



Association for the
Development of
Education in
Africa

Report of the
ICQN on Peace Education
**Round Table on
'Education, Peace Building and
Development – A Policy Forum'**

JULY 26-28, 2011

KINSHASA, DEMOCRATIC REPUBLIC OF CONGO

Foreword

The **Association for the Development of Education in Africa (ADEA) Inter Country Quality Node Peace Education (ICQNPE) together with the Kenyan Ministry of Education, the Ministry of Education of the Democratic Republic of Congo and UNESCO Breda** collaboratively convened a roundtable in Kinshasa from the 26th – 28th July 2011.

The Policy Forum Roundtable entitled **‘Education, Peace Building and Development – A Policy Forum’** focused on the education in post-conflict situations or fragile¹ contexts and its role in building peace.

The roundtable sought to act on ADEA’s vision of intra-African dialogue and on-going cooperation between agencies, governments and civil society to further the development of knowledge, capacity and research specifically in this instance, on the issues of education and peace building.

Specifically the objectives of the ICQN Peace Education roundtable are to contribute to:

- ❑ The sharing of relevant knowledge, understanding and good practice on addressing the issues of youth in and outside of the formal education sector.
- ❑ A deepened understanding of the cross-regional education related challenges associated with conflict and fragility and their impact on the education sector.
- ❑ Collective problem solving and strategising in order to mitigate these challenges and identify appropriate ways of using policy, planning, resource mobilisation, capacity development and curricula to mitigate these challenges.
- ❑ Provide the ICQN Peace Education with an advocacy platform from which to strengthen its network of education ministries and professional educators who support peace building through education on the continent.
- ❑ To this end, it brought together government officials, representatives from agencies and members of civil society from Burkina Faso, Côte d’Ivoire, Democratic Republic of Congo, Kenya, Liberia, Somalia, North Sudan, and Zimbabwe.

The roundtable through its facilitation of cross country conversations, sought to strengthening of country collaboration, to boost the network of peace building in education supporters in the region

¹ In recognition of the empirical and normative shortcomings of the term ‘fragile states’, development agencies are now increasingly favouring the much broader terminology of ‘fragility’ or ‘situations of fragility’. These terms are also seen to better capture the fact that fragility is not exclusively determined by the nature and boundaries of states – there is a need to look beyond the state to the state of society in both assessing and addressing fragility. <http://www.gsdrc.org/go/fragile-states/chapter-1--understanding-fragile-states/definitions-and-typologies-of-fragile-states>

and to provide practical input to the policy practice debates on addressing the challenges of implementing peace in and through education.

Through their participation in this roundtable, participants had the opportunity to;

- Share knowledge and skills on addressing the education post conflict situations and fragile contexts.
- Explore ways in which education contributes to building peace.
- Identify good practices which could potentially inform implementation in their own contexts.
- Become informed about the ICQN Peace Education.
- Make suggestions for further interaction between their governments, agencies, organisations and the ICQN.
- Integrate into a network of educationalists committed to peace building in and through education.

This report is a reflection of the deliberations of the Roundtable Policy Dialogue, while it does not cover the conversations verbatim it offers insight into the discussions and seeks to act as a marker of this event as well as a tool for furthering the debate and knowledge generation on education for peace.

Introduction

The roundtable process was specifically designed to provide opportunity for inter-country dialogue across ministries and civil society through the sharing of experience and collective knowledge creation. Country delegations were thus organised in such a way as to share their country specific experience as a means to create context and thus meaningful engagement with the particular challenges and solutions they had engaged. In addition, the different delegations provided input via designated areas of expertise within their specific roles presenting on issues like curriculum, and policy and planning.

These open ended conversations were supported by a field trip to a project being implemented with the Ministry of Primary, secondary and vocational Education in the DRC. The outing provided opportunity for reflection on the realities of bringing together policy and practice where children and young people as real living beings are at the centre of these interventions, yet, often they are the unheard voices.

Particular emphasis throughout the programme was on this policy implementation gap as well as on the issues of systemic interventions, systems restoration and human heartfelt transformation. Debate around which might be more important and how to integrate these ideas were central to the programme itself and the manner in which the opened nature of the programme enabled these deliberations. A copy of the programme is included in this report as Appendix 1.

DAY ONE: INTERNATIONAL AND CONTINENTAL PERSPECTIVES

The meeting was opened by the Executive Secretary of ADEA (Appendix 1), the Permanent Secretary of the Kenyan Ministry (Appendix 2), UNESCO Kinshasa (Appendix 3) and the Minister of Education of

the Democratic Republic of Congo (Appendix 4). Commitment was expressed by all to the important role that education can play in the building of peace in societies.

Since this roundtable meeting was a function of the Inter-Country Quality Node; Peace Education, the Executive Secretary took time to introduce the concept to the participants. Since ADEA is fundamentally a policy dialogue forum and a network of networks, it carries out its activities by engaging actors across the sector in environments that are conducive to open dialogue, experience sharing and the dissemination of knowledge in order to build or reinforce existing capacities.

The ICQNs specifically, seek to promote analytical work by capitalising on existing knowledge and experiences; what is put on the table during these roundtable processes is what will feed the dialogue and the direction the meeting takes.

He went on to elaborate specifically on the reason for the establishment of the ICQN Peace Education, stating that one of the issues that is seriously affecting Africa, is the issue of conflict. In order to address conflict, we need to think about peace. So, why this quality node specifically, he asked? Essentially, it arose when Kenya faced an internal election related conflict which elicited in that country a significant response from the education sector.

Drawing on this experience, the Kenyan Ministry of Education, who had participated with ADEA at an INEE meeting in 2009, approached the ADEA Secretariat with the suggestion that this particular ICQN be established. It was on this basis that Kenya volunteered to take the lead in the establishment of this ICQN for Peace Education.

INTRODUCING THE ICQN PEACE EDUCATION

Some further clarifications on the ICQN and its vision, mission and activities were offered by the presentations in the session that followed. Firstly it was established that the specific vision of the ICQN Peace Education is

“To act as a catalyst of inter country dialogue and partnership by enabling countries to dialogue, articulating policies and strategies for the implementation of peace education within and through education systems by means of needs based, innovative, responsive and strategic partnerships with stakeholders, thereby enhancing the delivery of quality education in Africa.”

