between journalists and peace education specialists in order to promote public debates on following topical areas: The use of media for peace education; the formulation of policies for the implementation of peace building initiatives; institutionalizing peace building initiatives; and reinforcing the human and material capacities; indicators for assessing effectiveness. The following individuals participated as discussants for the forum; Celina Korir (Peace building and conflict resolution practitioner); Dr. Anna Obura (Consultant on peace education issues); and Prof. Kabiru Kinyanjui, ( Nairobi peace initiative)

### ***Workshop Procedure***

10. The workshop was conducted in plenary with presentation from selected key speakers. These were followed by discussions. There were also Working Group discussions. The results from the working Group were then discussed in Plenary. The Conference adopted the Mombasa Communiqué which was signed by the Seven Ministers present at the workshop.

### **OFFICIAL OPENING CEREMONY**

11. The meeting was called to order at 09:15 hrs by Prof. Karega Mutahi, Permanent Secretary, Ministry of Education, Kenya and the Master of Ceremony. Prof. Mutahi welcomed the participants to Kenya and Mombasa, the venue of the meeting and invited them to find some time off their busy schedule to visit Mombasa City and its environs to sample the rich cultural and natural heritage of the Coast Province of Kenya. The participants were then treated to a short entertainment from the "*Elimu Choir*". Prof. Mutahi informed the meeting that the choir had been constituted following the post election violence that rocked the country in December, 2007 and early 2008. The choir had been very instrumental in preaching peace in the country and particularly in educational institutions across the country. During this session participants were also addressed by the Coast Provincial Commissioner Mr. Munyi.

*Remarks by Mr. Dzingai Mutumbuka, Chairman ADEA*

12. Prof. Mutahi then invited Mr. Dzingai Mutumbuka, the Chairperson of ADEA to Chair the rest of the Opening Session. Mr. Mutumbuka, expressed his gratitude to the Government of Kenya for accepting to host the ADEA Conference. He thanked Hon. Prof. Sam Onger, the Minister for Education, Kenya and his entire team for the excellent planning and execution of the Conference, which he noted confirmed Kenya's commitment and dedication to the promotion of peace education not only within her borders but across the continent. Mr Mutumbuka informed the participants that the gathering was of prime importance to ADEA, for several reasons: first that without peace there can be no human, social, economic, cultural or spiritual development, be it for individuals, communities or nations. Secondly, peace is not only the absence of conflicts and wars but it is developed and sustained in the hearts and minds of human beings and of their leaders as well as within communities. It must be grounded in the promotion of a culture of peace within the societies.
13. He observed that education is the foundation on which development is built and education is not only limited to school but starts within the family and is then continued by, and within, the country's education system and socio-professional, cultural and religious institutions and continues throughout life. Education was therefore, an important factor and a powerful tool of socialization because it allows human beings to get closer to one another to help them live harmoniously with one another. Therefore education should not only be limited to facilitating the acquisition of knowledge, information and skills, but it must also aim at transforming the mind and the heart. Education should allow learners to recognize the multi-racial, multi-ethnic, multi-professional and multi-cultural dimensions of today's African societies. Countries should consider that diversity is a source of wealth rather than a problem. It should bring learners to accept and respect one another's identity. Countries must therefore integrate the diversity in the education programs for children, young people and adults, whether they are formal programs or non-formal programs, time based or lifelong. He concluded by reminding the participants that we must never take the existence of peace for granted.

*Remarks by Prof. Sam Onger, Minister for Education Kenya*

14. Prof. Sam Onger, Minister for Education observed that conflicts, insecurity and instability pose major challenges to economic, social and cultural

development of many African countries. Some of these conflicts lead to millions of people being rendered refugees or internally displaced persons in their own countries. During such conflicts the education sector suffers damage through destruction of essential education resources. The end result is a compromised education quality and non-attainment of the national and global targets of EFA and MDGs. He stressed the urgent need to develop and adopt proactive approaches to peace building and peaceful co-existence amongst all citizens. Peace education therefore must aim at empowering citizens with appropriate knowledge, skills, values and attitudes needed for harmonious co-existence. In this regard, he emphasized the need for partnerships and collaboration so as to build peaceful societies through education.

15. Prof. Ongeru reiterated Kenya's commitment and support for all initiatives that aim at fostering peace regionally and globally. He observed that Kenya had developed a peace education programme that was addressing the challenges that followed the post election violence of 2007/2008. These disturbances had brought down Kenya's GDP from 7% in 2007 to 3%. Kenya had therefore suffered economically and may take a long time before it recovers. He concluded his remarks by thanking partners and stakeholders and particularly ADEA for the continued collaboration and launch of the Inter-country Quality Node on Peace Education.

*Remarks by Hon. Mwangi Famba, Minister for Education, DRC*

16. Hon. Mwangi Famba, Minister for Education, Democratic Republic of Congo and the Session Chair gave the participating Ministers an opportunity to introduce their delegations. Those present included Angola; Cote d'Ivoire; DRC; Kenya; Mozambique, Rwanda; Sierra Leone, South Africa; Sudan; and Uganda. He thanked the Ministers for attending the meeting and urged them to forge strong partnerships in the enhancement of peace education.

**KEYNOTE ADDRESSES**

*Presentation by Prof. Karega Mutahi, PS Education, Kenya*

17. Prof. Karega Mutahi, Permanent Secretary Ministry of Education gave a keynote address with a theme "Education for Peace and the Need for Integration and Partnerships" Prof. Mutahi observed that Africa had faced many conflicts some of which lasted for several decades. Africa therefore needed to urgently address the issue of conflicts if the dream of building strong trading blocks rather than

stand alone nations was to be realized. Peace Education was the only viable option at the disposal of nations. He observed that even though policy frameworks and relevant legislations were available in most of the African nations (if not all) for peaceful co-existence, the continent still faced conflicts.

