INEE  ADEA  UNESCO  giz  On behalf of  BMZ  Federal Ministry for Economic Cooperation and Development

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

*"Fostering a community of practice in Africa to promote peace though education"*

4th-6th December 2012
Naivasha, KENYA

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# Acronyms

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| ADEA | Association for the Development of Education in Africa |
| ANCEFA | African Network Campaign for Education for All |
| CBO | Community-Based Organisation |
| DRC | Democratic Republic of Congo |
| EFA | Education for All |
| FBO | Faith-Based Organisation |
| GMR | Global Monitoring Report |
| ICQN | Inter-Country Quality Node |
| INEE | Inter-Agency Network for Education in Emergencies |
| M&E | Monitoring and Evaluation |
| MOE | Ministry of Education |
| NGO | Non-Governmental Organisation |
| SMC | School Management Committee |
| STD | Sexually Transmitted Disease |
| TBD | To Be Determined |
| UNICEF | United Nations Children's Fund |
| UNESCO | United Nations Education, Scientific and Cultural Organisation |
| UNHCR | United Nations High Commission for Refugees |

# Acknowledgments

# Workshop Summary

## 1. Background

The Inter-Country Quality Node (ICQN) on Peace Education under ADEA (the Association for the Development of Education in Africa) 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 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 and formally launched at a Workshop in Mombasa, Kenya, in September 2009. The major output of that meeting was the signing of the 2009 Mombasa Communiqué by the Ministers of Education present (see Annex 1).

Conflict remains an obstacle to Education for All (EFA) 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. The ICQN strives 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.

## 2. Overview of Workshop

The ICQN on Peace Education Workshop, entitled *"Fostering a Community of Practice in Africa to Promote Peace through Education"*, took place over three days from 4th-6th December 2012 in Naivasha, Kenya. Fifty-one delegates attended including four Ministers of Education and officials from 12 African ministries of education (Angola, Botswana, Cote d'Ivoire, DRC, Kenya, Liberia, Mozambique, Somalia, South Sudan, Sudan, Tanzania, and Uganda). The workshop was organised and supported by partners including ADEA, the Ministry of Education of Kenya, the German BACKUP Initiative—Education in Africa, INEE through the INEE-GIZ Pan-African Knowledge Hub, and UNESCO. Additional partners in attendance included ANCEFA, GPE, UNICEF and UNHCR.

The overall purpose of the Workshop was to reinvigorate the ICQN as a mechanism for knowledge exchange and collaboration among the member countries in support of the delivery of quality Peace Education. In structure, proceedings of the Workshop included panel presentations, technical learning sessions, gallery walks, and group working sessions. The Workshop focused on the following Objectives:

- To share information about countries' activities in promoting peace through education and engage with strategically relevant regional and global initiatives;

- To develop an Action Plan for the ICQN that is owned by the ICQN's participants and supports on-going collaboration, dialogue and knowledge exchange;

- To provide an avenue for high-level commitment to promoting peace through the education sector via a call to action (later retitled "Communiqué") signed onto by participating Ministers of Education.

The first two days of the Workshop were a technical workshop followed by a Ministerial review session on the third day. Day 1 was meant to "set the scene" for the outcomes of the Workshop – i.e. the ICQN Action Plan and Communiqué – by providing background information on the theme of Peace Education, on the ICQN as a collaborative mechanism, and on the experiences with peace-related programming of the countries participating in the ICQN. Collaborative development of the Action Plan and review of the

Communiqué during Day 2 built on this shared knowledge. Finally, Ministers present on the third day reviewed the Action Plan and then endorsed the 2012 Naivasha Communiqué.

## 3. Workshop Outcomes, Ways Forward and Next Steps

Synthesis of Country Programme Feedback

Participants were requested to provide feedback on their countries' experiences of implementing peace programmes through the education sector. Feedback that was received from six countries – Côte d'Ivoire, DRC, Kenya, Liberia, Somalia, and Uganda – was reviewed and synthesized, and presented to participants during the workshop. The purpose of the exercise was to examine the status of initiatives at country level and generate ideas that would be useful in formulating the Action Plan for the ICQN. The Workshop session entailed sharing of country experiences, approaches, and challenges in implementing education programmes for peace.

The synthesis of countries' feedback will be revised and expanded to include feedback from those countries that were not able to submit prior to the workshop. Feedback from additional participating countries was being collected as of early 2013.

*\* The final synthesis report will be shared with all workshop participants and via the INEE network. It will also be available on the INEE website (www.ineesite.org).*

2012 Naivasha Communiqué

Ministers of Education in attendance signalled their commitment to promoting peace through education by signing the 2012 Naivasha Communiqué. Signature to the communiqué also indicates these governments' support to the implementation of the Action Plan for the ICQN, developed jointly by the participants during the workshop.

Additional signatures from Ministers who were unable to attend were being collected in early 2013.

*\* The 2012 Naivasha Communiqué is found in Annex 5. The document will be available on the INEE website once all additional signatures are collected.*

ICQN 2013 Action Plan

Participants developed an Action Plan for the ICQN for 2013 that will serve as the basis for collaboration and action by the ICQN and Member States. The ICQN 2013 Action Plan includes three core thematic areas – *Policy, Programming and Action Plans*; *Delivery of Peace Education*; and *Capacity Building* – each with specific activities to be completed by the ICQN Secretariat and Member States.

Participants also called for establishment of a Secretariat to facilitate activities in the Action Plan. The planning committee for the workshop would serve as the interim Secretariat to ensure follow-up on immediate tasks within the Action Plan in early 2013 and to take the necessary steps to establish a permanent Secretariat.

*\* The ICQN 2013 Action Plan is found in Annex 4. The document will be available on the INEE website.*

# Background

## 1. Introduction

Peace and security are critical ingredients for the social and economic development of any nation. In Africa, conflicts not only hamper economic development but have also acted as a stumbling block to the achievement of the Education For All (EFA) goals. The EFA Global Monitoring Report (GMR) 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 regards to children accessing basic education, the report further states that out of the total number of out-of school children in 2010, 42% were from countries affected by violent conflicts. There is need therefore 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; as Maria Montessori, a Peace Educationist, has stated, "*establishing lasting peace is the work of education; all politics can do is keep us out of war.*"[1] Education provides an avenue for inculcation of social skills and values for the future of a society. The education sector can promote respect for rights and nonviolence, nation building, social cohesion and positive values through a peace-oriented curriculum.

Peace Education, i.e. processes and curricula that impart skills, knowledge and attitudes that promote peace, equips learners with vital competencies with which to live in harmony in society. It equips them with skills, knowledge, values, and behaviours that make them respect and appreciate life, regard human rights, and use dialogue in resolving disputes. Peace Education is a powerful tool for social change and renewal and would benefit countries that have experienced, or are in, conflict. The full potential of Peace Education is, however, difficult to realize as a result of inadequacies in critical areas including policy, institutional, and programmatic weaknesses (GMR, 2011). Specific areas that merit attention include:

- Nurturing political commitment to promoting peace through the education sector;
- Building capacity in country programming that includes conflict sensitivity;
- Developing capacity to use education to promote skills, values, and attitudes for harmonious living; and
- Deepening capacity to monitor and measure outcomes and impact of peace initiatives through the education sector.

## 2. About the ICQN on Peace Education

The Inter-Country Quality Node (ICQN) on Peace Education under ADEA (the Association for the Development of Education in Africa) 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 14th-16th September 2009 at which time Kenya was appointed as the lead country. The major output of that meeting was the signing of the 2009 Mombasa Communiqué by the Ministers of Education present (Annex 1).

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[1]*Cited by the Permanent Secretary, Ministry of Education, Kenya, Prof. George Godia in his Opening Speech*

Since its establishment in April 2009, the ICQN on Peace Education has had a number of key achievements that include the following:

- 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, DRC, in July 2011 as an opportunity for knowledge exchange between 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.