The specific objectives of the ICQN Peace Education, with its central focus on **intra-African exchange and dialogue**, were introduced. These included to;

- Advocate** for the building of peace for sustainable development through education sector restoration and construction.
- Enable formulation**, strengthening and implementation of Peace Education Policies and Strategies
- Ensure implementation**, monitoring and evaluation of peace education programmes.
- Build capacities** for peace education at all levels.
- Foster strategic** inter-disciplinary, inter-regional and multi-sectorial **partnerships** and collaboration with various stakeholders.
- Inform policy development** and strategic interventions based on knowledge sharing and development through effective research.
- Promote peace education** through an effective communication and dissemination strategy.

The ICQN Peace Education recognises Peace Education as a proactive and preventative measure to conflict and violence in society. It is a means to transforming society and to ensuring the building of peaceful societies which have a far greater prospect of remaining so.

While the ICQN Peace Education will focus where the need is greatest i.e. on conflict affected and fragile states, it has a broader view to draw in other countries on the continent recognising that the promotion of peace and development is also as a means to prevent conflict and crisis.

It is anticipated that the Inter-Country Quality Node on Peace Education will play a role in leading Peace Education dialogue and initiatives on the African continent together with the partners of ADEA and other relevant stakeholders. It will thus embrace a holistic vision, which will inform its programme of intervention which will focus not just on curriculum but also on education policy and governance as it relates to Education for Peace.

In order to move toward achieving its broader objectives, the ICQN Peace Education is currently involved in the following activities:

1. Research focusing on education and peace building in preparation for the ADEA Triennale.
2. The on-going updating and development of the ICQN Peace Education component of the ADEA Website.
3. A dedicated focus on Peace Education in the coming ADEA Newsletter.
4. The hosting of an on-line dialogue on Peace in Education planned to coincide with International Peace Day 2011.
5. On-going development of the ICQN Peace Education network and data base of experts, practitioners and knowledge on related issues.
6. This roundtable, reporting on it, acting on its outcomes and recommendations

During the discussion time that followed, more details were asked regarding the ICQN and research studies as well as the broader activities of the ICQN given its current situation and pressing needs. A comment from the representative from Somalia was of gratitude for being included in the meeting and to speak specifically to the differences in root causes of conflict and thus possibly for the need to seek interventions that are appropriate to the cause. ADEA expressed its commitment as continental which therefore required the inclusion of as many countries as possible in its continuing endeavours to address the issues of education and peace building.

This section of the programme was followed by presentations by the agencies participating in the meeting. Their input opened central issues to the debates on education, peace and development drawing on and raising broader issues and challenges facing the sector and the role of education, not just as passive recipient but as actor in the challenges faced in times of conflict and fragility, either as mitigator or as protagonist.

☐ INEE: Maximizing the contribution of education to peace building

INEE has 6000 members. As an organisation, it has developed advocacy and networking tools which promote education in post crisis situations. INEE has a working group that focuses specifically on

Education and Fragility. The WG was established in 2008 as an inter-agency mechanism to coordinate diverse initiatives and catalyse collaborative action on education and fragility. Advocating for its wide recognition and consideration with the aim to ensure that education, at a minimum, does no harm and, at its best, contributes to conflict prevention and long-term peace building.

The INEE representative presented a synthesis of a study undertaken by the WG focusing on four countries; Afghanistan, Liberia, Bosnia and Herzegovina as well as Cambodia. The four countries were selected to encompass a range of different types and stages of fragility, with diverse historical antecedents to such fragility and within different geographical areas. The study expands the notion of the ‘two faces’ of education as catalyst for peace building or potential protagonist during times of fragility.

On the negative side of the spectrum, education:

- ❑ actively or deliberately reinforces and perpetuates fragility, e.g. through the politicization and manipulation of access, structures, curricula, and textbooks;
- ❑ reflects the status quo, e.g. by reproducing and failing to challenge existent patterns of division, inequality, violence, corruption, and inefficiency; and
- ❑ inadvertently favours fragility, e.g. through well-intentioned, but inadvertently counter-productive interventions, ranging from educational structures established by peace agreements that further entrench social divisions and tensions, to educational programmes which fail to lead to graduate employment.²

On the positive side of the spectrum, education:

- ❑ enables people to live with fragility, e.g. through expanded access, taking children off the streets and creating a sense of routine, and through programmes enhancing life skills; and
- ❑ makes inroads into fragility, e.g. through increased equal access, promoting equality and strengthening governmental legitimacy, via decentralized structures strengthening civil engagement, and integrated structures and inclusive curricula and textbooks enhancing national unity and social cohesion.

❑ **FAWE presentation**

FAWE is the forum of African Women Educators. Initially five women Ministers met specifically to consider the role of the African girl child in society. Their deliberations led to the formation of FAWE, an organisation that focuses specifically on advocating and promoting education access for all girls.

In September the education budget of the DRC will be passed. FAWE sought to engage with the government and MOE via a memo which was presented to Parliament advocating for enhanced access to education and focused attention on the specific needs and challenges facing the girl child in order to support retention. Furthermore, FAWE is involved in sensitisation initiatives in which they attempt to awaken in the general population a commitment to furthering the rights of girl children by demonstrating the benefits to the country.

² International Institute for Educational Planning www.iiep.unesco.org *Executive Summary*

FAWE facilitates clubs which give girls a space in which they are free and safe to express themselves particularly on their experiences of atrocities and abuse. Psychosocial support is provided via the clubs which have recently been expanded to also include boys. There is also an initiative that addresses and encourages girls to participate in Science, Maths and Technology. This will be supported by the establishment of Centres of Excellence in some districts. Other issues tackled by FAWE include the provision of separate ablution facilities for boys and girls, vocational support via centres and also, adult literacy centres specifically to develop the capacity of women

❑ UNESCO (Breda): Peace Education, Citizenship and Sustainable Development.

The UNESCO representative provided a general overview of the work of UNESCO in relation to the issues of peace building. He elaborated on the commitment of the institution to collaboration and specifically intention to seek partnerships with institutions like ADEA and INEE.

He elaborated on their programme for 2012-2013 highlighting the following activities:.

- ❑ The publication of reference documents.
- ❑ Mitigate risks in education planning.
- ❑ Next year in March a capacity building workshop for education planners.
- ❑ Hosting of a Young African leaders training session on preventing conflict
- ❑ The training of journalists – community media workers in villages – train in local languages and expand into radio.
- ❑ The development of a training module for teacher centres. The focus is on peace education in the classroom.

When the session was opened to the floor, the representative from the Nairobi office of UNESCO indicated a desire to support the ICQN and the Ministry of Education of Kenya in their endeavours. She indicated that their planning for 2012-13 includes a peace education strategy, which specifically includes UGANDA where they intend developing a peace education policy.