18. This he attributed to lack of strategies of ensuring that the delivery of peace education content leads to the realization of the desired outcomes. Those who deliver (teachers) the curriculum must be equipped with the necessary skills to empower their learners to appreciate the relevance of what they learn to their daily lives. In this regard, Prof. Mutahi proposed that teachers undergo skills upgrading through in-service training for them to deliver the values, attitudes, and knowledge that builds self-respect and respect for others. He suggested that delivering peace education content in a manner that will result in the realization of the expected outcomes requires the co operation of other stakeholders including elected representatives and policy makers. There has to be a dialogue among all stakeholders on issues related to child rights, child safety and respect for human dignity as well as individual roles in delivering the values.
19. Prof. Mutahi observed that African countries need to minimize the issues of unemployment among the youth and poverty. In conclusion, the Permanent Secretary reiterated the need for strong partnership amongst stakeholders in and outside the education sector including; parents, religious organizations, civil societies and community leaders all of whom must appreciate that their contributions will collectively shape the future of the youth.
20. After his presentation the following comments were made: That As long as the gap between the poor and the rich countries exist, it will be difficult to attain peace in Africa. Participants commended ADEA for the good initiative in starting the Inter-Country Quality Node which they felt would assist in passing the message of peace among the people of Africa. It was noted that NGOs had a crucial role to play in conflict resolution. The Civil Society has an important role in holding leadership accountable. Some participants lamented that Africa had failed to learn from past experience. The need to instill the culture of peace among educators who can pass the same to the pupils was therefore crucial.

*Presentation by Florence N. Mpaayi, Executive Director, Nairobi Peace Initiative (NPI)*

21. Ms Mpaayi observed that war and other forms of violent conflicts present one of the most daunting challenges in Africa and hence the need to urgently develop a culture of peace. She gave several examples of areas of conflict especially in Eastern and Central Africa. The cost of these conflicts was enormous and contributed to high poverty levels and under-development in Africa. Millions of people especially women and children have been found to live as refugees and IDPs. She outlined some of the historical circumstances that have had a direct bearing on the conflicts in Africa. She observed that armed conflict is a process not an event. Consequently, prevention of violent conflict is also a process and not an event. She stressed on the importance of peace education which was a useful tool in empowering communities with appropriate knowledge and skills that allow them to make constructive decisions. She emphasized on the need for partnerships as no single entity can ensure sustainable peace. Integrating the culture of peace that upholds the sanctity of life, justice for all, gender sensitive and inclusion, concern for the less privileged in society, equity and respect for the rule of law will only take root when the education system both formal and non formal take up their responsibilities in educating for peace. She concluded by challenging the leaders and particularly the ministers present to preach peace among their people

## **COUNTRY EXPERIENCES**

22. Angola, South Africa, Kenya, Cote d'Ivoire, Sudan and DRC shared their experiences in developing and implementing peace education which were well appreciated by the participants. The role of NGOs, Civil Society, politicians, media and other actors dominated the discussions that followed

### *Angola*

23. The country had a long history of conflicts. There were various initiatives to facilitate equity in the provision of education. The government had various peace building and conflict interventions. Aspects of peace education had been incorporated in the curriculum.

### *Cote d'Ivoire*

24. The country went through a crisis in 2002 and the Ministry of Education had voluntarily developed a peace education programme. The programme aims at helping learners acquire requisite skills and values that will make them develop into adults that value support and advocate for peace. The Objectives of the programme are to: develop a peace culture in the schools and community; strengthen the capacity of learners to resolve conflicts; foster harmonious relations; and help learners to develop the following values; peace; tolerance and non violence

The content of the programme included the following areas; National integration; conflict resolution skills; patriotism; interpersonal relationships (respect and acceptance); understanding peace; and use of traditional structures in conflict resolution. The teachers are expected to model the values of peace in their interactions with learners both in and out of the classroom.

### *Kenya*

25. The Kenyan experiences were shared by Prof. Karega Mutahi, Permanent Secretary Ministry of Education. Prof. Mutahi noted that despite inclusion of value based content and life skills in the curriculum, learners were not always seeing the relevance of what was taught in schools to their daily living. This therefore required a new thinking and/approach to teaching. He outlined some of the initiatives by the Ministry of Education in response to post election violence including placement of over 200,000 primary and secondary school learners; counselling of affected learners, development of psycho-social self help materials, development of peace education curriculum, development of peace education training manual and teacher activity books and distribution of over 50,000 copies of peace education materials to schools. The main objective of peace education is to help learners acquire knowledge, skills, values and attitudes that promote peaceful co-existence and harmonious living amongst all citizens. Peace education was integrated in several subjects and learning activities, particularly life skills, social studies and co-curricular activities.

### *South Africa*

26. South Africa has faced challenges relating to the building of a peaceful, non-racial, non-sexist and democracy. The problems of socio-economic inequalities and historic social divisions have created unique challenges for South Africa. They are however, being addressed in many different ways, through changes in legislation, redress and fundamental shifts in the education system. Some of the policy and legal instruments in place include; South African Constitution (1996); Kha ri Gide literacy campaign (2008); National School Nutrition Program; Manifestos on Values of Education and Democracy (2001); The White Paper 6 (2000) etc. The Department of basic Education is committed to promotion of the understanding of human rights and building a human rights culture in schools.

### *Sudan*

27. The strategic aim is to achieve an education system that realize national unity, security, peace, and stability for all children of Sudan, and prepare them for fulfilling a full fledged community. The education system is dealing with the following challenges: Imbalances in opportunities between states; upgrading the quality of education levels in a way that lays down a basis for all children, of Sudan; the environment and cost of education. The national plan of education for peace in Sudan is concerned with expanding and upgrading comprehensive care and education in the early childhood with a special focus on children affected by wars and natural disasters, nomadic children and children with special needs. Prof. Mutahi outlined the following as key challenges; inadequate resources for rolling out the programme to all schools, overcrowded curriculum, unemployment among youth and changing the teachers' attitudes towards new approach to the teaching methodologies for peace education and life skills.

### *Uganda*

28. Uganda experienced two decades of conflict that saw destruction of schools, families, within and outside the country, children lacked guidance and counseling by their parents. As a result, some children were abducted, killed, their parents killed, others raped and became child mothers. There was also high dropout rate due to; gender imbalances, HIV and AIDS; Geographical factors (hard to reach and stay areas); inadequate safe and child friendly school environment (use of corporal punishments, teacher centered method, school management); Poverty level; and lack of an Early Childhood

Development (ECD) policy resulted into having under age children enrolled in Universal Primary Education (UPE) Schools.