## 3. Workshop Structure, Objectives, and Expected Outputs

Held in Naivasha, Kenya, from 4th-6th December 2012, the ICQN on Peace Education Workshop was developed to reinvigorate the ICQN as a mechanism for fostering collaboration across ministries of education in support of the delivery of quality Peace Education. In structure, proceedings of the Workshop comprised of panel presentations, technical learning sessions, gallery walks, and group debates and working sessions. In attendance were 51 delegates including 4 Ministers of Education and ministry officials from twelve African countries including Angola, Botswana, Cote d'Ivoire, DRC, Kenya, Liberia, Mozambique, Somalia, South Sudan, Sudan, Tanzania, and Uganda. Deliberations took place over three days with focus on the following Objectives:

- To share information about countries' activities in promoting peace through education and engage with strategically relevant regional and global initiatives;

- To develop an Action Plan for the ICQN that is owned by the ICQN's participants and support on-going collaboration, dialogue and knowledge exchange;

- To provide an avenue for high-level commitment to promoting peace through the education sector via a call to action (later retitled "Communiqué) signed onto by participating Ministers of Education.

The outputs of the Workshop included the following:

- Produced an understanding of countries' relevant programmes including gaps, challenges and lessons;

- Developed an Action Plan for the ICQN for 2013 that detailed its activities for collaboration, dialogue, and knowledge exchange;

▪ Enacted a Communiqué signed onto by the participating Ministers of Education signalling their commitment to promoting peace through education and to support implementation of the 2013 Action Plan.

## 4. Expectations of Participants

Participants hoped the Workshop would refresh their knowledge on the conceptual foundations of Peace Education. They expected to obtain knowledge about how to enrich the design and implementation of programmes in their respective countries. Of interest to them too was discussing how to measure and monitor learning in Peace Education and how to cultivate partnerships needed to implement programmes. They expected to draw up firm Action Plans for their respective countries and to chart work priorities for the ICQN on Peace Education in 2013.

# Overview of the Workshop

# Day 1: Technical Workshop

## 1. Introduction

Day 1 was meant to "set the scene" for the overall outcomes of the Workshop – i.e. the ICQN Action Plan and Communiqué – by providing background information on the theme of Peace Education, on the ICQN as a collaborative mechanism, and on the experiences with peace-related programming of the countries participating in the ICQN. Development of the Action Plan and review of the Communiqué during Day 2 would build on this shared knowledge.

Discussions on this day focused around three major themes. The first one delved into the crucial subject of establishing a shared conceptual framework for promoting peace through education including basic concepts and terms related to Peace Education. Secondly, the mission, experiences, and work opportunities for the ICQN were outlined. Finally, participants heard feedback from six countries on the development and performance of their Peace Education programmes. Summaries of discussions and contributions are included in the sections below.

## 2. Conceptual Framework for Promoting Peace through Education

Participants listened to and commented on a presentation on approaches to conceptualizing how to promote peace through education. Conflict drivers and dynamics need to be appreciated—how social, economic, and political systems interact in escalating conflicts. There is a need to make sense at once of the interplays between the education sector and conflict. On the one hand, conflict can impede the delivery of quality, inclusive, and equitable education. On the other hand, inequalities in access to education, irrelevant curricula, or poorly managed education systems can fuel conflict.

To enrich the policy and programmatic components of education promoting peace, a thorough sector analysis ought to be done. Such an analysis would isolate and address factors that undermine the quality and outcome of education as well as exacerbate dynamics of violence and conflict. Appropriate policy planning would seek reforms in all subsectors of the education system. Good policies should nurture and harness the participation of all key actors and constituencies, including that of communities.

In conceiving Peace Education, there is a need to look beyond the immediate issue of the curriculum. Attention should be given to wider questions that include, among others: Who gets education? What type of education is being delivered? How is education being imparted? How is education being managed? Who/What determines the quality of education? It would be helpful to determine how society perceives the benefits of education. Attending to these problems would direct thinking as well to the question of the adequacy and relevance of sector policies and programmes. Together, cultivating peace building skills and building social cohesion are some of the social purposes of education that promotes peace.

*"The most effective forms of Peace Education are multilevel and go beyond interpersonal and intergroup encounter, but address underlying causes and structural inequalities that can fuel conflict within society." (Smith 2010)*

## 3. Core Concepts Defined

Participants sought to clarify some basic concepts related to education for peace, including "peace", "peace education", "education for peace" and "promoting peace through education". As discussed among

the participants, peace education is a methodological or programmatic question: that is, it addresses how an education system can promote a peace culture. Education for peace is a deliberate policy and institutional response to conflict. Strategically, it implies setting up of a friendly environment within which learning can be carried out. Promoting education for peace was taken to be the use of education to achieve peace in society: as such, it brings to the fore the social purposes of Peace Education, which prepares learners to acquire peace-building competencies.

Analysis of the varied meanings of the core concepts and terms suggests the framing of a standardized definition might yet be elusive. What might complicate this effort is that in different country contexts, commitments to ideals such as human rights and social cohesion would influence the goal of Peace Education. A call was made for the ICQN to accommodate the different perspectives on Peace Education. Although Governments have the power to contextualize the meanings of core terms and determine how they are applied, the ICQN might want to encourage the drawing up of a shared definition of the terms and meanings that could then be standardized based on certain commonalities in approaches, issues addressed and contexts. The session nonetheless brought out a common acceptance about the methodology, goals, and impact of Peace Education.

Generally, the challenge for Peace Education in Africa is to prepare learners to change attitudes or behaviour. Focus should be directed towards developing knowledge, skills and attitudes at the school level while involving parents, school committees, and communities. This multi-pronged approach would reinforce education for peace. In promoting peace through education, focus should also be directed towards promoting equitable access to development resources, including quality education for all.

## 4. Introduction to the ICQN on Peace Education

In this session, the mission, achievement, challenges, and work prospects of the ICQN were outlined. The ICQN on Peace Education was conceived on 1st April 2009 in Istanbul during the INEE Global Consultation, in a side meeting attended by African Ministers of Education. During this meeting, Kenya was chosen to lead the ICQN enterprise in Africa, a role the country formally assumed in September 2009. Working under ADEA, the ICQN aims to foster dialogue, encourage learning, and information sharing, and taking of collaborative steps to promote Peace Education in Africa.

In its quest for education for peace, the ICQN aims to support states to enact policies and strategies, informed by sound research. In its endeavour to ensure and facilitate Peace Education, the ICQN intends on building the capacities of member states across a range of programmatic domains. It executes its mandate in a collaborative mode, recognizing that the endeavour to promote peace through education is an inter-disciplinary and multi-sectorial endeavour. In its outreach, the ICQN aims to disseminate information and evidence on Peace Education to member states and other stakeholders, including policy entrepreneurs. To overcome its major areas of concern and challenges, the ICQN would benefit from Action Plans for all member states, the reinforcement of the ICQN as a collaborative agency, and the forging of strategic partnerships.

**5. Sharing of Country Programmes**

The country synthesis presentation consolidated feedback from six countries (Côte d'Ivoire, DRC, Kenya, Liberia, Somalia, and Uganda) that are implementing peace programmes through the education sector.[2] The purpose of the exercise was to examine the status of initiatives at country level and generate ideas that would be useful in formulating an Action Plan for the ICQN. The session entailed sharing of country experiences, approaches, and challenges in implementing education programmes for peace. Country programmes were analysed against global best practices.

a. Integration into Policy and Planning

Apart from Somalia, all other countries have drawn (or plan to formulate) sectoral policies on education for peace. Peace Education is contained in sector planning too. In this vein, Kenya has done comparatively well, with key legal, policy, and sector instruments, including the Constitution 2010 and Vision 2030, speaking to peace building. Indeed, the country is preparing a specific policy on Peace Education. By contrast, Liberia has only managed to incorporate Peace Education in its policy planning. Like Kenya, Côte d'Ivoire has entrenched Peace Education in its key political arrangements, integrating it into its national policies on human rights and citizenship. Uganda has performed admirably and has six policies that touch on Peace Education. The country has plans to draw a strategy for human rights education. Good strategies in force, which speak directly to quality of education and teacher-preparedness, include one adopted in the DRC in March 2010.

