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## Inter-Country Quality Node (ICQN) on Peace Education – Workshop

### “Fostering a community of practice in Africa to promote peace through education”

4th- 6<sup>th</sup> December 2012  
Naivasha, KENYA

#### *Concept Note*

Partners: ADEA, Ministry of Education—Kenya, German BACKUP Initiative—Education in Africa, Inter-Agency Network for Education in Emergencies (INEE), INEE-GIZ Pan-African Knowledge Hub, UNESCO

#### **About the ICQN on Peace Education**

Peace and security are critical ingredients for social and economic development of any nation. In Africa, conflicts not only hamper economic development but have also been a block to the achievement of Education For All (EFA) goals. The EFA Global Monitoring Report 2011 revealed that countries affected by violent conflicts are among the furthest from reaching the EFA goals. According to the report, violent conflicts also reinforce inequalities, grievances and desperation that trap countries in cycles of violence. In regard to children accessing basic education, the report further states that out of the total number of school going children, 42% were from countries affected by violent conflicts. There is therefore need for addressing violent conflicts to facilitate the achievement of education goals.

Education is a vehicle through which social and cultural values are passed on from one generation to another. For this reason, education provides an avenue for inculcation of social skills and values for the future of a society. The education sector also promotes respect for rights and nonviolence, nation building, social cohesion and positive values through peace oriented curricular.

The Inter-Country Quality Node (ICQN) under ADEA aims to bring together countries facing similar challenges with strategic partners to promote dialogue and collective learning and to create space for collaborative action on education for peace. The ICQN on Peace Education was the first ICQN to be established and was conceived at a side meeting of African Ministers of Education held at the Inter-Agency Network for Education in Emergencies (INEE) Global Consultation in April 2009 in Istanbul. The ICQN was then formally launched at a workshop held in Mombasa, Kenya from 14-16 September 2009 at which time Kenya was installed as the lead country. The major output of the meeting was the signing of the ***Mombasa 2009 communiqué***

(see annex 1) by the Ministers of Education present.

### Achievements of the ICQN on Peace Education

Since its establishment in April 2009, the ICQN on Peace Education has had a number of key achievements.

- Initial meeting in Mombasa, Kenya in September 2009 at which the ICQN was officially launched with ten (10) countries present.
- Ministers of Education from (Angola, Cote d'Ivoire, Democratic Republic of Congo (DRC), Kenya, South Africa, Sudan, Uganda) committed to promoting peace through their education systems by signing the Mombasa Communiqué at the launch meeting.
- Roundtable on "Education, Peace and Development" held in Kinshasa, Democratic Republic of Congo in July 2011 as a opportunity for knowledge exchange among ICQN and relevant non-ICQN countries
- Four major studies conducted by the ADEA Secretariat on behalf of the ICQN on education reconstruction in DRC, Kenya, Liberia and Zimbabwe over 2010-2011. National policy forums being held as follow-up to the studies with the first taking place in Kenya in July 2012. A study on peace education in Kenyan universities has also been carried out.
- Exhibition on the ICQN in the Innovation and Knowledge Fair during the ADEA Triennale in Ouagadougou, Burkina Faso in February 2012.
- Parallel session on peace-related issues also held during the Triennale in Ouagadougou.

The ICQN through the above initiatives has been able to raise the profile of peace, conflict management and transformation within the education sector (government and partners), develop capacity of policy makers and implementers on peace education and generate information (data) on peace education.

### Gaps and Challenges

Despite the achievements of the ICQN since its establishment, gaps and challenges remain for both technical support and capacity for country programming and for political commitment to education for peace. Conflict remains an obstacle to Education for All in a range of African countries. A focus on education's role in conflict and peace in these contexts could contribute to building peace and thereby ensuring an enabling environment for reaching education goals.

While progress has been made in recent years at country, regional and global levels towards an understanding of education's role in conflict and how to use education systems to mitigate conflict, continued and expanded efforts are needed. Particularly for Africa, there is a lack of information about programming and gaps in evidence about what works. Tools for analysis for education and conflict as well as monitoring and evaluation measures and indicators are limited and underutilized where they do exist. At the same time, buy-in at the highest political levels is necessary to ensure adequate attention and resources are provided to back technical responses by education systems across the continent.

### **ICQN Workshop – Naivasha, Kenya (December 2012)**

The ICQN on Peace Education led by the Ministry of Education of Kenya and in partnership with ADEA, the German BACKUP Initiative—Education in Africa, and INEE through the INEE-GIZ Pan-African Knowledge Hub will host a three-day workshop to be held the 4th -6<sup>th</sup> December 2012 in Naivasha. The overall purpose of the workshop is to reinvigorate the ICQN as a mechanism for knowledge exchange and collaboration among the member countries.