### *What Uganda did to Address Exclusion?*

29. In a bid to address exclusion in the education system, the following strategies were put in place
- In 1997, Universal Primary Education was declared and implemented. Under UPE, government started paying tuition fees for four children per family but now to all without discrimination, build classrooms, provided teachers, implemented TDMS (Teacher Development and Management System)
  - In 2007, government declared Universal Post Primary Education following the same modalities as UPE.
  - In 2008, Government enacted a new Education Act (Pre- Primary and Primary and Post Primary Education Act 2008).
  - Peace Education has been integrated into the primary school and Primary Teacher Education Curricula
  - Peace education manual has been developed to support mainstreaming of peace education in the school activities.
  - Peace Recovery Development programmes (PRDP) was launched in 2008 and monitored by an inter Ministerial Task Force.
  - Schools have various clubs such as peace education, girl guides and scouts, guidance and counseling, music, dance and drama
  - National Music Dance and Drama competition usually focused on themes such as peace education, HIV/AIDS, conflict resolutions, gender responsiveness determined in consultations with key stakeholders

### **EXPERT PRESENTATIONS**

#### *Education for fostering the culture of Peace by Dr. Phoebe Nyawalo*

30. The Presenter gave a background on peace education in Africa and then made a distinction between Peace Education and education for a culture of peace. She pointed out that education was the human ultimate vehicle to social change and human progress and that peace and unity are the ultimate quest for human progress and freedom. The UN affiliated University for peace has produced prototype curricula for all the three levels of formal education that can be adopted by any AU Member State. Kenya was selected to represent Anglophone Africa for a pilot study of the proposed curricula. The other two

are Togo to represent Francophone African and Sierra Leone, to represent post conflict countries in Africa.

### *Foundations for Peace Education by Ms. Mortine Libertino*

31. The presentation begun with an explanation of human suffering and conflict including the causes and symptoms. It highlighted the true causes of conflict which have their root causes in the human emotions and subconscious. It advocated the need to educate the sub-conscious in the process of peace education and enumerated some common elements and guiding principles which include listening to grievances, becoming aware of one's free will and power of trust and dialogue, adopting a positive attitude instead of negative and monitoring and evaluation. The presenter described two keystones of peace namely; mediation training for adults and philosophy school for children. The presentation concluded with prospects for African and posts Conflict countries and proposed mediation training for decision makers, senior government officials, trainers, teachers etc. There should be pilot courses in the formal education (in schools), and teaching in the informal education system in the form of debates with the youths and adults.

### *Running a Successful Peace Education Program, Getting Started and Remaining Focused on the Goal by Anna Obura*

32. This was a presentation of a handbook by Dr. Anna Obura which highlighted the importance of implementation of peace education. Paper noted that good practices exist in Africa but that good planning is often lacking. Part I of the paper provides a philosophical foundation for peace education based on the Learning to Live Together (LTLT) concept. The second part highlighted the programme cycle for peace education which has three distinct stages of: conceptualization planning and implementation which includes monitoring and evaluation. Peace Education enhances the quality of education and that since schools can be a place and force for both good and evil. It is the responsibility of all to ensure that schools remain a force and place for good and never evil. Curriculum relevance is a major factor for ensuring quality.
33. The LTLT continuum was presented which teaches and gives children critical thinking and analytical to meaningful skills to adult lives. On monitoring and evaluation, it has been difficult to prove that peace education prevents conflict. There is therefore need to institutionalize the culture of monitoring and

evaluation. The paper recommends integration of peace education into the curriculum and not as a separate subject. The paper concluded by pointing out four problems that peace education faces namely: at the planning stage; neglect of training master trainers; linking to other skills' orientation of LTLT programmes; and delay in choosing the curriculum slot for peace education.

## **Discussion**

34. The controversies generated by the paper were recognized, but also the need to further interrogate some of the conclusions it draws. Participants acknowledged some key aspects as useful, including the need to strengthen monitoring and evaluation, need to develop critical thinking and analytical thinking in learners and the need to identify and forge partnerships with families, communities, political leaders, the media, faith-based organizations etc.

## ***UNESCO Regional Programme of Education for Emergencies and Reconstruction- By Paul Gomis***

35. The presenter pre-faced his presentation with a reminder of the number of journalists and teachers that have died and continue to die from efforts to maintain peace. He traced the history and development of the Programme of Education for Emergencies and Reconstruction (PEER) from 1945 to 2008 with the launch of PEER "Culture of Peace" in cooperation with the government of Japan in nine countries. He emphasized the need for politicians to first internalize the message of the culture of peace and to promote it to the general populace as a matter of priority and prime responsibility.

36. At operational level, PEER in UNESCO is now under the Africa Department. It is cross-sectoral in flexible and results oriented with capacity to think and act outside the box. It is funded from UNESCO extra budgetary sources. PEER activities are now in 15 African countries (geographical areas are: Somalia since 1993, Horn of Africa)

## **Primary Targets**

37. Youth women and girls, IDPs and returnees, education authorities and consultants, works on the principle of catalyst and then encourage ownership by the target groups, authorities and actors or beneficiaries. Toolkits, manuals etc are developed including curriculum review and development and capacity development and institutional rehabilitation.

## **Areas of Intervention**

38. Education sub section with emphasis on primary (formal and non-formal) secondary, and Higher Education, TVET support to psycho traumatic situations, support to policy design planning and advocacy in governance. Cross-cutting issues include HIV and AIDS, gender, environment, climate change, sanitation and health education, functional adult literacy, peace education and intercultural dialogue. Some of PEER's strategic principles include flexibility, use of both bottom up and top down approach, strategic technical and financial partnerships, tailor-made materials, combination of short, medium and long-term approaches, active involvement of beneficiaries, and needs assessments on case by case basis. PEER supports setting up of strategic and placing units including EMIS; TVET culture of peace, education systems, rehabilitation, counseling and institutional rehabilitation.

39. Partners: these include: governments and the education sector; Civil society and NGOs; UN agencies and founders; Private sector and African Union (AU). Challenges include: funding opportunities, communication and partnerships and need to adopt a business approach.

## **Discussion**

40. Most violence in Africa is imported. Governments must coordinate the activities of NGOs. Our sense of nationhood and patriotism must motivate us to uphold democratic values and avoid swallowing external influences and values; we must promote dialogue and mutual respect in order to make Africa a peaceful and prosperous continent. Africa is experiencing war or conflict, the most difficult challenge is national reconciliation.

## GROUP WORK DISCUSSIONS

41. The Participants were divided into three groups each with specific tasks as follows: **Group 1:** Formulating Policies for implementing peace education; **Group 2:** Institutionalizing peace building initiatives (meaning and strategies and modes of delivery): effectiveness and sustainability issues; and **Group 3:** Capacity building (human and material resources): factoring in the issues of gender and HIV & AIDS. The results of the Group discussions were shared in the plenary.