Political will or support for Peace Education could be taken to be not just the existence of good policies and strategies, but also allocation of adequate resources to support quality education. Streamlining Peace Education into the curriculum could draw revenue streams for Peace Education from regular budgetary allocations to the education sector.

b. Programme Implementation

> **Global Best Practices**
>
> **Good Peace Education initiatives should be:**
> - *Embedded in policy, with wide stakeholder buy-in;*
> - *Long term and sustainable;*
> - *Holistic, including the various sub-topics in a systematic way;*
> - *Reinforced in each year of schooling and preferably in the wider society;*
> - *Covering the local, national and global dimensions;*
> - *Supported by pre-service and continuing in-service training of teachers;*
> - *Developed and sustained in collaboration with local communities;*
> - *Scalable with maintenance of quality;*
> - *With feedback from monitoring and evaluation processes;*
> - *Based on collaborative arrangements that ensure expertise over the longer term;*
> - *With provision for periodic review and renewal.*
>
> *Source*: Education Above All: *Education for Global Citizenship* (2012)

In all countries under review, authorities have either developed or implemented Peace Education. Curriculum changes or reforms are likewise in the offing. Taking the lead in implementing education for peace are Uganda, Kenya, and Liberia. In Uganda, Peace Education is a crucial component of education, fused into early childhood development programmes. Uganda intends its Peace Education programme to

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[2]*Country Synthesis report was presented by Mr. Vick Ikobwa, UNESCO East Africa Regional Office, and Ms. Kerstin Tebbe, INEE-GIZ Pan-African Knowledge Hub*

run through to higher levels of education. Programming in the country is preceded by conflict analysis. Kenya is following Uganda in setting this important diagnostic instrument. Policy thinking or emphasis on Peace Education in Kenya is similar to the situation in Uganda. In Kenya, Peace Education initiatives will be anchored in the upcoming National Education Sector Support Programme (2013-18). In addition, a dedicated education sector policy on Peace Education is being developed. It has moved a step further than Uganda by having in place a Peace Education campaign, which is an advocacy initiative to make school zones for peace. In Liberia, the strong point of Peace Education is the support given by NGOs, which serve as a vital component in the country's multi-sectoral response. Overall, all countries have sought to integrate Peace Education into their educational curricula, at multiple learning levels. Programmatic intentions reflect national policy statements and international commitments. Curriculum developers have adjusted content and processes to equip learners with appropriate skills and inculcate holistic values, competencies needed in peace building. Among the innovative practices observed in programmes is a tendency towards evidence-based Peace Education approaches. For instance, Kenya has an initiative to measure and monitor Peace Education outcomes. Countries appreciate too the need for comprehensive national conflict analysis to inform planning and programming.

c.  Stakeholder Involvement, Partnership, and Collaboration

In all countries, Peace Education is a multi-stakeholder effort, supported as it is by a range of actors, including international agencies, donors, civil society groups, and communities. Salient features of this collaborative effort include the case in Côte d'Ivoire in which NGO's have assumed a lead role in engaging and sensitizing communities. Community engagement in Liberia and the DRC involves parents in Peace Education initiatives. Uganda and Kenya have inter-ministerial committees to facilitate the engagement of stakeholders. From a global standpoint, there is collaboration between government departments and partners to develop and implement context-specific peace promoting programmes.

d.  Capacity Development

Peace Education initiatives in all countries under review revealed deficiencies in resources—human, financial, and knowledge. Among the key areas of inadequacy were classroom-related: poorly prepared teachers (Côte d'Ivoire and Liberia). The other area needing movement is in harnessing the participation of stakeholders in Peace Education: Uganda, Somalia, and Kenya are grappling with the challenge of coordinating the needed collaborative effort. Yet, these three countries have structures at national and sub-national levels to support the mainstreaming of Peace Education. Overall, there is a growing acceptance of the need to bridge the gaps around the competence of teachers. Coordination of Peace Education programmes, in all countries, has however grown.

Comments made during plenary discussions revealed some weaknesses in Côte d'Ivoire in the curriculum. In Liberia, Peace Education is not a stand-alone subject; instead, it is part of social studies. Moreover, the Ministry of Education is struggling to enforce directives regarding its content. The DRC has been working with international agencies to produce training modules. But the scope of these collaborative efforts has been scanty, with just 5% of schools.

e.  Monitoring and Evaluation

All the countries are at different stages of development with regards to monitoring and/or evaluation arrangements. Those with the weakest capacity, where data gathering is not even being done, were the DRC and Somalia. Côte d'Ivoire and Liberia are already collecting data. In Liberia, a monitoring and evaluation (M&E) unit exists. Uganda and Kenya are working towards having in place a tracking system. At the time of this Workshop, Kenya was in the process of undertaking an evaluation as well as initiating a measurement framework and monitoring tool for Peace Education. Monitoring capabilities are weak due

to resource scarcity. Another serious drawback has been the lack of valid data and reliable indicators. Were indicators to be constructed, they would need to reflect important criteria, such as quality, reliability, accessibility, and validity. Another angle to the debate was how to go about measuring Peace Education. The use of proxies, one view held, ought to be discouraged. But the use of proxies pointed to the problem in measuring the impact of Peace Education, notably controlling of the variables.

In moving forward, indicators ought to be developed using or reflecting available data sets. GIZ has a resource publication titled "*Learning to live together*"[3]. This publication could be a good reference guide to learning on how to structure M&E.

## 6. Implementing Challenges and Capacity Gaps

As might be expected, most countries face serious resource shortfalls. Observed was the scarcity of information on community programmes. As things stand, the survival of programmes depends largely on the actions of donors. Equally challenging were teacher capacity gaps notably in the use of interactive and activity oriented methodology required for effective Peace Education. There is also a lack of a shared understanding of the terminology on key concepts and terms in Peace Education. This situation is both a theoretical and practical problem: it can create confusion, for instance, in differentiating outcomes from methods.

Preparing teachers and the teaching environment, to make it suitable for Peace Education, is a major impediment. Uganda will need to address the poor attitudes of teachers and learners about Peace Education. Even in countries like Kenya, where education for peace has relatively evolved, mainstreaming and monitoring of Peace Education still remains a challenge. Kenya needs to invest more to make its Peace Education programme align with global standards.

## 7. Regional and Global Initiatives

Nine representatives from relevant regional and global initiatives were invited to participate in the Workshop. These initiatives hold promise for forging work partnerships with the ICQN including the Association for the Development of Education in Africa (ADEA), the African Network Campaign for Education for All (ANCEFA), the German BACKUP Initiative – Education in Africa (BACKUP Education), the Global Partnership for Education (GPE), the Inter-Agency Network for Education in Emergencies (INEE), the INEE-GIZ Pan-African Knowledge Hub, UNESCO, UNICEF and UNHCR. These organisations put up poster presentations that described their work and, during a gallery walk, participants were guided through the various posters.

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[3] http://www.ineesite.org/uploads/files/resources/doc_1_Learning_to_Live_Together.pdf

# Day 2: Technical Workshop

## 1. Introduction

Day 2 focused on achieving the outcomes of the Workshop including development of the ICQN Action Plan and the validation of the Workshop's Communiqué. The day was kicked off by a technical learning session with a presentation on a conceptual framework for measuring and monitoring Peace Education. The rest of the day's sessions focused on collaborative development by participants towards developing the ICQN's Action Plan for 2013. In the final session, participants analysed the draft Communiqué and where necessary revised it for presentation to the Ministers of Education on the following day.