Mention was made of the importance of identifying and acting on simple initiatives which may militate against education access or retention during times of fragility and example of this was the dissemination of sanitary pads to ensure that girls fully participate in schools through FAWE's intervention. In relation to the intense focus on girls, UNICEF raised concerns about the needs of boys and the importance of teaching them to find alternative mechanisms to resolving conflict.

Another issue that was raised was the on-going attention and support specifically for basic education via the ring-fencing of Free Primary Education. While in itself this was a good initiative yet, the fact that large numbers of learners remained outside of the system in fragile states is worrisome. It is important to seek ways of supporting children and their families in order to support them being drawn back into and retained in the system. This could include exploring ideas such as a voucher system targeting the poorest districts, cash transfer systems to poor families as well as exploring alternative basic education strategies.

Cote D'Ivoire asked specifically about financial support for situational analysis. The issue of unemployment of the youth and who have limited exposure to education was also raised. Zimbabwe

commented on the UNESCO programme on teaching peace for educators but noted the need to transform the adults' working environment. In addition, a question was asked about our place in defining the space for education in peace building? Some suggestions were that

1. UN agencies play a role in the coordination of inter-sectoral responses.
2. Robust analysis – what capacities do we have to understand what are the causes of conflict and how the education sector responds to these factors? Evidence is needed as the basis on which to move forward.
3. The needs and challenges of young people are significant; we need to ensure that they are taken into consideration.

DAY TWO: COUNTRY EXPERIENCES

The second day of the programme began with the sharing of country experiences. Each country represented at the meeting had an opportunity to engage the meeting by elaborating on their challenges they had faced as well as their particular endeavours to meet these. The country presentations were followed by open floor dialogue on the ideas presented giving other participants the opportunity to ask questions, elaborate on the presentations and make recommendations and suggestions to each other.

KENYA

By way of introduction to the presentation by the Kenyan Ministry of Education, the ADEA Executive Secretary applauded the role the ministry had played as chair of the Inter Country Quality Node on Peace Education and the endeavours of civil society to support this process.

The ministry provided some background to the main causes of the post-election violence experienced in 2007 and 2008 citing issues such as competition over resources which led to inter community conflicts.

Some of the consequences of this conflict were cited as including;

- Ethnic animosity and suspicion,
- Massive internal displacement of communities leading to teacher shortages and loss of teaching time,
- Destruction of property and infrastructures – including school buildings and teaching and learning resources,
- Loss of life leaving children orphaned,
- Inadequate resources to cope with the crisis leading to overcrowding of existing facilities, and a
- Decrease in economic investment due to political instability and thus a negative impact on the economy.

The presenter went on to explain how education had, since independence been recognised by the government in Kenya, as playing a central role in peace building and conflict management. Indeed one of the main goals of education was seen to be the enhancement of unity and respect for cultural diversity.

At present, peace building and conflict management has been integrated into Kenya Vision 2030 which is comprised of three pillars i.e. political, social and economic development.

The objectives of this peace education initiative is to;

- Create awareness among learners on the causes of conflicts and how to resolve them amicably,
- Prepare learners to become good citizens in their communities, nations and the world,
- Equip learners with skills that promote peace and human dignity at all levels of interaction,
- Use the classroom as a spring board through which global values of positive interdependence, social justice and participation in decision making processes are learned and practiced, and
- Foster respect for cultural diversity, sustainable peace.

Numerous achievements and innovations of the initiative were named, these included the;

- Training of 21 master trainers drawn from the Ministry of Education and Kenya Institute of Education,
- Training of 8,837 education officers and teachers on peace education,
- Sensitization of over 3,500 secondary school principals on peace education,
- Development of a training manual and teacher activity books – focusing on primary level,
- Production and distribution of over 60,000 copies of Peace Education materials,
- Setting up of a peace education coordination unit,
- Establishment of a national steering committee on Peace Education in May 2010 following stakeholders meeting,
- Encouragement for the establishment of peace clubs in learning institutions to facilitate the development of a culture of peace,
- Provision of fora for dialogue on peace education at the regional and international levels,
- Implementation of a Peace education monitoring exercise in learning institutions with financial support from UNICEF,
- Development of a draft education sector Peace Education policy,
- Development of psychosocial intervention materials to complement the Peace education initiatives,
- Provision of psychosocial support to the pupils and teachers affected by the post-election violence – Kenyan counselors association as partner
- Inclusion of a life skills education curriculum in both primary and secondary schools, and the
- Development of a school safety and standards manual.

In addition to these interventions, impact at school level was also prioritized. Achievements in this regard included the;

- Establishment of functional Peace clubs
- Development of peace education institutional policies
- Teaching of peace education as provided for within the life skills curriculum and other related subjects.
- Integration of Peace education into other subjects i.e. it is not a stand-alone subject.
- Sensitization of teachers to Peace Education by the teachers via a one week peace Education training.

- ❑ Implementation of peace education materials provided to enhance preparation for the presentation of content on Peace Education.
- ❑ Promotion of Peace education through co- curricular activities i.e. clubs and societies, music, drama and sports among others.
- ❑ Fostering of patriotism and citizenship through inculcating national values and attitudes.

More broadly, the programme sought to impact on the community by;

- ❑ Facilitating community service programmes.
- ❑ Participation in community based interventions which such as environmental conservation and management related activities.

Some of the challenges experienced in implementation were cited as;

- ❑ Peace education is a behavior change programme; it requires the capacity building of teachers in the methodology in order to ensure effective implementation. The majority of the teachers in the country are yet to be trained as the process is costly in terms of resources and time.
- ❑ At times, there are conflicts or contradictions between principles and values taught in the peace education programme and those ideas and practices that are promoted at community and family level. Unfortunately, there are not enough community based peace education initiatives to address this perceived gap. (This is even more apparent when there is domestic violence.) Conflict between principles and values taught in and peace education and cultural practices at the community and family level
- ❑ The main carrier subject for Peace Education is life skills education. Recent evaluation of life skills education in Kenya reveals that the subject is either not effectively taught or not taught at all in some schools. Adopting an integrated or a coordinated approach for the management of emerging issues is an important means to avoiding curriculum overload.
- ❑ While the peace clubs can be an important way of drawing in children and young people, they are often seen as boring and so underperform.
- ❑ Some of the issues pertinent to the establishment and maintenance of peace are beyond the realm of the education sector and appertain to national policies and systems which are beyond education sector.

In response to these successes and challenges, the ministry has chartered a way forward which will strengthen peace education in learning institutions. A peace education programme targeting pre service teacher training will be developed in order to address the skills gap. This will be supported by the facilitation of a policy dialogue at national level on peace education in order to sensitize senior education managers (a meeting is scheduled for August 2011) and the finalization of a policy on peace education. In addition, peace education programmes will be initiated through the education sector in preparation for the next general Election.