### *General Recommendations Arising from the Plenary Discussions*

42. The following are some of the recommendations and comments that arose from the plenary discussions
- i. Ethnicity in Africa is a reality. We need to recognize ethnicity and diversity among the different peoples and communities in the African region. These should be integrated into the education systems.
  - ii. The values that are found in peace are embedded/inculcated in the religions (in Christianity, Muslims etc.). We need to take advantage of this to inculcate peace education in the education systems
  - iii. The Governments should coordinate the activities of NGOs to ensure that the activities support the peace initiatives.
  - iv. The Africa's sense of nationhood and patriotism must motivate us to uphold democratic values and avoid swallowing external influences and values
  - v. Need to promote dialogue and mutual respect in order to make Africa a peaceful and prosperous continent.
  - vi. The media in Africa plays a significant role in creating crisis. It must therefore be fully integrated in this process of peace building.
  - vii. Peace education should not be taught as a standalone subject but be integrated in other subjects. However, it was observed that there was need to deliberate further on the mode of implementing peace education into the existing curriculum

- viii. Peace Education needs to be linked with the a concept of making the schools “*child friendly*”
- ix. Ministries of education in various countries, should intensify peace building efforts, and influence governments to:
  - a. build the necessary human capacity and provide the requisite material resources;
  - b. foster networks and collaborations to enable us appropriate what others have found to be working experiences or promising approaches;
  - c. ensure that the teaching fraternity has the right attitude and commitment to implement peace initiatives, and opportunities for continuous skills – upgrading.

## **WAY FORWARD**

43. The Conference concluded by adopting a communiqué which was signed by the Ministers of seven participating countries namely: Angola, Cote d’Ivoire, Democratic Republic of Congo, Kenya, South Africa, Sudan and Uganda

### ***Communiqué***

#### **Preamble**

We, Ministers of Education of Africa and delegations of the represented countries in the Regional Workshop organized jointly by the Association for the Development of Education in Africa (ADEA) and the Kenya Ministry of Education under the auspices of the Inter-Country Quality Node (ICQN) on Peace Education, met on 14<sup>th</sup> – 16<sup>th</sup> September, 2009 in Mombasa, Kenya on the theme; Education for Fostering Peace: Integration and Partnerships;

***Recognizing*** 21<sup>st</sup> September as World Peace Day which all countries should observe;

***Recalling*** the Mombasa Declaration of 2004, where countries present committed themselves to utilize their education systems as agencies and forces for peace-building, conflict prevention, conflict resolution and nation building;

*Recognizing* that conflict, insecurity and instability continue to pose major challenges to economic, social and cultural development in several African countries and therefore there is need to ensure good governance, democracy and promotion of human rights;

*Recognizing* that without peace there can be no human, social, economic and spiritual development be it at individual, community, country and global level;

*Recognizing* that conflict and instability compromise educational quality and achievements made towards Education for All (EFA), Second Decade of Education and Millennium Development Goals (MDGs); Convinced that peace is not necessarily the absence of war and that peace and stability should not be taken for granted but nurtured and sustained in our hearts and minds, especially in times of stability;

*Acknowledging* the tremendous efforts our countries are making to integrate peace education into their education systems;

**Agree;**

- a. To address structural issues that promotes sustainable peace and justice; not forgetting promoting the means to assists citizens, young and old to free themselves from emotional programming such as hate and suffering that could negatively influence the evolution of future generations.
- b. That education, as a foundation for development and as an instrument for fostering a culture of peace, should go beyond the acquisition of knowledge and skills to seek the transformation of hearts and minds in order to enable human beings to live in harmony; bring all learners to consider the racial, religious and cultural diversity of their societies as an important part of their national heritage, integrate this diversity into education, formal and non-formal programs for all children, youth and adults as well as incorporate a dimension specifically aimed at eradicating violence and promoting peaceful co-existence among people;

- c. To formulate and strengthen national policies and strategies and to ensure effective implementation, monitoring and evaluation of peace education programs;
- d. To build the necessary capacities for peace education at all levels, paying special attention to peace education, trainers and teachers, curriculum developers, field officers and other civil society organizations, elders, parents, parents' associations and communities in general, in order to ultimately empower education managers and all learners to become agents of peace in their societies, paying special attention to the need for capacity building in post conflict region for the inclusion of marginalized and vulnerable groups such as women, children and persons with special needs.
- e. To encourage strategic inter-disciplinary, inter-regional and multi-sectoral partnerships and collaboration with policy makers, community leaders, civil society, the business community and development partners for more effective implementation of peace education;
- f. *Appeal* to all African governments to ensure constitutional and legal enforcement of human rights and the protection of human dignity as well as the respect of cultural diversity;
- g. *Strongly appeal* to African Governments to work with all partners and in particular the media, to promote positive messages and legislate against hate speech and inflammatory communication in order to protect citizens and ensure the preservation of peace and stability at all times;
- h. *Appeal* to African Governments to urgently put in place programs and strategies that create employment and income generating activities for the youth in order to minimize desperation and hopelessness amongst the youth.
- i. *Encourage* the Association for the Development of Education in Africa (ADEA) to continue to support and coordinate the Inter Country Quality Node on Peace Education.

*Signed on this 16<sup>th</sup> of September 2009*

## **Annex 1: Official Opening Speech**

*By Hon. Amb. Prof. Sam Ogeri, EGH, MP. Minister for Education, Kenya*

Honourable Ministers, Executive Director, ADEA, Distinguished Guests, Ladies and Gentlemen, I am most delighted to be with you today during the official opening of the ADEA Regional Workshop for Inter-Country Quality Node on Peace Education. At the onset, I wish to take this opportunity to warmly welcome you all to Kenya and to this coastal city which is a popular tourist destination. I wish to specifically welcome colleague Ministers and all the delegates from other countries. Please feel at home among brothers and sisters.

The main objective of this Regional Workshop is to facilitate participating countries to dialogue and share experiences on the development of frameworks for Peace Education in the region. I have no doubt that your presence here illustrates our commitment to the process of adopting a collective and coordinated approach in addressing societal challenges through education and in particular effective implementation of Peace Education. As Kenyans, we are deeply honoured to have you here and to host this important workshop.

Ladies and Gentlemen, conflicts, insecurity and instability continue to pose major challenges to economic, social and cultural development of many African countries. Some of our countries suffer from violent conflicts many of which lead to millions of people being rendered refugees or internally displaced persons in their motherland. In such conflicts the education sector suffers damage through the destruction of essential education resources. The long term effect of conflicts compromised quality of education and non-attainment of the national and global targets of Education for All (EFA) as well as Millennium Development Goals (MDGs). In many conflict situations Governments prioritize allocation of resources to matters of security other than funding education as a basic human right. As a result it is estimated that 1% of the global military and arms expenditures in one year would be adequate to achieve EFA and Millennium Development Goals related to education. For poor nations it is apparent that there is an urgent need to develop and adopt proactive approaches to peace building and peaceful co-existence amongst all citizens. This will save our countries huge sums of scarce resources.