## 2. Measuring and Monitoring Peace Education: The Case in Kenya[4]

With technical support from UNESCO, Kenya undertook an assessment of EFA progress over the decade 2001 – 2010. The following were the Peace Education implementation gaps identified: conceptual confusion in basic definitions, tendency to focus on inputs rather than outcomes and impact, and the absence of a reliable measurement framework to evaluate behaviour change outcomes attributable to Peace Education. Put differently, there is need for a conceptual framework with which to guide how Peace Education can be conceived, measured, and monitored.

Valid and reliable measures of the impact of Peace Education would aid in policy reviews. These inventories could help in accumulating lessons and good practices. It is imperative to know how best to measure Peace Education. Since no global or regional framework for measuring Peace Education exists, the Ministry of Education (Kenya) and its partners are working to develop a measurement framework and measurement tool for Kenya's Peace Education programme. In constructing such a measurement framework and monitoring tool, the following steps would be required: i) a thorough diagnostic analysis can be carried out of available evidence and information and use this knowledge to develop or refine existing indicators, ii) use of information contained in alternative surveys that capture data on Peace Education, for example, the Demographic Health Survey, iii) the development of suitable indicators for measuring and monitoring Peace Education. Developing of indicators would benefit from the opinions of key partners: faith based organisations (FBOs), government departments, and community organisations.

ADEA supported the development of the conceptual framework for monitoring and measurement that was presented, a tool that could be used in other settings in Africa. Regarding the scope and prioritization of Peace Education, a strong case was made to focus initially on measuring the changes in the behaviour of learners before reaching out to communities. Focus should likewise be directed towards monitoring outputs of Peace Education before assessing its outcomes. Although monitoring peace in the midst of poverty might be hard, addressing poverty should be treated as critical to any Peace Education response.

## 3. The Development of the ICQN Action Plan

The ICQN Action Plan is meant to serve as the basis for fostering the ICQN as a community of practice around Peace Education. Group activities within the Action Plan would solidify the ICQN as a collaborative mechanism by which participants could share information, generate knowledge, and undertake joint projects that are mutually beneficial to all members. In developing the Action Plan, participants took the following steps:

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[4]*Presentation by Ms. Mary Kangethe – MOE, Kenya and Mr. S. Venkatraman, UNESCO Nairobi*

- Developed poster presentations of country activities citing key *Challenges* being experienced by their respective countries, key *Themes* and types of *Activities* to address them;
- Identified cross-cutting themes, challenges, and one cross-cutting activity;
- Isolated and listed out ICQN's Key Focus Areas for 2013; and
- Worked in groups to develop activities within each of the Focus Areas.

At the end of Day 1, country teams had been requested to develop a poster of their country situations based around the following areas:

1. Highlight up to three key *challenges* from initiatives in your country for promoting peace through education, which could be addressed through the ICQN;

2. Identify up to three *themes* for learning or knowledge exchange that the ICQN could support; and

3. Identify the *activities* the ICQN would undertake to address these challenges and to support learning and knowledge exchange on these themes.

Participants reviewed these posters during a gallery walk on Day 2 to identify similarities across countries that might serve as the basis for collaborative activities within the ICQN Action Plan. The country posters are included in Annex 2.

Following the gallery walk, participants worked in groups to identify crosscutting themes and challenges as well as one key activity. Feedback from the groups is synthesized in the table below.

| *Group 1* | *Themes and Challenges*<br>· Lack of policy and Action Plans and curricula for addressing Peace Education<br>· Teaching and learning resources<br>· Lack of capacity for teachers to train on the subject; issue of funding, M&E frameworks, partnership and networking opportunities<br><br>*Activity*<br>· ICQN/Member States to promote teamwork, collaboration and partnerships |
|---|---|
| *Group 2* | *Themes and Challenges*<br>· Need to support the MOE to develop clear policies and action plans in Peace Education in schools, colleges, and universities<br>· Mainstreaming Peace Education in the curriculum including training teachers in delivering Peace Education, provision of materials and other resources<br>· Capacity building at managerial and delivery levels<br><br>*Activity*<br>· Mobilization and leverage of financial and technical resources |
| *Group 3* | *Themes and Challenges*<br>· Mobilization of partners (NGOs and policy makers) to create synergy of actions around peace<br>· Raising funds with the support of partners<br>· Coordination of actions around peace: several groups can undertake peace activities, however, better coordination is called for to leverage efforts to nurture peace |

| Group 4 | *Themes and Challenges*<br>· Lack of national Action Plans in many countries for Peace Education<br>· Need for capacity building for all actors to have Peace Education – teachers need to be re-trained in this area<br>· Education for peace has not been generalized in the national curriculum – it has not been integrated<br><br>*Activity*<br>· Need for a global advocacy campaign so that countries can prioritize Peace Education in their agendas. Need for resources to counter the challenges. |
|---|---|
| Group 5 | *Themes and Challenges*<br>There is lack of the following:<br>· Policy framework to guide implementation of Peace Education<br>· Teaching and learning materials, including curriculum development<br>· Preparedness by teachers to address Peace Education issues<br>· Capacity to measure and evaluate structures for Peace Education<br><br>*Activity*<br>· Incorporate free primary education<br>· Develop learning materials, including textbooks<br>· Strengthen partnership through advisory committees on Peace Education (these committees can be established and used at national level to advise in the implementation on Peace Education) |

**4. ICQNs Key Focus Areas for 2013**

From the challenges, themes and activities outlined above, participants collaboratively identified the key focus areas for the ICQN to take up in 2013 as follows:

1. ***Policy, Programming, and Action Plans***
2. ***Delivery of Peace Education***
3. ***Capacity Building***

Breakout groups, one for each of the three areas, were then tasked with developing specific activities to be included in the ICQN Action Plan for 2013. The activities include both collaborative group activities and national-level commitments that member countries should work towards. The full ICQN Action Plan can be found in Annex 4. In summary, each of the three technical areas of the Action Plan was conceived as follows.

In *Policy, Programming and Action Plans*, the ICQN will focus on collaboratively:

▪ Supporting the formulation, development, preparation, and review of policies, programmes and country action plans;

▪ Updating the existing ICQN Concept Note for Member States to use;

▪ Developing guidelines for policy development, which Member States can domesticate;

▪ Publishing of an e-newsletter for sharing policy issues and activities on Peace Education; in and outside the region; and

▪ Developing a policy and practices databank.

In *Delivery of Peace Education*, the key tasks to be carried out are the commitments by Member States who will:

- Develop national Peace Education curricula/syllabi;

- Organize core-curriculum activities to promote peace building and conflict mitigation, e.g. debates, music, dance, drama, sports, conferences, and so on;

- Adapt teaching and learning materials and conduct teacher-training programmes; and

- Determine officers to be held accountable for the performance of these activities.

In *Capacity Building*, the ICQN will collaboratively undertake to:

- Develop guidelines or a sensitization manual;

- Validate the manual through an ICQN meeting to be held in 2013;

- Disseminate the guidelines;

- Develop an Implementation Plan by December 2013 through sensitizations, awareness creation, and broad consultations with Ministries of Education taking the lead;

- Develop M&E tools by all member states through the Ministries of Education with support from the ICQN lead country (i.e. Kenya); and

- Develop a coordination strategy.

Two key recommendations were suggested. Since issues related to M&E are of widespread concern, tools that all states can use should be developed to gather information that would be shared with all who need it. Secondly, the Ministries of Education, in league with the ICQN, should conduct well-defined programmes for training teachers. In determining how to introduce Peace Education into the curriculum, Peace Education should be viewed not necessarily as a stand-alone subject but rather as a subject that could be fused into the syllabus.

