



Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le Développement de l'Éducation en Afrique
Associação para o Desenvolvimento da Educação em África



ADEA Inter-country Quality Node
Peace Education

ADEA 2017 Triennale

Sub-Theme IV: CALL FOR ABSTRACTS

Deadline for Submission: 31st August 2016

Building Peace and Global Citizenship Through Education

The Association for Development of Education in Africa (ADEA) is in the process of organizing the Triennale 2017, one of the most important global events on education and training in Africa. The ADEA Triennale is a forum that brings together all the stakeholders working on education in Africa including African heads of state, ministers of education, development agencies, and other education professionals and will provide a platform for knowledge and experience sharing towards the achievement of sustainable development in Africa. The meeting will take place from 15th -17th March 2017 in Marrakech, Morocco. The theme of the Triennale is “*Revitalizing education towards the 2030 Global Agenda and the 2063 African Agenda*” and will be achieved through 4 sub-themes as follows:

1. Implementing education and lifelong learning for sustainable development;
2. Promoting science, mathematics, information and communication technology (ICT);
3. Implementing education for African cultural renaissance and pan-African ideals; and
4. Building peace and global citizenship through education.

In spite of the large number of meetings, exchanges and research on the diagnosis of educational systems, policies and reform strategies undertaken and which have led to frameworks of action, programmes and projects, it is evident that most African countries are confronted with implementation challenges. The ADEA Triennale will therefore primarily focus on how this situation can be averted. In particular, the Triennale seeks to identify innovative successful experiences within and without the African continent for possible replication and upscaling in the continent. It is expected that this will facilitate movement towards the achievement of the 2030 Agenda for Sustainable Development (SDGs) and the Africa’s Agenda 2063.

Sub-theme 4 of the Triennale focuses on “*Building Peace and Global Citizenship through Education*” in order to develop capacities for respect of diversity, solidarity, inclusivity, democratic culture, cooperation, and global citizenship for the promotion of rights, duties and responsibilities.

ADEA through the Inter Country Quality Node on Peace Education (ICQN-PE) which is coordinated by the Ministry of Education, Science and Technology of Kenya is seeking for abstracts under sub-theme 4.

Guidelines for the abstract

Applicants need to ensure that the abstract:

- Focuses on SDG 4, that is ”***Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all***” and in particular target 4:7; *By 2030, ensure that all school children acquire the knowledge and skills necessary for the promotion of sustainable development lifestyles, particularly through education for sustainable development and lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and contribution to the culture of sustainable development;*
- Contributes towards the achievement of the fourth aspiration of the Africa’s Agenda 2063 and the Continental Education Strategy for Africa (CESA 16-25) especially in regard to the promotion of peace and global citizenship;
- Innovative result/evidence based experiences to promoting peace and global citizenship through the education sector. Preference will be given to contributions focusing on emerging challenges in this area (e.g. governance, curriculum, research, targeted programs such as teacher training in education for peace).

Eligible contributors

Ministries of Education and their agencies, academic institutions and researchers outside such institutions, UN agencies and NGOs working in the area of peace building through education.

General structure for the abstract

Abstracts should be clear, concise and well-articulated summaries of proposed contributions of not more than 3 pages in single line spacing and should cover the following areas:

- **Case study:** *Background and issues; Goals and objectives; Methodology; Analysis and interpretation of results; implications and key lessons of the study for enhanced policy, strategic planning and implementation at the regional and country level; Recommendations.*
- **Research reports:** *Background context, objective, goals and assumptions; Methodology and protocol followed; Presentation of results; Analysis and interpretation of results; Implications of key results and key lessons learnt for enhanced policy, strategic planning and implementation for the regional and country level; Recommendations.*
- **Country/regional reports:** *Context, purpose, objectives; Key issues and challenges; Appropriate models or options to employ or currently being employed to achieve pre- 2015 and or post-2015 EFA goals and education MDGs; New or emerging challenges in the implementation of post- 2015 education goals and appropriate strategic responses to meet the challenges; Critical Lessons learnt from the implementation of the EFA for the successful implementation of the post-2015 education goals; Recommendations.*

Please note that all submissions should reach Ms. Mary Kangethe at kangethe1234@gmail.com or Mr. Charles Gitau Mwaniki at cgmwaniki@gmail.com and copied to Ms. Mercy Njau at njau.mercy@gmail.com and Mr. Joel Alemibola Elegbe at j.elegbe@afdb.org by **31st August 2016**

The role of education in ceasing cycles of violence, including its impact on the causes and effects of conflicts, and in the promotion of citizens' consciousness and attitudes:

1. Peace and global citizenship education activities based on the curriculum/extracurricular activities;
2. Education against various forms of violence (e.g. intercommunity, school, terrorist, criminal);
3. Systemic approaches to peace and global citizenship education (e.g. quality, equity, resilience, planning and programming sensitive to conflicts/respect for human rights);
4. Capacity building for teachers/instructors (initial and in-service training);
5. Peace initiatives at the Preprimary, Secondary and Higher education;
6. Role of ICT and social media in promoting peace;
7. Religion and peace; and
8. Monitoring and evaluation of results in terms of consciousness, change of attitudes and behaviors.

The ICQN seeks to identify best practices in peace education, peace building and global citizenship which can be shared during the Triennale.

The following is the criteria for identification of the practices at country level:

- The work should be relevant to the theme, have validity of analysis and present useful results;
- Can be programs/projects implemented in the field of education;
- Should aim at promoting peace and citizenship at the personal, community, national and international levels;
- Can be either curriculum or policy based initiatives that enhance peaceful coexistence and citizenship;
- Should be an initiative that has been implemented to bring about desired change (not just the development of policy);
- Might be initiatives at the national, regional or school levels;
- Should be well documented at all levels of implementation; and
- Initiatives at Early Childhood Guidance & Curriculum (ECDE), Primary, Secondary and post-secondary (tertiary colleges and universities) levels.

How to share the best practice with the ICQN on Peace Education

Develop a clear abstract on the practice (Maximum 3 pages) covering the following areas:

- Background on the program/project;
- Objectives;

- Key strategies and activities;
- Scope;
- Expected outcome;
- Achievements;
- Challenges; and
- How the program/project has been documented.