Ladies and Gentlemen, the role of education in facilitating peaceful and harmonious co-existence cannot be over emphasized. The main aim of peace education is to empower citizens with knowledge, skills, values and attitudes needed for harmonious co-existence. Through peace education we can build and safeguard values and attitudes necessary to enhance self respect and the dignity of others. In

this regard, the theme of this workshop “Education as an agency for fostering peace; Integration and partnership” is extremely relevant as it emphasizes the role of education in building a culture of peace.

Allow me to make a few comments on peace education. The concept of Peace Education is not new as it is well articulated in many of the UN instruments such as the UN Charter, the Convention on the Rights of the child (CRC) and the world Declaration on Human Rights, among others. In particular, the Universal Declaration of Human Rights requires that education promotes understanding, tolerance and friendship among all nations, races, religions and groups. It is therefore my hope that the three-day deliberations in this workshop will allow for in-depth deliberations on the concept and how peace education can be used to facilitate the entrenchment of harmonious co-existence in our countries. This will ensure that we are in tandem with the global trends and the recommendations made during the 2004 Mombasa Conference on ‘Education in Post-conflict circumstances’ organized by ADEA.

Ladies and Gentlemen, I wish to emphasize on the need for partnerships and collaboration in our endeavors to build peaceful societies through education. Successful implementation of peace education programmes will require that all of us take cognizance of the critical roles played by education in instilling values, attitudes and knowledge to young children. As such, we all need to build strong partnerships that bring together all stakeholders involved in the socialization process.

For us in Kenya, we fully support all initiatives that aim at fostering peace and harmonious co-existence nationally, regionally and globally. Indeed, Kenya has for a long time been perceived as a haven of peace and reputed for playing the role of reconciling many warring parties in our region. However, as you may be aware we suffered post-election violence in January 2008, an experience we have never had since the attainment of independence in 1963. During that period over 200,000 primary and secondary school learners were displaced. We however soon called that, *“A time of crisis is an opportunity to review past weaknesses and to develop a modern and more unifying programme as used by UNICEF in reference to education in the times of crisis”*

In this regard, my Ministry developed a peace education programme whose implementation is ongoing. I am happy to note that the programme for this workshop includes a session on sharing experiences and we eagerly look forward to learning from each other in this forum. It is my hope that this will culminate into a

compilation of best practices in Peace Education Programmes for the improvement of programme design and implementation.

As I conclude my remarks, I would like to thank all our partners and stakeholders in peace education. In particular, I wish to thank the Association for the Development of Education in Africa (ADEA) for collaborating with my Ministry in hosting this important workshop. I also thank UNICEF and UNESCO for their support in the development of our peace education programme.

Finally, I wish to thank all of you for taking time off your schedule to participate in this workshop. I hope you will find some time during your stay, to enjoy some of the beautiful natural and cultural sites and also to sample the unique Kenyan hospitality.

## **Annex 2: Official Closing Speech**

*By Hon. Dr Sally J. Kosgei, EGH, MP, Minister for Higher Education, Science and Technology,*

It gives me great pleasure to preside over the closing ceremony of this important regional workshop on peace education. The workshop is timely considering the role of peace in the development of any nation and in the attainment of Education for All and the Millennium Development Goals.

Ladies and gentlemen, I am informed that at the start of the workshop it was stated clearly that the main objective was to facilitate participating countries to dialogue and share experiences on the development of frameworks for Peace Education in the region. The participation of seven countries in the workshop therefore illustrates great commitment to Peace Education. I wish to thank you all and especially the Honourable Ministers from Sudan, Angola, South Africa, Democratic Republic of Congo, Cote d'Ivoire, Uganda and Kenya, for setting aside all your other duties to come and participate in this workshop.

I am aware that under the theme "*Education as an agency for fostering peace; Integration and partnerships*" representatives from five countries shared experiences on the various strategies that have been put in place to address peace education and challenges encountered. I am also aware that in addition to the sharing of experiences other topics of discussion included issues of conflict in Africa, Education as a foundation for developing a culture of peace and Running a Peace Education programme.

Ladies and Gentlemen, during these presentations and breakout groups, you may have noted that despite our cultural diversities and the variety of the causes of the conflicts in the different countries, each of the countries face almost similar challenges while addressing peace education. These challenges include; the imbalance and variance of opportunities between regions; translating educational goals to national values and attitude change; low budgetary allocation for education and hence inadequate resources for peace education; and youth unemployment

It may also have emerged that the strategies that have been put in place have not prevented conflicts. For example in Kenya issues of peace, human rights, culture and life skills have always been incorporated in our school curriculum. However

this has not prevented occurrence of acts which would not be expected from persons who have gone through such curriculum. I hope that during your deliberations you were able to address this disconnect and made appropriate recommendations.

Ladies and Gentlemen, I am sure by now you are already aware of the political crisis that this country experienced at the end of 2007 and at the beginning of 2008. During that crisis, it was evident that the youth were involved in actions that interfered with the peaceful coexistence of many communities in the country. Prior to this crisis, it seemed like the youth had a common agenda and were unanimous in criticizing the political establishment for failing to address their needs. It was therefore surprising that the politicians were able to utilize them to commit acts of destruction of life and property and consequently destabilize many people. The countries represented may have similar experiences with the youth from their countries. It is my hope that the discussions and sharing of experiences will assist governments to design concrete education programmes that incorporate aspects that address the needs of the youth. Such programmes should consider giving the youth employable skills and hence empower them so that at no time are they misadvised to engage in unlawful acts that destabilize the peace.

However as already noted this alone may not ensure peace. A holistic approach may therefore be needed such that in addition to giving them employable skills they are also given other skills to enable them solve conflicts without necessarily resulting to violence. Any peace education programme should therefore address the concerns of the society as a whole. I believe that this has been captured in this communiqué coming out of this workshop

As I conclude my remarks, I would like to thank all our partners and stakeholders in peace education. In particular, I wish to thank the Association for the Development of Education in Africa (ADEA) for collaborating with the Kenya Government in hosting this important workshop. May I also thank all the participants for their contribution during the workshop. I am informed that the discussions have been lively and enriching from the first day up to the end.