In addition to the activities in the content areas above, a major activity determined was the establishment of a dedicated Secretariat for the ICQN to facilitate its work. The Secretariat is needed to facilitate all activities in the work plan in conjunction with ICQN focal points (i.e. representatives from each of the country's Ministries of Education who are committed to engaging with the ICQN, contributing to and participating in its activities).

# Day 3: Ministerial Session

## 1. Introduction

On Day 3 of the Workshop, the Ministers of Education were present. In attendance were Ministers or Assistant/Deputy Ministers from five countries, Botswana, Kenya, Liberia, Mozambique, and South Sudan. They reviewed the Action Plan and then endorsed the 2012 Naivasha Communiqué (see Annex 5).

## 2. Adoption of the Action Plan by Ministers

Mr. Kiminza from Kenya took the Ministers through the proposed Action Plan. The Honourable Ministers and representatives of Members States of the ICQN felt amendments were merited. Several amendments were then made with each amendment suggested being approved by all members before their inclusion into the amended Action Plan. Below is a list of successful amendments that were finally incorporated into the Action Plan:

- Establishment of the focal points in each of the Member States for purposes of continuity;
- Setting of firm timelines for specific activities (Focus Area 2);
- Support to translation of all relevant documents into the different languages (French, Portuguese, and Arabic) by the MOE of Kenya;
- All Member States require a policy programme and Action Plan. An action point is required and it should read, "Develop national policies, programmes and Action Plans to promote Peace Education";
- The newsletter should be published bi-annually; and
- Research and development should be included as an activity.

With the above amendments effected, the Ministers of Education present signed the Action Plan.

## 3. Endorsement of the Naivasha Communiqué

The representatives of twelve African countries, including five (Assistant/Deputy) Ministers of Education[5], endorsed the Naivasha Communiqué. The countries represented included Angola, Botswana, Cote d'Ivoire, Democratic Republic of Congo, Kenya, Liberia, Mozambique, Somalia, Sudan, Uganda[6], and Tanzania.

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[5] *Including Hon. Calist Andrea Mwatela (Kenya), Hon. Wilson Henrique (Liberia), Hon. Chilundo Arlindo (Mozambique), and Hon. Joseph Ukel Abango (South Sudan)*
[6] *Uganda endorses the document at the technical level. The Minister's representative will get feedback from the Minister on whether she supports the Communiqué.*

# Conclusion and Way Forward

Countries have a mixed record in realizing the activities contained in the 2009 Mombasa Communiqué. They have performed admirably, broadly speaking, in integrating education programmes for peace in policy instruments and some countries are contemplating drawing specific policies on Peace Education. They have made serious attempts to integrate Peace Education into the curriculum, often at multiple tiers of learning, with the support of a range of partners, from international agencies to communities.

Regarding implementation of Peace Education, there is an emerging view that Peace Education need not be a stand-alone subject. Instead, it can be incorporated into the broader learning curriculum. Resource deficiencies, human, financial, and in terms of knowledge, are however holding programmes back. The lack of adequately trained teachers, pedagogical concerns, and weak capacity in monitoring and evaluation are major areas of concern. Member States will need to come up with ways on how best to make programmes less dependent on external funding.

The following key points emerged as the Way Forward:

- Participating countries engaged in a successful process to solidify and reenergize the ICQN as a collaborative mechanism to support countries promote peace through education. Participants developed an Action Plan for the ICQN for 2013 that will serve as the basis for collaboration and action by the ICQN and Member States.

- The ICQN 2013 Action Plan entails three core thematic areas. Each of these areas – *Policy*, *Programming and Action Plans*; *Delivery of Peace Education*; and *Capacity Building* – has specific activities to be completed by the ICQN Secretariat and Member States. The primary activity requiring prompt attention will be establishing the Secretariat in early 2013.

- The representatives of twelve governments, including four Ministers of Education, also amended and endorsed the 2012 Naivasha Communiqué signalling their commitment to promoting peace through education both nationally and regionally. Those Ministers whose officials participated but who were not present would be provided the opportunity to sign the communiqué to indicate their commitment.

# Annex 1 – Mombasa Communiqué (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 $14^{th}$ – $16^{th}$ September 2009 in Mombasa, on the theme: *Education for Fostering Peace: Integration and Partnerships;*

Recognizing $21^{st}$ 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 organisations, 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 16th day of September 2009**

ANGOLA                                          COTE D'IVOIRE
DEMOCRATIC REPUBLIC OF CONGO                    KENYA
SOUTH AFRICA                                    SUDAN
UGANDA

# Annex 2 – Country Posters

**Angola**

| Items | Feedback |
|---|---|
| *Challenges* | · Creating a national plan for action for peace in education<br>· Guaranteeing efficiency in the education sector<br>· Raising the level of schooling for vulnerable groups |
| *Themes* | · Elaboration of an education plan on peace<br>· In the national plans, there must be M&E of ICQN<br>· How to identify focal conflict areas |
| *Activities* | · To create an operational mechanism among state members of ICQN<br>· To strengthen the evaluation system of learning |

**Botswana**

| Items | Feedback |
|---|---|
| *Challenges* | · "Unionism" - It appears unions tend to derail teachers from their co-business. Due to frequent teacher strikes, the quality of education has been declining steadily |
| *Themes* | · No input |
| *Activities* | · Development plans and policies that will be monitored, evaluated/reviewed periodically<br>· Include Peace Education into the curriculum (both primary and secondary levels)<br>· Develop appropriate and adequate materials for both learners and teachers |

**Côte d'Ivoire**

| Items | Feedback |
|---|---|
| *Challenges* | · Create synergy between the actions of grassroots actors, parents and NGOs, and involve decision makers<br>· Seek funding for the implementation of policies for peace<br>· Evaluate progress of peace processes |
| *Themes* | · Widely disseminate Workshop results at the level of the cabinet of the Ministry of Education, central structures and institutions, parents and NGOs<br>· Develop tools for monitoring and evaluation of education for peace<br>· Establish a competition for the most peaceful school of the year to reduce violence in schools |
| *Activities* | · Make the Workshop's Action Plan mandatory for ICQN member countries to get decision-makers more involved in the implementation of peace programmes<br>· Develop periodic activity updates and share them among the ICQN member countries<br>· Support ICQN member countries to finance their activities |

**Democratic Republic of Congo**

| Items | Feedback |
|---|---|
| *Challenges* | · Advocacy with politicians for a consensus around peace issues<br>· Awareness-raising and community mobilization campaigns on experiences of peace for use by the media |

| | · Resource mobilization for consolidation of durable peace |
|---|---|
| *Themes* | · Education for peace<br>· Reconciliation and integration of groups and communities in conflict |
| *Activities* | · Support data collection and analysis for reliable information that can contribute to the consolidation of peace between parties in conflict<br>· Develop tools for training teachers and learners<br>· Support evaluation of skills related to peace |

**Kenya**

| Items | Feedback |
|---|---|
| *Challenges* | · Peace Education not mainstreamed across the board in the curriculum<br>· Capacity gaps among teachers in the delivery of Peace Education at the classroom<br>· Emphasis on academic subjects at the expense of value based subjects, i.e. Peace Education<br>· Capacity gaps among SMCs, Education Officers leading to weak monitoring and evaluation and reporting mechanisms<br>· Capacity gaps in psycho-social interventions |
| *Themes* | · Mainstreaming Peace Education into the curriculum<br>· Capacity building and training<br>· Collaboration/Linkages |
| *Activities* | · Regular technical meetings<br>· Online forums to share and exchange information<br>· Newsletters<br>· Research to address problems in Peace Education |