Further input was made to the Kenyan presentation through the Nairobi peace initiative. It was stressed that the conflict emanated essentially from two factors? both of which related to competition for resources e.g.: land and water as well as access to education services and employment. The focus of civil society has thus been on the development of leadership capacity in local communities as well as the promotion of community knowledge on indigenous knowledge informing cultural practices to peace building.

Mechanisms for mobilizing this support included:

- Outreach to rural areas and marginalized groups.
- Building strong partnership between the government, the Ministry of Education, as well as agencies such as UNICEF and UNESCO.
- Mobilizing international communities which included initiatives like the drawing in of Mr. Kofi Annan on 2008 post-election violence.
- The inclusion of youth and their immediate concerns in the broader peace building processes. This included the integration of schools as well as non-formal initiatives.

A couple of points that were raised during the post presentation dialogue were that there is need to begin peace education programming with very young children and that Early Childhood Programmes should thus also provide opportunities for children to learn about keeping and building peace. In addition, comment was made about the emphasis on indigenous practices, stating that not all such conflict resolution methods were inclusive.

DEMOCRATIC REPUBLIC OF CONGO

The ADEA Executive Secretary introduced the initiative being implemented in the DRC by Ms. Martine Libertino with the support of ADEA and OSISA at the request of the Minister of Education of the Democratic Republic of Congo. He explained that to date, the intervention had focused on the training of 25 mediators and the implementation of a pilot project amongst marginalized children including a group of street children based at a church centre in Kinshasa

A brief description of the education system in the DRC was given elaborating that the formal education sector falls under three ministries namely; the Ministry of Primary, Secondary and Vocational Education and the Ministry of Higher and University Education for the formal as well as the Ministry of Social Affairs for Non formal Education. . There are currently approximately eleven million primary school learners in the country, three million preschool learners and over seven million children and youth out of the school system.

The Mombasa peace conference, facilitated by ADEA in 2009?, and the Kenyan experience were acknowledged as catalysts to the establishment of the DRC's peace education programme. Education was seen to be the cement for the country's reconstruction process after the conflict and an important tool for peace building. The peace education initiative of the DRC focused specifically on civic and moral education. Included in the content of the programme were issues such as;

- Culture and Human rights,
- Children rights,
- Moral development,
- Social values and peace,
- Rights and obligations of citizens,
- Patriotism, and
- Nationalism.

Some of the central challenges faced by the Ministry of Education in its effort to introduce this programme via the education sector relate to the immensity of the size of the country and the real

challenge faced of ensuring that social services reach all children. Linked to this is a lack of financial resourcing for teacher development, textbook and teaching materials and thus programme dissemination.

Despite this, the ministry is pushing ahead with its drive to revise the primary school national curriculum to ensure the;

- Integration of peace education,
- Integration of landmine risk reduction and explosive remnants of war,
- Integration of gender issues, and the
- Integration of a life skills component.

This work is being supplemented by the ongoing assessment and development of teacher in-service training strategies together with the continuing rehabilitation of School and training centre infrastructure.

Some background was then given to the Mediators training sessions with Madame Martine Liberto. The training initially sought to respond to the specific request of the DRC government for a better understanding of causes of conflicts and the suffering of citizens. Thus began the training (social workers, key Ministry personnel, NGOs, etc.) in 2010 with a focus on the conscious, the subconscious, free will and the management of emotions.

This was followed in 2011 with an exploration of the collective unconscious, dialogue about suffering, religion, culture and real communication. Essentially the programme focused on the world of the individual and how they operate alone and collectively as well as how they relate to one another specifically seeking to build self-love and love for the other.

Challenges to the approach of this programme are presented essentially by the emotional programming of the individual. There are currently nine pilot projects being implemented using this approach, these include;

- The training of children and youth,
- Philosophy training,
- A focus on street children,
- The training of adults – including parents,
- Training in spirituality,
- Training of civil society leaders, and
- The eco-village projects.

During the dialogue and question time, some ideas about the role of education in peace building were made. It was suggested that an exclusive focus on peace building through the transformation of the individual would not be sufficient to address the challenges faced by countries facing situations of fragility or conflict. In addition to personal development, emphasis was placed on being holistic and considering approaches that also transform systems of education addressing broader considerations like power or economic realities.

COTE D'IVOIRE

The presenters made that point that although they were presenting from the Ministry of Education, the presentation encompassed the perspectives of civil society. The focus of the intervention in the country is on peace and tolerance of diversity. The objectives of the programme include;

- The promotion of sustainable peace in the education countries institutions,
- A specific focus on national values for teachers,
- The promotion of a spirit of friendship across the various education centres,
- Support to students to ensure the adoption of a non-violent and tolerant approach to life,
- The dissemination of Human Rights knowledge and advocacy for the enactment of these rights and
- The use existing courses at primary school - through a thematic approach focusing on – how to deal with conflict, rights of children, international human rights, non-violence and tolerance.

These programmes started in 2002 with the development of a peace curriculum; in 2003 and 2004 teachers were trained to implement the programme. In 2004 it was piloted in primary schools and introduced in 2006 to TTC institutions. In 2009 the concepts were introduced into junior secondary schools. Finally, the team mentioned that although they have reached a point where the assessment of these endeavours should take place, they currently lack both the technical know-how and the financial resources needed to undertake this process.

ZIMBABWE

The Zimbabwean contingent started off their presentation by affirming the central role education plays in shaping and determining the destiny of the citizens of a country. It was asserted that education is a mechanism through which the values cherished by a nation can be inculcated into the lives of young people. It was thus envisaged by the Zimbabwean Ministry of Education, Sport, Art and Culture, that the introduction of Civic, Religious and Moral Education into the school curriculum would foster among the learners “a spirit of national consciousness and patriotism” as well as respect for human sanctity.

Some of the challenges named that currently face education actors in the country incorporate;

- A perceived lack of discipline among the youth,
- Disrespect, crime, rape and incest among the general populace,
- A state of apathy with no one seemingly responsible for anything,
- A lack of religious tolerance with little accommodation of the views and beliefs of the other,
- The provision of teaching and learning materials for new syllabuses such as Civic Education,
- Attitudes of parents and educators who do not appreciate the importance of indigenous languages in promoting peace,
- Lack of a comprehensive guidance and counselling programmes in schools,
- Lack of adequate appropriate role models,
- Inadequate funding to provide training for in-service teachers, and
- Limited resources both financial and human to develop the new learning materials.