I wish to thank the organizers for inviting me and Honoring me with this responsibility. I am informed that honorable delegates and other participants will have the opportunity to visit some tourist sites at the coast and enjoy the Kenyan

hospitality. May I extend this welcome to you and wish that you will spare some time to visit other parts of Kenya.

Finally, I wish to thank all of you for taking time off your schedules to participate in this workshop.

With these remarks, it is my pleasure to declare this “ADEA Regional workshop for Inter-Country Quality Node on Peace Education” officially closed.

**Thank you and God bless you.**

### **Annex 3: Key Note Address**

*By Prof. Karega Mutahi, CBS, Permanent Secretary, Ministry of Education*

It gives me great pleasure to participate in this important and high level workshop on Peace Education. I wish to echo the Minister's words of welcome to you all and to urge you to feel free to share your concerns with us. My sincere thanks go to the ADEA's Bureau of Ministers for giving us the opportunity to host them in our beautiful city of Mombasa and for giving me the privilege to speak to you.

Ladies and Gentlemen, Africa has faced many conflicts some of them lasting for decades. Despite the various efforts made to respond to many emerging conflicts, many efforts have tended to only put out the fires rather than address the underlying causes of conflicts. This situation may be traced back to the colonial experience when any uprising or conflicts among the African communities were brought to an end through coercion by use of the riot or paramilitary police. In my view, the history of putting out fires without addressing the fundamental causes has hindered us from building the capacity for more durable means of creating peaceful coexistence in our societies.

Given the many challenges we face, Africa needs to address the issue of conflicts urgently so that we can move to the next stage of international relations, which entails building strong trading blocks rather than standing alone as nations. You all know that European Countries are increasingly moving towards more cohesion across political borders in search of European Union.

North America on its part has in the recent past initiated the North American Free Trade Area (NAFTA). Such trading blocks are built on the basis of strong national societies. In view of this, it is important that African countries seriously engage in building strong foundations for national cohesion and unity that will form the building blocks for strong regional trading groups such as EAC, COMESA, ECOWAS among others. In my view, the best option available for Africa to build national cohesion and enhance socio economic development, is the use of peace education.

However, as we discuss peace education, one might want to ask why we have not been able to achieve lasting peace and national cohesion despite the fact that every national constitution in Africa that one reads contains a discussion on nationhood,

peace and stability. There is no doubt that the founding fathers of African Countries saw the need for peace and stability particularly because departing colonialists had perfected the use of the policy of divide and rule. It is also the case that our education policies contain commitments to use learning in and out of schools for the development of peaceful co-existence in our societies. Given these facts, we need to critically examine why the policy commitments given by our founding fathers and those who took over from them have failed to deliver national unity and lasting peace.

Our experience in enhancing peaceful co-existence through education indicates that the problem is not with the policy frameworks in place but in programme development and implementation. It is not enough to develop a policy that recognizes education as an important media for peaceful co-existence in a country because that alone will not deliver the goals. To address the critical needs of building peaceful and stable societies in African countries, we require a change in the provision of value based content. A case in point is recent studies done by researchers from Egerton and Maseno Universities in Kenya, which indicated that our curriculum contains enough content to deliver appropriate life skills and sexual maturation needed by children in primary schools in Kenya. However, these studies show that the delivery of the content remains too academic for children to relate the content to their day-to-day lives. They also demonstrated that wide gaps exist between the youth and the older people on what constitutes relevant knowledge

Ladies and Gentlemen, the example given above is relevant to the imparting of patriotism, nationhood and the respect for human life in many institutions of formal learning. Even where the curricula contain the relevant content, the teaching may fail to deliver the objectives stated in the national policy framework because the delivery is too academic and examination oriented. Therefore, as we talk about peace education we need to discuss strategies of ensuring that the delivery of peace education content leads to the realization of the desired outcomes. Allow me to emphasize that, it is possible for learners to score high grades in the subjects that are designed to deliver value based education and ethics but fail to behave in the manner we expect them to. Therefore, in considering the teaching of this subject, let us be guided by the saying that 'war begins in the

minds of people' and that, that is where we should focus our efforts of building peaceful and cohesive societies and more so in Africa.

Peace education, especially in poor countries, with many unemployed youth, requires that we build strong enough characters that will make youths resist the temptation to turn to violent means to meet or express demands for basic needs. To help the youths internalize such type of knowledge, skills and values, requires that those who deliver the curriculum, are equipped with the necessary skills to empower their learners to appreciate the relevance of what they learn to their daily lives. I have interacted with many young men and women in my local area, Kenya who have gone through primary and secondary education and a few who have gone through tertiary level education and I have no doubt that many of them blame the well-to-do for their situation. The issues of the overall performance of the national economy or the current global financial crisis are not part of their concerns. What worries me most is that some of them are completely unwilling to soil their hands and sweat for their next meal. Many of them would be more than willing to receive a hundred Kenyan shillings, which is about **US \$ 1.30**, from a local politician so that they can heckle and throw stones to supporters of an opponent politician in an election campaign. As such youth accept the little pay of one day, while there may be a person in the same local community with 4 or 5 acres of land with tea or coffee that lacks people to do the picking. What this means is that most young people may not have developed strong enough self-respect, self-acceptance and respect for their human dignity. If they had strong characters they would not insult and hurt fellow villagers for so little that cannot keep them for more than a day.

I strongly recommend that in order to achieve the objective of education as a tool for nation building we need to develop appropriate peace education programmes and the necessary human resource to deliver the content. This will require that the teachers who are trained to teach academic subjects undergo skills upgrading through in-service training for them to deliver the values, attitudes and the knowledge that builds self-respect and the respect for others. Only then will the teachers impart attitudes and values that will convince the learners, young men and women that violence hurts us all. In other words, for peace education to be used as a tool for strengthening social and ethical consciousness particularly amongst the youth, we need to improve the capacities of teachers in classes today.

For us to deliver peace education content in a manner that will result in the realization of the expected outcomes, we also need contributions from all other stakeholders in education sector. First and foremost, we need teachers who understand our mission and have skills to deliver it. To have this caliber of teachers requires policy makers, curriculum developers and field officers with skills necessary to empower the teachers with skills necessary to interpret and deliver the content. We also need leaders at all levels who are committed to child protection and thus, not ready to mobilize the youth for short-term gains that may seriously hurt national unity. This will require intensive dialogue on the issues related to child rights, child safety and respect for human dignity as well as our individual roles in delivering these values. We need to initiate national dialogue over the building of lasting peace and national cohesion.