**Liberia**

| Items | Feedback |
|---|---|
| *Challenges* | · 47% of Liberian teachers are untrained<br>· Low transition of primary school girls to junior high school<br>· Implementation of Peace Education textbook |
| *Themes* | · Training of unqualified teachers in Liberian school system<br>· Increase retention and completion for primary school girls<br>· Encourage the teaching of Peace Education |
| *Activities* | · Identify partner(s) to address the issue of untrained teachers<br>· Conduct research in primary school girls retention and completion<br>· Produce textbooks on Peace Education |

**Mozambique**

| Items | Feedback |
|---|---|
| *Challenges* | There are 10 challenges – now dealing with the following three:<br>· Inculcating a culture of peace, human rights and democracy<br>· Gender equality<br>· Reproductive health (sex education, HIV/AIDS, STDs) nutrition, etc. |
| *Themes* | · Exchange of ideas, experiences, and debates about peace building<br>· To work with partners to establish a strategy with interested parties<br>· Promote Peace Education through communication dissemination |

| Activities | · Promotion of ideas and experiences |
|---|---|
| | · Disseminate information about ADEA |

**Somalia**

| Items | Feedback |
|---|---|
| *Challenges* | · Diversity of curriculum taught in schools by private education providers and poor knowledge in mechanisms of promoting peace through education |
| | · Lack of financial and technical support to improve the capacity of policy-makers, teachers and communities in terms of peace building programmes |
| | · Inequity of education access |
| *Themes* | · Enhancing equity in education |
| | · Creating a collaborative community in peace-building initiatives |
| | · Building capacities for Peace Education from school level up to national level |
| *Activities* | · To help form a school-based organisation to build trust and cooperation and to address the importance of peace building through education |
| | · To help incorporate the national education policy of Free Primary Education and subsidized accelerated education and include drama and pastoral programmes in the curriculum |
| | · To contribute to the capacity building of all policy makers, education, key players and communities in promoting peace through education |

**South Sudan**

| Themes | Challenges | Activities |
|---|---|---|
| *Strategy* | National Strategy | · Development of strategy consultation |
| | | · Printing |
| | | · Dissemination |
| *Curriculum & Syllabus & Learning Resources* | Curriculum/Syllabus/Learning Resources | · Development of curriculum |
| | | · Drafting of syllabus |
| | | · Development of textbooks and other learning resources |
| *Capacity Building* | Capacity Building | · Training of teachers, chiefs, and other actors |
| | | · Fund raising |
| | | · Development of teacher's guides |
| | | · Building of capacity of other institutions, e.g. TV and radio stations |
| | | · Establishing of mechanisms for coordination |

**Sudan**

| Items | Feedback |
|---|---|
| *Challenges* | · No funds for equipment and textbooks, teacher training, curriculum development |
| | · Curriculum (primary, secondary, university) does not contain the Peace Education component |
| | · Love for manual work needs emphasis - our religion says one must work with their hands |
| | · Education and training opportunities for teachers and students |

| Themes | · Peace Education for poverty reduction – a peaceful country attracts investment and therefore development<br>· Life skill courses for youth<br>· Continued education in technical institutions<br>· Development partners, e.g. DDR, UNESCO, UNIVOC to continue helping Sudan to enhance education – technical, adult education and girls' education |
|---|---|
| Activities | · Building of schools<br>· Training of teachers |

**Tanzania**

| Items | Feedback |
|---|---|
| Challenges | · Lack of resources to review structures for managing emergency violence in primary and secondary schools, colleges, institutions, and universities<br>· Lack of clean M&E structures and indicators to combat violence in schools/colleges, institutions, universities including strikes by education sector workers<br>· Inadequate/non-updated training for schools, colleges, institutions, and university student counsellors |
| Themes | · Supporting Ministries of Education to develop clean policy statements for inclusion of peace in schools colleges, institutions and university curriculum and extra curriculum activities<br>· Combating violence in the education sector through involvement of stakeholders, e.g. school committees/Boards, FBOs, NGOs, CBOs and politicians<br>· Empowering youth to manage and combat violence in schools, colleges, institutions, and universities |
| Activities | · Support the development of a programme to combat/stop violence in schools, colleges/institutions, universities including those of education workers<br>· Training of school, college/institution and university counsellors to stop/combat violence<br>· Support forums of policy makers, non-government actors, NGOs, CBOs, FBOs and political parties to develop peace indicators, including M&E<br>· Assisting countries to manage challenges arising from diversities which threaten the education sector and national peace<br>· Support ministries of education to establish an office responsible for peace which is well equipped<br>· Support multi-media campaign on peace<br>· Support inter-ministerial forums on peace in education/education for peace |

**Uganda**

| Items | Feedback |
|---|---|
| Challenges | · Lack of Education sector Action Plan on Peace Education<br>· Limited awareness on Peace Education by sector stakeholders and lack of appropriate skills for orientation of teachers, instructors and tutors on Peace Education<br>· Lack of appropriate training and learning materials for Peace Education |
| Themes | · Peace building, conflict management, and social cohesion education<br>· Human rights, sustainable development citizenship, and democracy |

| | | |
|---|---|---|
| | · | Health and life skills education |
| *Activities* | · | Research |
| | · | Mobilization of human, financial and technical resources |
| | · | Initiate/support advocacy efforts at the national and regional levels |

# Annex 3 – Workshop Programme

**TUESDAY 4 DECEMBER**

| DAY 1 | TECHNICAL WORKSHOP | |
|---|---|---|
| *Time* | *Session* | *Presenter* |
| 8:30-9:00 | *Sign-in* | |
| 9:00-10:00 | **1. Official Opening**<br>Prayer<br>Musical performances with theme on peace<br>Introductions<br>Remarks by ADEA Representative<br>Remarks by BACKUP Education | Mr. Onesmus Kiminza |
| 10:00-11:00 | **2. Climate Setting**<br>In-depth introductions by participants<br><br>Remarks by MOE Kenya (rationale, purpose and objectives of the Workshop)<br><br>Adoption of the Agenda<br><br>Announcements | Facilitator<br><br>Charles Mwaniki, Ministry of Education, Kenya |
| 11:00-11:30 | *Break* | |
| 11:30-13:00 | **3. A Conceptual Framework for Promoting Peace Through Education**<br>Interactive brainstorming and discussion to develop a shared understanding | Kerstin Tebbe, INEE-GIZ Pan-African Knowledge Hub |
| 13:00-14:00 | *Lunch* | |
| 14:00-14:45 | **4. Introduction to the ICQN on Peace Education**<br>Overview of the establishment and activities to date of the ICQN | Mary Kang'ethe, Ministry of Education, Kenya |
| 14:45-16:15 | **5. Sharing on Country Programmes**<br>Presentation of synthesis of country programmes<br>Participant feedback and discussion<br><br>Participants assigned task of developing a poster for Day 2 Gallery Walk | Vick Ikobwa, UNESCO Multi Sectoral Office in Nairobi, and Kerstin Tebbe, INEE-GIZ Pan-African Knowledge Hub |
| 16:15-16:45 | *Break* | |
| 16:45-18:00 | **6. Sharing on Regional and Global Initiatives**<br>Brief presentations by invited guests from regional and global initiatives | Facilitator |
| 18:00-18:30 | **7. Wrap-up and Closing for Day 1** | Facilitator |