Some of the identified actions to be undertaken within Zimbabwe include;

- ❑ A change of attitude through the promotion of unhu / ubuntu, peace and tolerance, this includes instilling in young people cherished national values and positive behaviours,
- ❑ Teaching through internet so that learners may interact with learners from other areas and broaden their minds to promote peace,
- ❑ The inclusion of Civic Education issues in the Early Child Development (ECD) and Primary School syllabuses,
- ❑ The development of a multipath Religious, Moral and Civic Education syllabuses for the Zimbabwean Junior Certificate (ZJC) and Ordinary ('O') Level Certificate,

Some suggestions and recommendations from the floor included the stressing of peace as being an *intra* as well as *inter* process. Action on such a process requires individual support but also a level of political will. It would thus be helpful to identify leaders in society who could play the role of 'opinion' leader. It was also stressed that children and young people are not just passive recipients or victims; they too can be actors for peace.

❑ LIBERIA

Liberia has faced over 14 years of an internal conflict having faced two civil wars, the first of which took place during 1989-1996 and the second between 1999 and 2003. A transitional government steered the country towards elections in 2006. Around 250,000 people were killed in Liberia's civil war and many thousands more fled the fighting. The conflict left the country in economic ruin and overrun with weapons.

These violent civil wars caused widespread destruction to infrastructure, displacement of teaching and support staff and degradation of virtually all components of the education sector. Large numbers of school buildings were burnt down or de-roofed; school chairs, desks, blackboard and the like were systematically looted. As a result of the war, large numbers of youth missed out on their basic education resulting now in an over-aged school student population.

Some current innovations include;

- ❑ The recruitment of Mathematics and Science teachers from neighbouring countries.
- ❑ The decentralization of the education sector - the establishment of School Boards Management County school systems and functional county educational officers in the 15 counties of Liberia. Supported by the establishment of a fully equipped decentralization Unit at the Ministry of Education.

In addition to these innovations, the presenters named a number of achievements or successes which included;

- ❑ The passing of the Education Reform Act of 2011 which addresses the management of the education sector. The Act also calls for the decentralization of governance of schools to the County level,
- ❑ The construction of more than 284 new Schools.
- ❑ The rehabilitation of three rural teacher Training Institutions,
- ❑ The in-service training of over 3000 Teachers in pedagogy and curriculum content ,

- ❑ The introduction of a national curriculum revision process which includes Peace, Human Rights and Citizenship. As result of the lessons learnt from the civil conflict the focus on peace building curricula include understanding similarities and differences; handling emotions, communication and skills in conflict resolution, and
- ❑ Strong involvement of the community in the peace building processes.

Despite these strides forward, numerous challenges remain, some mentioned by the presenters relate to ongoing capacity building needs particularly of school principals. In addition, the standardization of a school curriculum and an effective framework for ongoing school supervision including monitoring and evaluation remain a concern.

Furthermore, while there has been an increase in primary school enrolment at primary level largely due to the introduction of free and compulsory education, the retention of students remains problematic.

❑ **SOMALIA**

Somalia has a population of over 10 million people. The people of Somalia have faced over two decades of conflict. Somalia's history of conflict reveals an intriguing paradox—namely, many of the factors that drive armed conflict have also played a role in managing, ending, or preventing war. For instance, clannism and clan cleavages are a source of conflict—used to divide Somalis, fuel endemic clashes over resources and power, used to mobilize militia, and make broad-based reconciliation very difficult to achieve.

The impact of the conflict on children and education according to the 2011 report of the Secretary-General to the Security Council (*A/65/820-S/2011/250*) issued on 23 April 2011 has been profound.

- ❑ There is growing evidence regarding the widespread and systematic recruitment of children in central and southern Somalia into the armed conflict. Partners on the ground consistently report on the extensive forced recruitment of children as soldiers.
- ❑ An increasingly large number of these children are reportedly used by the insurgent groups to fight against the Government and troops of the African Union Mission in Somalia (AMISOM) in Mogadishu, and, as a result, many of these children are killed, injured or captured by the armed forces or other armed groups.
- ❑ While the recruitment of girls has been rare and is generally regarded as socially unacceptable, there are documented accounts of girls working for armed groups, particularly for cooking and cleaning. Girls are also brought in to transport detonators, provide logistics support and collect intelligence. Girls are also reported to be increasingly recruited for marriage to fighters.
- ❑ Increasingly, schools, educational establishments, teachers and students are being targeted for recruitment and use in the conflict. In south-central Somalia, approximately 52 schools suspended operations and activities in May alone owing to growing demands from the militia groups. In addition, several schools were closed, damaged and destroyed, as well as students killed and injured, owing to clashes between armed insurgents and the Transitional Federal Government forces in Mogadishu.

❑ **Field visit**

The next part of the programme included taking participants to visit a centre for street children in Kinshasa where the ADEA meditation pilot project is being implemented. There was opportunity to engage the project staff and to gain first hand insight into the intervention which seeks to build in children a healthy sense of self and a heightened commitment to the other.

This session ended with a robust conversation on the issues of peace building at individual and community level. There was also debate about the needs of pygmy populations living in the forests of the DRC and what their specific needs may be in relation to education with particular emphasis on the self-esteem building dimensions of the pilot.

❑ **Overview of the African Context based on the 2011 Global Monitoring Report**

The afternoon was closed with a presentation by resource person to the ICQN, Sherri Le Mottee based on the 2011 Global Monitoring Report which has attempted to document the scale of the crisis in education due to conflict and war, tracing its underlying causes and setting out an agenda for change. Of the thirty-five countries that were affected by armed conflict from 1999 to 2008, fifteen are in sub-Saharan Africa. Although the intensity, scale and geographic extent of the violence vary, protracted armed conflicts are common.

Children and schools are on the front line of armed conflicts, with classrooms, teachers and pupils seen as legitimate targets. For example, most of Sierra Leone's education infrastructure was destroyed in its civil war, and three years after the end of the war, 60% of primary schools still required rehabilitation. In 2009, sixty schools were closed in Mogadishu, Somalia, while at least ten were occupied by armed forces.

Physical trauma and stigmatization faced by children are sources of profound and lasting disadvantage in education. Evidence from Sierra Leone points to conflict-related post-traumatic stress disorder as a frequent source of impaired learning and poor achievement in school.

The use of child soldiers is reported in twenty-four countries in the world, including the Central African Republic, Chad, the Democratic Republic of the Congo and Somalia. The recruitment of child soldiers from schools is common. In 2007, the United Nations Mission in the Democratic Republic of the Congo reported that hundreds of children were serving on the front line in North Kivu province. Many were forcibly recruited from classrooms, leading to the schools' closure in some cases.