The workshop will involve colleagues from up to 15 countries that either are currently part of the ICQN or may like to become members including Angola, Botswana, Cote d'Ivoire, Democratic Republic of Congo, Kenya, Liberia, Mali, Mozambique, Rwanda, Somalia, South Africa, South Sudan, Sudan, Tanzania and Uganda. Representatives from key regional and global-level initiatives will also attend to engage in knowledge exchange and develop possible collaboration.

The workshop will take place in two phases: first, a technical workshop focused on knowledge exchange and development of a regional action plan for the ICQN for 2013, followed by a ministerial-level meeting for briefing, discussion and sign-on to a “call to action” for promoting peace through education.

### Rationale and Objectives

Despite the achievements of the ICQN, one of the major challenges faced is the engagement of the ICQN member countries. To date, ADEA and the lead country, Kenya, have mainly been leading ICQN activities. The workshop's goal is to further develop the ICQN as a functional, active and inclusive platform by which a community of practice among colleagues in African ministries of education is fostered for promoting peace through education.

Specifically, the workshop will seek to achieve the following objectives:

- Share information about countries' activities towards promoting peace through education and engage with strategically relevant regional and global initiatives
- Develop an action plan for the ICQN that is owned by the ICQN participants and supports ongoing collaboration, dialogue and knowledge exchange
- Provide an avenue for high-level commitment to promoting peace through the education sector via a call to action signed onto by participating Ministers

In order to make the ICQN a more inclusive and active mechanism, the workshop will provide an opportunity for the ICQN countries to participate in shaping its future initiatives and activities. Through presentations and discussions about country programmes and relevant regional and global initiatives, participants will gather information that will help them to define potential future activities of the ICQN. The ICQN focal points will then work together as a group to develop an action plan for the ICQN as a regional mechanism for dialogue, collaboration and knowledge exchange. The regional action plan developed for the ICQN during the workshop will outline specific activities through the end of 2013. The ICQN focal points will commit themselves to working together to see through the completion of activities in the action plan.

Commitment to action as enshrined in the new ICQN action plan will culminate in the ministerial meeting on the final day of the workshop. Participants will brief the Ministers on the proceedings and outcomes of the previous technical workshop including outlining the regional action plan. Following discussion, the Ministers will sign onto a brief “call for action”, affirming their governments support to promoting peace through their education sectors.

### Expected Outputs/Outcomes

The expected outputs from the workshop include:

- An understanding of countries' relevant programmes including gaps, challenges and lessons learned
- An action plan for the ICQN through the end of 2013 that details its activities for collaboration, dialogue and knowledge exchange
- A call to action signed onto by the participating Ministers of Education signaling their commitment to promoting peace through education

Outputs and outcomes from the workshop will be appropriately documented and shared with all relevant parties.

## **Annex 1**

# **MOMBASA COMMUNIQUE SEPTEMBER 2009**

### **PREAMBLE:**

We, Ministers of Education of Africa and delegations of the represented countries in the Regional Workshop organized by the Association for the Development of Education in Africa (ADEA) under the auspices of the Inter-Country Quality Node (ICQN) on Peace Education, held from 14<sup>th</sup> – 16<sup>th</sup> September 2009 in Mombasa, 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 the need to ensure good governance, democracy and the 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:**

To address structural issues that promote sustainable peace and justice; not forgetting promoting the means to assist citizens, young and old, to free themselves from emotional programming such as hate and suffering that could negatively influence the evolution of future generations;

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 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 children, youth and adults as well as incorporate a dimension specifically aimed at eradicating violence and promoting peaceful co-existence among people;

To formulate and strengthen national policies and strategies and to ensure effective implementation, monitoring and evaluation of peace education programs;

To build the necessary capacities for peace education at all levels, paying special attention to peace educators, 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 regions for the inclusion of marginalized and vulnerable groups such as women, children and persons with special needs;

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;

Appeal to all African governments to ensure constitutional and legal enforcement of human rights and the protection of human dignity as well the respect of cultural diversity;

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;

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;

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.

**Agreed this 16<sup>th</sup> day of September 2009**

ANGOLA

DEMOCRATIC REPUBLIC OF CONGO

SOUTH AFRICA

UGANDA

COTE D'IVOIRE

KENYA

SUDAN