In addition to the above, we as African countries need to address the issue of rampant unemployment among the youth. Without minimizing the degree of the hopelessness caused by poverty and unemployment of the youth, our task in nation building will continue to face serious challenges. To build stable and peaceful African societies, requires strong partnerships amongst stakeholders in and outside the education sector. The key amongst the stakeholders are our political leaders who must not only preach peace and stability but also live and demonstrate peaceful living particularly during political campaigns.

In addition to the partnerships referred above, I wish to stress that education needs to be looked at from its widest perspective. In this respect, one wants to draw from the book by Giussani **“The Risk of Education”** where he emphasizes the fact that what the children learn and become depends on who their teacher is and how he interacts with them. In other words the role models that we give to children will play an important role in shaping their future. This is because children learn more from what they experience and see adults doing than what they are told. There is a commonly quoted saying that: **“Children learn what they live”**

Unfortunately, teachers alone cannot be the models for our children. We need many more models across the entire society and in particular from those who are held in high esteem.

The type of partnership referred to above entails that all sectors of the society make their contributions towards the provision of peace education and national cohesion. In my view providers of peace education must include the schools, parents, religious organizations, civil societies and community leaders all of whom must appreciate that their contributions will collectively shape the future of the youth currently in schools. However, amongst all the national institutions, the most critical in the acquisition of knowledge is school / learning institution. For this reason, schools and other learning institutions must take the leading role in the provision of knowledge and skills that will help produce responsible, peaceful and productive citizens.

Ladies and gentlemen, it is my hope that our deliberations in this workshop will become a major input in the implementation of peace education programmes that will save African countries from many of their internal and external conflicts. I am convinced that outputs from this workshop will create the basis for building and sustaining peaceful, stable and economically viable African societies that can come together to establish trading blocks that help to face challenges of globalization.

**Thank you.**

## Annex 4: Programme

Date	Time	Event	Presenter/ Facilitator	Chair
Sunday 13/9/2009		Arrival	Secretariat	
Monday 14/9/2009	8:00 8:30	- Registration	Secretariat	
	8:30 10:00	<ul style="list-style-type: none"> <li>- Opening Ceremony: <ul style="list-style-type: none"> <li>• Elimu Choir</li> <li>• Welcome Remarks and Introduction of Guests</li> <li>• Remarks by ADEA</li> </ul> </li> <li>• Official Opening</li> </ul>	Dzingai Mutumbuka, Chair, ADEA  Hon. Amb.Prof.Sam Ongeri Minister for Education, Kenya	Mr. Dzingai Mutumbuka (ADEA)
	10:00 10:30	T E A B R E A K		
	10:30 11:00	- Keynote address: "Education for Peace: the need for Integration and Partnerships"	Prof. Karega Mutahi Permanent Secretary, MOE, Kenya	Hon. Mr. Mwangu Famba (DRC)
	11:00 11:30	- Conflicts in Africa	Florence Mpaayei, Executive Director, Nairobi Peace Initiative NPI - Africa	"
	11:30 12:00	- Discussion	Ahlin Byll-Cataria, Executive Secretary, ADEA	"
	12:00 12:20	- Sharing experiences	Hon. Angelina Motshekga, Minister of Education, South Africa	"
	12:20 12:40	- Sharing experiences	Prof. Karega Mutahi, Permanent Secretary, MOE, Kenya	"
	12:40 13:00	- Sharing experiences	Mme Kassy Koffi, Permanent Secretary, MOE, (Cote d'Ivoire)	"
	13:00 14:00	L U N C H		
	14:00 14:20	- Sharing of experiences	Hon. Halima Hasaballa Elnaim Abdelrahman, State Minister for General Education	Hon Angelina Motshekga
	14:20 14:40	- Sharing of experiences	Hon Mr. Mwangu Famba (DRC)	
	14:40 15:40	- Discussions on issues	Prof. Kabiru Kinyanjui (Moderator)	

		emerging from experiences		
	15:40 16:20	- Education as a foundation for developing a culture of peace	Dr. Phoebe Nyawalo, Principal Researcher, UN Affiliated University for Peace, African Programme, Addis Ababa	
	16:20 19:00	T E A B R E A K		
	19:00 22:00	DINNER HOSTED BY HON. AMB.PROF.SAM NGERI		
Tuesday 15/9/2009	8:00 - 9:00	Foundation for Peace Education	Ms Martine Libertine	To be announced
	9:00 - 9:15	Running a Peace Education Programme: Getting Started and Remaining Focused on the Goal By A.P. Obura	Dr. Hamidou Boukary, Senior Education Specialist, ADEA	“
	9:15 10:00	- Discussion on implementation issues: planning, implementing and monitoring Peace Education Programmes.	Mr. Duncan Hindle, Director of Education, South Africa	“
	10:00 10:30	- Partnership in Peace Building and Peace Education	Mr. Paul Gomis, UNESCO	“
	10:30 10:45	T E A B R E A K		
	10:45 12:00	- Group Discussions <u>Group 1</u> - Ministers: Formulating Policies for implementing peace education Chair - (to be announced) Facilitator - Margaret Nsereko Nansasi, Commissioner, Uganda and other resource persons  <u>Group 2</u> - Institutionalizing peace building initiatives (meaning and strategies And modes of delivery): effectiveness and sustainability issues Chair - (to be announced)		To be announced

		<p>Facilitator - Bruno Allou, Cote d'Ivoire and other resource persons</p> <p><u>Group 3</u> - Capacity building (human and material resources): factoring in the issues of gender and HIV &amp; AIDS</p> <p>Chair - (to be announced)</p> <p>Facilitator - Dr. Phoebe Nyawalo, UN University for Peace and other resource persons</p>		
	12:00 13:00	- Group Reports, Reactions and Summary	Prof. Kabiru Kinyanjui	To be announced
	13:00 14:00	L U N C H		
	14:00 16:00	<ul style="list-style-type: none"> <li>- Networks for Peace:</li> <li>- Concept of the Inter-Countries Quality Nodes (ICQN)</li> <li>- The Peace Node: Establishing Functional Networks and defining roles, responsibilities, obligations and next steps</li> </ul>	<p>Ahlin Byll-Cataria Executive Secretary, ADEA</p> <p>Prof. Karega Mutahi, Permanent Secretary, MOE Kenya</p>	To be announced
	16:00	T E A B R E A K		
Wednesday 16/9/2009	9:00 – 9:30	Recap of Day 1 and 2	Secretariat	To be announced
	9:30 10:30	- Communique	Hon.Amb.Prof.Sam Ogeri Minister for Education	
	10:30 11:00	T E A B R E A K		
	11:00 12:30	<ul style="list-style-type: none"> <li>- Closing Ceremony</li> <li>Entertainment</li> <li>Remarks</li> <li>Closing Remarks</li> </ul>	<p>PDE Coast</p> <p>Ahlin Byll-Cataria, Executive Secretary, ADEA</p> <p>Hon. Dr.Sally Kosgei</p>	To be announced