Rape and other acts of sexual violence were widely used as instruments of war in countries like Liberia and Sierra Leone as well as during the genocide in Rwanda. More recently, it has been identified as a serious concern in Chad and the Democratic Republic of the Congo. Insecurity and fear associated with sexual violence keep young girls, in particular, out of school.

Armed conflict also undermines economic growth, reinforces poverty and diverts national resources from productive investment in classrooms into unproductive military spending. Many of the poorest countries spend significantly more on arms than on basic education. Chad, which has some of the world's worst education indicators, spends four times as much

on arms as on primary schools. If the twelve countries in sub-Saharan Africa spending more on the military than on primary schooling were to cut military spending by just 10%, they could put 2.7 million more children in school – over one-quarter of their out-of-school population.

Diversion of national resources to the military and loss of government revenue means that armed conflict shifts responsibility for education financing from governments to households. In the Democratic Republic of the Congo, households pay fees not only for schools but also for the administration and management of the whole system.

Education is seldom a primary cause of conflict. Yet it is often an underlying element in the political dynamic pushing countries towards violence. Intra-state armed conflict is often associated with grievances and perceived injustices linked to identity, faith, ethnicity and region. Education can make a difference in all these areas, tipping the balance in favour of peace – or conflict.

- *Limited or poor quality provision leads to unemployment and poverty.*

When large numbers of young people are denied access to decent quality basic education, the resulting poverty, unemployment and sense of hopelessness can act as forceful recruiting agents for armed militia. One survey of former combatants and non-combatant militia members in Sierra Leone found that almost 80% had left school before joining a rebel group, in many cases because their schools had been damaged.

- *A one found that almost 80% had left school before joining a rebel group, in many case*

Over 60% of the population in some countries, including Guinea, Liberia, Nigeria and Sierra Leone, is under 25, compared with less than 25% in many OECD countries. In Rwanda, unemployed, undereducated rural male youth figured prominently among the perpetrators of the 1994 genocide.

- *Unequal access generates grievances and a sense of injustice.*

Inequalities in education, interacting with wider disparities, heighten the risk of conflict. As Liberia's Truth and Reconciliation Commission recognized, limiting educational opportunities through political and social systems based on privilege, patronage and politicization was a potent source of violence. In Côte d'Ivoire, resentment over the poor state of education in northern areas figured in the political mobilization leading up to the 2002–2004 civil war. School attendance levels in the north and north-west in 2006 were less than half as high as in the south.

- *Inappropriate use of school systems reinforces prejudice and intolerance.*

In several armed conflicts, education has been actively used to reinforce political domination, the subordination of marginalized groups, and ethnic and linguistic segregation. After Rwanda's independence, Hutu political leaders aimed to overturn what they saw as unfair education advantages inherited by Tutsis from the colonial era. An ethnic quota policy was used to enforce discriminatory practices, including a mass purge of Tutsis from universities and public posts. The use of schools to ethnically 'label' children and enforce rigid group identity rules enabled the Interahamwe militia responsible for the genocide to identify Tutsi children from school registers.

❑ Making Education a Force for Peace

Conflict-sensitive planning in education is about recognizing that any policy decision will have consequences for peace building – and for the prospect of averting a return to violence. There are many channels through which education can influence prospects for peace.

Post conflict reconstruction in education poses an immense challenge. Yet success in education can help build government legitimacy and set societies on course for more peaceful futures.

DAY THREE: THEMATIC DELIBERATIONS

While the focus of Day 2 was specifically on the sharing of country experiences, the focus shifted for Day 3 to considerations on thematic issues. Deliberations therefore focused on policy, planning, curriculum and teacher development. The expertise of the respective ministries and other actors in the room were drawn upon to feed these deliberations with a practical focus with an emphasis on implementation.

□ Education, Policy and Planning

A presentation was made by a representative of UNICEF in Zimbabwe in which the attempts made by the agencies to assist in the stabilisation of a failing education sector through a centralised resourcing mechanism were shared. It was suggested that education systems in countries in transition should be placed as the centre of political and social discussions if they are to be effectively revitalised or transformed. The presenter stated that Zimbabwe had faced massive post-election violence and hyperinflation and that the education system, which was once recognised as one of the best in the region, was in a state of near collapse.

During this time of fragility, Zimbabwe faced a humanitarian crisis. The health sector was in a crisis, food security was an issue and education was in a state of collapse. At the same time, the donor environment was complex with a real situation of ‘targeted sanctions’ and no funds going directly to the government to enable it to function effectively. The real situation in the education system was masked by positive enrolment trends all the while, the reality was the deterioration in quality and outcomes, a lack of financial resources and the expansion of fees and levies, acute shortage of learning materials, a non-functional EMIS, and Intra-ministerial management polarization.

One of the responses to this challenge, in an attempt to stabilize and turn around the education outlook, was the establishment of a financing innovation via UNICEF called the Education Transition Fund (ETF). The ETF was a mechanism which acted upon the impact of the ‘targeted sanctions’ by providing donors with a mechanism to provide resources for much needed humanitarian action. This mechanism sought to respond to the needs in the education sector by directing seriously needed resources via an off-shore account thereby supporting the sector without actually putting resources into state coffers.

The main objective of the ETF was to improve the quality of education at national level for the children of Zimbabwe with specific objectives reading as follows: to impact on education, building capacity at the level of the Ministry and so to catalyze the transition.

Specifically, the ETF focus areas were;

□ Teaching and learning material.

- Capacity development, provision and distribution of textbooks (printing and procurement).
- M&E and technical assistance.

The key to its success was the coordination mechanism put in place with the leadership of the ministry and partners bringing their support. This comprised of a steering committee led by the Ministry of Education, with the participation of the European Commission, other major donors, UNICEF and UNESCO.

At ministry level, the collaboration between the minister and his PS, belonging to different parties but able to work together in the name of the important objective around education was also instrumental to ETF success. Under the PS, there was an education cluster whose purpose was to ensure the coordination of humanitarian and early recovery education programmes and activities among partners as well as an Education coordination group, ECG, which was to provide the financial and technical support to the Minister in the implementation of the identified key priority areas

Within months, from Feb to September the ETF was put in place, which, within 4 months could mobilize 52 million USD. The ETF acted as a unifying tool, enabling the Minister and the PS to silence their differences to unite around the most important issues related to education delivery.