| 18:30-20:00 | **Cocktail Reception** | |
|---|---|---|

**WEDNESDAY 5 DECEMBER**

| DAY 2 | TECHNICAL WORKSHOP | |
|---|---|---|
| *Time* | *Session* | *Presenter* |
| 8:30-9:00 | **8. Opening for Day 2, Recap of Day 1** | Facilitator and Vick Ikobwa, UNESCO Multi Sectoral Office in Nairobi |
| 9:00-9:45 | **9. Technical Learning Session – Measuring and Monitoring**<br>Presentation and plenary discussion | Mary Kang'ethe, Ministry of Education and Venkatraman Subramaniyam, UNESCO Multi Sectoral Office in Nairobi |
| 9:45-10:15 | **10. Introduction to Action Plan Development**<br>Review of next steps towards developing the ICQN's Action Plan for 2013 and ministerial meeting on Day 3 | Facilitator and Kerstin Tebbe, INEE-GIZ Pan-African Knowledge Hub |
| 10:15-11:15 | **11. Gallery Walk**<br>Review of posters from country programmes and regional/global initiatives<br><br>*Informal break* | Facilitator |
| 11:15-12:15 | **12. Gallery Walk – Plenary Feedback**<br>Plenary feedback on Gallery Walk, sharing of reflections on challenges, themes and types of activities from posters<br><br>Identify key areas (challenges, themes) to integrate into Action Plan | Facilitator |
| 12:15-13:15 | *Lunch* | |
| 13:15-15:15 | **13. Ways Forward – Breakout Groups**<br>Small groups develop ideas for ICQN Action Plan activities based on key themes and needs identified | Facilitator |
| 15:15-15:45 | *Break* | |
| 15:45-17:15 | **14. Ways Forward – Plenary Feedback**<br>Small group sharing of proposed activities<br><br>Compilation of activities into singular Action Plan and discussion to refine activities | Facilitator |
| 17:15-18:00 | **15. Summary and Preparation for Ministerial Session**<br>Review of achievements, presentation of Call to Action and plans for Day 3 ministerial session | Facilitator |

**THURSDAY 6 DECEMBER**

| DAY 3 | MINISTERIAL REVIEW | |
|---|---|---|
| *Time* | *Session* | *Presenter* |
| 9:30-10:00 | **Official Opening and Welcome**<br>Prayer, musical performance<br><br>Introductions by country<br><br>Opening remarks from Minister of Education, Kenya | Mr. Onesmus Kiminza<br><br>Mr. Mutula Kilonzo,<br>Honourable Minister of<br>Education, Kenya |
| 10:00-10:45 | **Presentation of Call to Action for Promoting Peace Through Education**<br>Presentation of proposed Call to Action<br><br>Discussion and response from Ministers | Mr. Onesmus Kiminza |
| 10:45-11:00 | **Signing Ceremony**<br>Ministers officially sign on to the Call to Action | Minister/Facilitator |
| 11:00-11:30 | *Break* | |
| 11:30-12:00 | **Briefing: Summary of ICQN Action Plan**<br>Presentation of technical workshop proceedings and regional ICQN Action Plan | Minister/Facilitator |
| 12:00-13:00 | **Response to Technical Workshop and ICQN Action Plan**<br>Discussion and response from Ministers | Minister/Facilitator |
| 13:00-13:30 | **Official Closing**<br>Word of thanks<br>Musical performance | Minister/Facilitator |
| (Evening) | **Minister's Dinner**<br>Official closing dinner for all participants hosted by the Minister of Education, Kenya | |

# Annex 4 – ICQN Action Plan 2013

| Focus Area 1: Policy, programming and Action Plans | | | |
|---|---|---|---|
| **Activities/Activités/Atividades** | **Responsible/Responsable/Responsáveis** | **Timelines/Échéancier/Calendarização** | **Resources/Ressources/Recursos** |
| Establish dedicated Secretariat for the ICQN on Peace Education<br>· Develop proposal for operationalization of Secretariat (including proposed costs, resources required)<br><br>· Formulate organisational structure including identification and formalization of country focal points from all ICQN countries<br><br>· Develop structures for on-going translation and engagement across languages of member countries (Arabic, English, French, Portuguese)<br><br>· Mobilize financial resources and secure hosting arrangements<br><br>· Create job description(s) and recruit staff | Kenya (as Interim Secretariat), in consultation with other ICQN members | End of Feb 2013<br><br><br><br>On-going, deadline end of 2013<br><br><br><br><br>On-going, deadline end of 2013<br><br><br><br>On-going, deadline end of 2013<br><br><br>On-going, deadline end of 2013 | To be outlined in Secretariat proposal<br><br><br><br><br><br><br><br><br>Kenya to provide resources for translation |
| Update existing ICQN concept note on Peace Education, for use by member countries | ICQN Secretariat together with ICQN members | End of April 2013 | |
| Develop ICQN guidelines for policy development on education for peace | ICQN Secretariat together with ICQN members | End June 2013 | |
| Develop an e-newsletter, one of the components being sharing on policy development for Peace Education programmes<br><br>Maintain development and dissemination of e-newsletter every 6 months | ICQN Secretariat in collaboration with ADEA | June 2013 (first issue) | |
| Establish policy and practice databank to establish a clearinghouse for resources, existing policies, Action Plans, | ICQN Secretariat, together with ICQN members | June 2013 | |

| | | | |
|---|---|---|---|
| drafts, etc.<br>· Develop provisions for sharing across languages<br><br>Maintenance of databank | ICQN Secretariat | On-going | |
| Call one high-level [i.e. ministers, permanent secretaries, etc.] and two technical meetings (to review activities, prepare to report to high-level meeting) | ICQN Secretariat together with ICQN members | Throughout 2013 | |
| Formulate, develop and review national policies, programmes and Action Plans that include education for peace | Ministries of Education, Member States of ICQN | Through 2013 and beyond | |

| Focus Area 2: Delivery of Peace Education | | | |
|---|---|---|---|
| **Activities/Activités/Atividades** | **Responsible/Responsable/ Responsáveis** | **Timelines/ Échéancier/ Calendarização** | **Resources/ Ressources/ Recursos** |
| 1) Develop a National Peace Education Curricula (through adaptation of available curriculum framework from member states; and reviewing existing curriculum to enhance/integrate Peace Education)<br>· Sensitive to diversity | Ministries of Education, Member States of ICQN | Through 2013 and beyond | Technical, finance, advocacy for fundraising, e-group, newsletter, workshops/ conferences |
| 2) Develop a National Peace Education Syllabi<br>· Mainstreamed into subjects<br>· Be sensitive to diversity of countries | Ministries of Education, Member States of ICQN | Through 2013 and beyond | (same as above) |
| 3) Develop and adopt more teaching/learning materials to facilitate Peace Education | Ministries of Education, Member States of ICQN | Through 2013 and beyond | (same as above) |
| 4) Conduct teacher training, specifically focusing on Peace Education | Ministries of Education, Member States of ICQN | Through 2013 and beyond | (same as above) |
| 5) Organize co-curricular activities to promote Peace-building and Conflict Mitigation (e.g., through debate, sports, conferences, commemoration events, etc.) | Ministries of Education, Member States of ICQN | Through 2013 and beyond | (same as above) |

| Focus Area 3: Build capacity through advocacy | | | |
|---|---|---|---|
| **Activities/Activités/Atividades** | **Responsible/Responsable/ Responsáveis** | **Timelines/ Échéancier/ Calendarização** | **Resources/ Ressources/ Recursos** |
| 1) Develop TORs | ICQN lead country in consultation with members | By January 2013 | Technical expert |
| 2) Develop guidelines / sensitization manuals<br>· Sensitization of teachers and leaders/politicians (education and non-education) | ICQN members | By June 2013 | Technical expertise; finance to be determined (TBD) |
| 3) Validation of the developed guidelines | ICQN members at a face-to-face meeting | By August 2013 | Technical expertise; finance TBD |
| 4) Disseminate the guidelines | ICQN members | By October 2013 | Finance TBD |
| 5) Develop the implementation plan | ICQN members | By December 2013 | Finance TBD |
| 6) Implement the developed plan<br>· Sensitization and awareness raising including: radio talk show/print media; campaigns; consultation processes/ meetings; jingles/ flyers; magazines<br>· Training of teachers on Peace Education – both pre-service and in-service | Ministries of Education, Member States of ICQN | By June 2014 | Finance; human resources |
| 7) Develop M & E tools | MOE, with support from ICQN | By June 2014 | Finance to be determined by consultant |
| 8) Develop a coordination strategy – establish ICQN Secretariat | ICQN Secretariat | By December 2013 | Finance to be determined by consultant |