			Minister for Higher Education, Science & Technology	
	12:30 13:15	P R E S S   C O N F E R E N C E		
	13:15 14:00	L U N C H		
	14:00 18:00	- Field Trip	Secretariat	
Thursday 17/9/2009		DEPARTURE		

**Annex 5: List of Attendance**

No.	Country	Name	Designation	Institution
1	SOUTH AFRICA	Hon (Mrs) MOTSHEKGA Angelina	Minister/Head of Delegation	Min. Basic Educ.
2		Mr. Duncan Hindle	Director General Basic Educ	Min. Basic Educ.
3		Ms. Thandi Lewin	Chief Director	Equity in Educ.
4		Ms. Hope Mokgatlhe	Ministerial Spokesman	Min. Basic Educ.
2	COTE D'IVOIRE	KASSI Koffi N'goran Pauline	Minister's Representative	Min. of Education/Head of Delegation
3		EKRA N'guessan Alphonsine	Inspector General	<b>Min. of Education</b>
4		Mr. BERTE Zanga	Civil Society	<b>Ong Cercle Des</b>
5		ALLOU Bruno	Inspector General	
6	UGANDA	HON. Mrs. Geraldine NAMIREMBE BITAMAZIE	Minister for Educ. & Sports/Head of Delegation	Min. Education & Sports
7	"	Mrs. NSEREKO NANSASI Margaret	Commissioner for Teacher Education	Min. Education & Sports
8	"	Mr. OKECHO Christopher Wimon	Assistant Commissioner I/C Special Needs	Min. Education & Sports
9	MOZAMBIQUE	Hon. Aires Bonifacio Baptista ALI	Minister for Education & Culture	
10	SIERRA LEONE	Hon. Minkailu BAH	Minister of Education Science & Technology	Min. of Education
11	KENYA	Hon. Amb. Prof. Sam K. Ongeri, EGH,MP	Minister for Education/Head of Delegation	Min. of Education
12	"	Hon. Oyiecho Olweny	Ass. Minister for Education	Min. of Education
13	"	Hon. Kilemi Mwiria.	Ass. Minister for Higher Education	MoHEST
14	"	Prof. Karega Mutahi, CBS	PS- Min. of Education	MOE

15	“	Prof. G.I. Godia	ES - Min. of Education	MOE
16	:	Mr. Enos Oyaya	Director QA&ST	MOE
17	:	Mr. Mohammed M. Mwinyipembe	Secretary General - KNATCOM	MOE
18	:	Ms. Fenny Mwakisha	DDE/MOHEST	MOHEST
19	:	Mrs. Gakungu N.	DAQAS	MOHEST
20	DRC	Hon. Mr. Mwangu Famba	Minister/Head of Delegation	Min. of Primary & Secondary Educ.
21	DRC	Mr. Jovin Mukadi Tsangala	Advisor I/C Intl Coop.	
22	MADAGASCAR	Hon. Benjamin Andriamparany RADAVIDSON	Minister/Head of Delegation	Ministry of Educ. & National - Research
23	ZIMBABWE (Harare)	Hon. Dr. Stan MUDENGE	Minister/Head of Delegation	Min. of Higher & Tertiary Education
24	“	Dr. Washington T. MBIZVO	Permanent Secretary	Min. of Higher & Tertiary Educ.
25	SUDAN	Her Excellence Halima Hasaballa Elnaim Abdelrahman	State Minister for General Education/Head of Delegation	Ministry of Educ.
26	“	Dr. Eltahir Hassan Eltahir Hassan	General Director of Educational Planning	Ministry of Educ.
27	“	Dr. Mohamed Elfatih Ahmed Braima	Executive Director for NGOs for Educ. Dev	NGO
28	ANGOLA	Hon. Dr. Antonio BURITY DA SALVA NETO	Minister /Head of Delegation	MOE
29	“	Dr. Manuel KAVUNGO MAYIMONA	PA - Minister	MOE
30	“	Mrs. Graca Pitra Costa	PA - Minister	MOE
31	KENYA	Paul Gomis	UNESCO-PEER	UNESCO
32		Dr. Aminata Maiga		UNESCO
33		Mutuku Nguli		PEACE-NET NRB
34		Ms. Florence Mpaayei	Executive Director	NPI-Africa

35		Ms. Dekha Ibrahim	Camel Bell	Consultant -Mbsa
36		Prof. Kabiru Kinyanjui		NPI-Africa
37	SWITZERLAND	Mrs. Martine Libertino		ADEA
38	ADDIS ABABA	Dr. Phoebe Nyawalo		UPeace Africa Prog.
39	ZIMBABWE (Harare)	Ms. Melania Rukanda	Consultant	ASHEWA
40	S/AFRICA	Ms. Sherri Le Mottee	Educ. Prog. Manager	Open Society Initiative - S/Africa
41	NEW YORK	Ms. Allison Anderson	Director INEE Secretariat	International -  - Rescue Committee
42	KENYA	Doroba Hendrina	FAWE Regional Secretariat/Head of Deleg.	FAWE
43	KENYA	Ms. Lauren Ventimiglia	Programme Officer	FAWE
44	KENYA	Ms.Maria-Lily Pavlidis	Interpreter	English
45	ADDIS-ABABA	Mr. Emmanuel Petros	Interpreter	French
46	ADDIS-ABABA	Mr. Mesfin wolde- Giorghis	Interpreter	French
47	KENYA	Mr. Joel Muhindi	Interpreter	English
48	TUNISIA	Boukary Hamidou	Education Specialist	ADEA
49	TUNISIA	Thanh-Hoa Desruelles	Snr. External Relations and Communications Officer	ADEA
50	SENEGAL	Houraye M. Anne	WGEMPS	ADEA
51	TUNISIA	Ahlin Byll-Cataria	ADEA Executive Secretary	ADEA
52	GHANA	Alice Lamptey	WGHE Coordinator	ADEA