In times of conflict, partners tend to first think of life saving measures. Subsequently, the ETF has transitioned from a humanitarian to a developmental approach. Its major achievements were;

- Resource mobilization: 12 bilateral government donors, 52 million USD pledged and 34 million USD received.
- Learning materials: +13.5 million textbooks procured for 1:1 ratio in primary, Stationery kits and steel storage cabinets, Textbooks for minority languages, Braille textbooks, Textbooks for secondary schools.
- Community accountability with SDC capacity development and awareness of entitlements.
- Technical assistance to MOESAC.
- Indirect: revitalization of BEAM, partnership, donor harmonization, profile of education sector.
- Education first in highly polarized environment.
- Ministerial leadership.
- Donor and partner membership of management mechanism.
- Government policies and systems: 'shadow alignment'.
- Civil society partnerships.
- Tendering.
- Emphasis on M and E.

Some of the challenges which remain include;

- Teachers' salaries and motivation.
- Fees, levies and incentives.
- School infrastructure.
- Overall economic situation and government resources.
- Politics.

The Lessons learned:

- ✓ National scale results possible even in complex, difficult environment. Parliament would call every week on MOE to update them.
- ✓ Transitional financing mechanisms can support development of an inclusive partnership.
- ✓ Such mechanisms can be a step towards establishing more formal sector coordination.
- ✓ Transition provides opportunities for policy breakthroughs.
- ✓ Government leadership and capacity is critical.
- ✓ Cluster arrangements can support such an approach and ensure NGO sector's involvement.

In conclusion, it was stated that, essentially, education is a “theme rassembleur”, on which all can agree to work together for common good. Education was thus potential catalyst which could help to pull parties together in order to achieve a common goal. In Zimbabwe, providing a solution to the challenges of resourcing via the ETF acted as such a catalyst and thus in enabling some movement toward peace building within and through the education sector education was enabled to contribute more significantly to the creation of an environment in the country that would be conducive to peace and development.

OPEN FLOOR DISCUSSIONS

The presentation generated a significant level of debate and exchange amongst participants. This role of the ETF put forward was supported by other members of the Zimbabwe delegation who claimed that during the time that there were no books in schools, children did not want to go to school, and as soon as books were supplied, many children returned to school thus easing the pressure on parents.

The Executive Secretary of ADEA continued to probe the issue asking Kenya if they noted any similarities between the experiences of Zimbabwe and their own experiences. The response to this question from the delegation was that because of the differences between the two situations particularly in relation to duration of the violence, Kenya did not require the same level of intervention or resourcing. While donors did play a role through the provision of resources, what really mattered to the final outcome was the action of the Ministry of Education supported by civil society actors.

The Kenyan delegation emphasised the importance of responses going beyond formal schooling to address out of school youth. In their experience, they were able to put in place quick responses to this challenge as when the violence erupted, they already had materials developed at hand. This speaks to the importance of proactive programming rather than all being left to responsive actions.

Further ideas raised during the discussions included;

- How does one go beyond the need for peace programmes during times of conflict or fragility and organize another kind of dialogue on peace that can play a role in the prevention of conflict rather than offer a solution to existing conflict and crisis.

- ❑ Schools are not always safe places for example; in the DRC rebels would go into the schools to enroll students as child soldiers.
- ❑ Education is a critical force in the building of peace in societies.
- ❑ Educationalists need to begin to explore beyond schools in terms of infrastructure and start looking at the Human Being.
- ❑ Through multiple interventions at different levels, education can play a unifying role.
- ❑ While the human dimension is important, we should be mindful of the macro level where policy makers, education managers and other stakeholders interface.
- ❑ INEE noted the importance of education planning based on sector analysis in order to elaborate a peace programme within and through the education sector that is responsive to the particular and specific needs of the context in which it will be implemented.
- ❑ In the DRC, peace is a focus of the government's programme and has been incorporated into its poverty reduction and growth strategy as a component. Since 2008, a sectorial strategy has included a role for peace education. With the elaboration of the Programme more prominence has been given to peace education
- ❑ It was suggested during the dialogue that when it comes to peace objectives in education, we need directive strategies and programmes in order to move away from the assumption that it can be mainstreamed. The challenge being faced is not a lack of opportunity to mainstream peace education but the problem of the cost implications which means down scaling to keep costs down.
- ❑ The entry point to peace education should be life skills programmes and out of school children and youth with specific attention to the economic livelihood of youth.

The floor was then given to Madame Martine Libertino for further input and clarification. She stated that Africa and the world should find peace. In her view, numerous solutions have been proposed, all short sighted because they tend to be materialistic and concrete. Peace education is important but this alone will not suffice.

She stated that we need to open up to society as a whole which needs to be exposed to peace education. She offered that her philosophy included a focus on issues such as emotional programming, consciousness, unconsciousness, free will, and the power of the individual. It is not sufficient to educate children about peace. As educators, we need also to transform ourselves since children look to us as the adults in their world as examples. Working with ourselves must be a parallel process to working with children.

Our personal transformation must be reflected in our professional endeavours. For example what goes into school materials must be clear and appropriate. As an example: the DRC civic and moral education resource talks of self-control. This is not an appropriate approach to be using in such a guide since talking of self-control is a negative emotion according to Madame Martine Libertino.

In response to these reflections, further input was made by INEE. The question of responsibility and accountability for violence seems to fall to individuals. We need to reflect on our understanding of peace education or education for peace, finding a balance between the two. There are several theories of social change which are clear that when tackling issues of social transformation, one must give attention to the structures and systems which prop up ideologies, power bases and so on.

A further point was raised on the interface between change, values and traditions. The speaker put forward that the traditional African family is a caring one, a warm one that has sustained communities for centuries. “Our value systems have not changed. They are there. But how well have we done to preserve them? Our education systems transmit facts and knowledge, not our African values. Morality is watered down but we need to go back to this to build peace. We need a fundamental shift backward to define our peace programme and curricula.”

□ Input on the ICQN Triennale studies

A brief overview of the two studies and their points of integration and synergy were given to the meeting. It was explained that the study being done by the ADEA Working Group on Education Management and Policy Support (WGEMPS) focuses on the interface between fragility and holistic education recognizing that education in a broad sense can both mitigate and exacerbate fragility (state unable to deliver core functions to significant majority of people, especially the poor).

The point was made that there are numerous pathways to accessing education which should in essence be; lifelong and life-wide. The WGEMPS is focusing on four countries – Liberia, DRC, Kenya and Zimbabwe considering their responsiveness in policy, planning, coordination, financial management and resource mobilisation in order to contribute to the building of peace through an effective system of education.