# Annex 5 – Naivasha Communiqué (December 2012)

**Preamble**
We, Ministers of Education, members of the Association for the Development of Education in Africa (ADEA) - Inter-Country Quality Node (ICQN) on Peace Education;

Having gathered in Naivasha, Kenya, for an International Workshop on the 6$^{th}$ of December 2012, organized through the Ministry of Education of Kenya, which is the lead Country for the ICQN;

**Appreciating** the leadership offered by the Government of Kenya and supported by key development partners;

**Recognizing** that violent conflicts impede the achievement of the Education for All (EFA) goals and the Millennium Development Goals (MDGs) in many African countries;

**Noting** that every effort must, therefore, be directed at ensuring that education systems are well equipped to offer quality education that promotes peace and contributes to socio-economic development can help ensure stability in the region;

**Sharing** the African Union's vision of education as the principal means of attaining an integrated, peaceful and prosperous Africa as contained in the Plan of Action of the Second Decade of Education for Africa (2006-2015);

**Considering** education as a vehicle for the promotion of non-violence, nation-building, social cohesion and positive values in our society;

**Recognizing** the role played by the ICQN on Peace Education as a mechanism for bringing together African countries facing similar challenges with strategic partners to promote dialogue, collective learning and space for collaborative action on peace-building through education;

**Acknowledging** that considerable progress has been made since the launch of the ICQN on Peace Education in September 2009 when the Mombasa Communiqué was signed;

**Appreciating** the support provided by the Federal Ministry for Economic Cooperation and Development of Germany (BMZ), German BACKUP Initiative—Education in Africa, the Inter-Agency Network for Education in Emergencies (INEE) through the INEE-GIZ Pan-African Knowledge Hub, the Association for the Development of Education in Africa (ADEA) and UNESCO, whom we urge to continue their support to Peace Education in Africa; and

**Committing** to reinforce the role of education in peace-building through the following agreed actions and commitments,

**Agree to:**

**Reaffirm our commitment** to the agreed Mombasa Communiqué of September 2009;

**Expedite** the implementation of the ICQN Action Plan drafted in Naivasha on 4$^{th}$ - 6$^{th}$ December 2012;

**Promote** collaboration and partnerships for the operationalisation of the ICQN Action Plan;

**Revitalize** the ICQN as an active mechanism for knowledge exchange and collaboration among African ministries of education as well as an advocacy forum on the role of education as an avenue for peace-building and conflict prevention; and

**Reinforce** the ICQN as a functional and inclusive platform by which a community of practice is fostered for promoting peace through education**.**

Agreed this 6th Day of December 2012, Naivasha, Kenya

Angola, Botswana, Côte d'Ivoire, République démocratique du Congo, Kenya, Liberia, Mozambique, Somalia, South Sudan, Sudan, Tanzania and Uganda

# Annex 6 – List of Participants

| NO | NAME | ORGANISATION | COUNTRY |
|---|---|---|---|
| 1 | Fortuna De Matos Caingona | Ministerio Da Educacao | Angola |
| 2 | Rita Francisco Manuel | Ministerio Da Educacao | Angola |
| 3 | Fraser Tlhoiwe | Ministry of Education & Skills Development | Botswana |
| 4 | Bagadzikanyi Rauwe | National Head - Conference Botswana | Botswana |
| 5 | Dineo Bosa Modimakwane | Ministry of Education | Botswana |
| 6 | Jikiza Morley Jakes Mapete | National Primary School Heads Conference (Ministry of Education) | Botswana |
| 7 | Josepine Assen Kouame | Ministere de l'Education Nationale | Cote D'Ivoire |
| 8 | Allou Bruno | Ministere de l'Education Nationale | Cote D'Ivoire |
| 9 | Valentin Ngandu | Ministere De L'Enseignement Primaire, Secondaire Et Professionnel | Democratic Republic of Congo |
| 10 | Anne Marie Nzumba | Ministere De L'Enseignement Primaire, Secondaire Et Professionnel | Democratic Republic of Congo |
| 11 | Henrique Wilson | Ministry of Education | Liberia |
| 12 | Josephine Travers Porte | Ministry of Education | Liberia |
| 13 | Quayeson Cherbutue | Ministry of Education | Liberia |
| 14 | Mutula Kilonzo | Ministry of Education | Kenya |
| 15 | Mary Kang'ethe | Ministry of Education | Kenya |
| 16 | Charles Mwaniki | Ministry of Education | Kenya |
| 17 | Noor Aden | Ministry of Education | Kenya |
| 18 | Kiminza Onesmus | Ministry of Education | Kenya |
| 19 | Joel Ongoto | Kenya National Commission for UNESCO | Kenya |
| 20 | Chilundo Arlindo | Ministry of Education and Culture | Mozambique |
| 21 | Mungoi Dinis | Ministry of Education and Culture | Mozambique |
| 22 | Sambo Judite Alfredo | Ministry of Education and Culture | Mozambique |
| 23 | Muse Hayd | Ministry of Education, Culture and Higher Education | Somalia |
| 24 | Mohamud Ahmed Rage | Ministry of Education | Somalia |
| 25 | Joseph Ukel Abango | Ministry of Education | South Sudan |
| 26 | Kuol Atem Bol | Ministry of Education | South Sudan |
| 27 | Deng Yai | Ministry of General Education | South Sudan |
| 28 | Amna Nabag | Ministry of Education | Sudan |
| 29 | Grace Naburi | Ministry of Education and Vocational Training | Tanzania |

| 30 | Augustine Omare-Okurut | Uganda National Commission for UNESCO | Uganda |
|----|------------------------|---------------------------------------|---------|
| 31 | George Opiro | Ministry of Education & Sports | Uganda |
| 32 | Bodo Shem | ADEA | Zimbabwe |
| 33 | Boaz Waruku | ANCEFA | Kenya |
| 34 | Ronja Hoelzer | BACKUP Education, GIZ | Germany |
| 35 | Caroline Schmidt | BACKUP Education, GIZ | Germany |
| 36 | Renu Jain | Global Partnership for Education | USA |
| 37 | Marie Lucia Torres Uribe | INEE | France |
| 38 | Andreia Soares | INEE | Portugal |
| 39 | Jane Kimbwarata | INEE-GIZ Pan African Knowledge Hub | Kenya |
| 40 | Kerstin Tebbe | INEE-GIZ Pan African Knowledge Hub | Kenya |
| 41 | Jane Kalista | INEE-GIZ Pan African Knowledge Hub | Tunisia |
| 42 | Jun Morohashi | UNESCO | France |
| 43 | Vick Ikobwa | UNESCO Multi Sectoral Office in Nairobi | Kenya |
| 44 | Venkatraman Subramaniyam | UNESCO Multi Sectoral Office in Nairobi | Kenya |
| 45 | Joanina Karugaba | UNHCR | Kenya |
| 46 | Benoit D'Ansembourg | UNICEF | Kenya |
| 47 | Grace Kariuki | Ministry of Education | Kenya |
| 48 | Mercy Njau | Ministry of Education | Kenya |
| 49 | Teresia Yulu | Ministry of Education | Kenya |
| 50 | Mildred Mwanzi | Kenya National Commission for UNESCO | Kenya |
| 51 | Anna Obura | Independent | Kenya |