This study of the WGEMPS will be integrated with the study of the ICQN peace education that is more focused on the policy implementation divide and will thus consider the challenges of on the ground implementation. The ICQN hopes that through taking on this research work, it will be able to provide input and guidance to enhance education practices which integrate appropriate strategies and methodologies that will contribute to peace, development and stability on the continent. Furthermore, the outcomes of the study will enable the ICQN Peace Education to contribute to debate at policy and practice level on the issue of Peace in Education thus taking forward its work in this regard.

Following the presentation on the studies, the floor was opened to participants for questions, comment and input. In response, a representative from the Kenyan MOE explained how the newly drafted constitution makes demands on education management as far as culture, values, and so on. A task force has been put in place to handle this and harmonize education endeavours with regional initiatives the country is part of. Peace education will off course feature in this process. The task force report is expected for by end of this month.

Universities should work on these values that exist in our cultures. We are in a region where we are always talking about Ubuntu – what are we doing in our schools that affirm this notion – what research is being done to take into account these home grown values? Groups who have lived for thousands of years have built ways of preventing conflict. “I have seen this in Niger and Mali – socio-cultural code used to avert conflict – these things still exist and enable communities to avoid bloody conflict. How do we learn from this to create and invent new forms of solidarity?”

Burkina Faso joined the meeting at this stage. (having just arrived) DRC participants were asked to provide them with an overview of what has happened thus far in the meeting to ensure that their trip has not been in vain. Also, members of the WGs were requested to brief them.

Technical Advisor to the minister of education – the last point on spirituality –“I recall when the triennale was launched earlier this year we were asked what kind of societies do we want to build and people do we want to raise – then we need to debate a number of questions we have been asking ourselves in our country for a long time. We have had some political instability and I believe the triennale will give us the opportunity to discuss these matters and come up with ways to raise responsible children who will demonstrate the values of peace and self-acceptance”

A final question to the house was about evaluation, asking for any recorded assessment on peace education programmes which could provide insight into what works and what does not.

❑ Closure

The participants were treated to superb renditions of peace songs by a local choir. This entertainment was followed by a general summary of the roundtable proceedings by the Executive Secretary of ADEA.

- ✓ Concept clarification (peace education and ICQN) with an affirmation of Kenya as lead country supported by ADEA.
- ✓ General round on the problematic of peace, violence and conflict at individual, collective and institutional levels and field visit to see implementation thereof.
- ✓ Implications on policy and strategies and peace education planning as far as content, parents and teachers.
- ✓ Good grasp on interior functioning, issue to be factored in while elaborating peace education programmes which should complement others dimensions like cultures and values.
- ✓ The ADEA Triennale will touch on spiritual values (deep cause of conflicts). This is necessary to its effectiveness.

ADEA undertook to take this initiative forward by;

- synthesizing th roundtable discussions into a report, inform countries that were in Mombasa and could not make it to Kinshasa about the event and its outcomes, and
- Identify ways to make the best of the ideas that emerged from roundtable deliberations.

❑ Way Forward

After the formal closing remarks, the floor was opened to participating agencies, governments and civil society organisations to make comments and input on the way forward. This is a summary of the ideas shared during this session; some are specific to the represented institutions while some considerations were tabled to be taken forward by the convenors of the roundtable forum.

UNESCO: indicated that their future areas of action map on this with those being presented in the roundtable as well as the activities of the respective ADEA working groups and the ICQN Peace Education. UNESCO already works in partnership with ADEA and intends to extend this working relationship to collaboration with the ICQN from here forward. Programmes for 2012/13 which will be taken forward in dialogue with ADEA in order to explore the possibility of collaborative action. A request was that the ICQN Peace Education communicate directly with UNESCO in this regard.

UNICEF DRC: commented on the need to build a more holistic approach to education for peace.

UNICEF SUDAN: applauded the roundtable as an opportunity for collaborative learning with colleagues. In terms of future planning, their commitment was to the readjustment of their education planning processes to ensure curriculum to provision on issues related to conflict and peace building.

INEE: expressed commitment to forming clear partnerships and is particularly keen to work with ADEA thus with its partners.

FAWE: recognised that after this meeting they will have to reinforce their own capacities. This network could be an important resource to support them in this endeavour. They therefore appealed to the organisers to ensure that the network remains connected and that it continues to have exchanges which will lead to joint work plans that can be localised.

KENYA: the Ministry noted their commitment to the work of the ICQN Peace Education as an initiative they were keen to move forward. They committed to taking the discussions from the roundtable forum fundamental to the deliberations of the next steering committee meeting.

ZIMBABAWA: made the point that it is not just curriculum that changes people in peace lovers. In addition they expressed a desire to continue the bilateral started via this process.

COTE D'VOIRE: expressed a commitment to continued collaboration and the integration of the ideas shared via the roundtable forum.

LIBERIA: shared a sense of gratification for having become part of a broader conversation again after seemingly being outside of these processes for some time. They undertook to take the issues raised at this forum back to their minister for further action.

SOMALIA: explained that they have been in a situation of chaos and conflict for twenty one and gained a great deal of experience from the roundtable forum. Their intention is to collect the information and experience shared in order to incorporate it into their curriculum and also the work of the university represented.

BURKINO FASO: stated that they had gained an understanding of the importance of education as a means to keep peace.

DRC: Made the point that Education For All must be pursued taking into account cross cutting issues including peace education. Their intention is to integrate the ideas that emerged from the roundtable dialogue into their education planning process to include the establishment of formal entities and structures that would enable further development of appropriate curricula promoting education for peace.

CIVIL SOCIETY: A spokesperson for the civil society representatives stated that as civil society organisations who engage across the formal and informal sector – they should consider how to formalise their work in the field of education for peace. Such an undertaking would include reflecting on how to integrate the human dimension into education and how to take this to teachers and the children.

In closing the presenter stated, “I have been a witness to very useful discussions on education for peace – these discussions should be encouraged at the very highest levels of our African governments. There were so many useful contributions and insights which if there is the political will to bearing these contributions into action and practice we can end up with good results and it will be important and useful not only for the countries represented here but for the whole of Africa. What is important now is how we turn these ideas into reality. I hope our deliberations go beyond this meeting.”

□ Protocol

The final word was given to the Kenyan Ministry of Education representative as the convener of the ICQN Peace Education.

- Mine is a humble role
- Vote of thanks to all who collectively made this round table a success
- Thanks to people, government and MoE of DRC
- Committed to play our part. My government will be there for you, my government will be there for Africa

Honorable DRC Min

- All protocol observed
- Conflicts impose considerable efforts for pacification
- We have internalized the exact definition of peace, which is all the more important that we are called to elaborate curricula
- Peace following the Robert dictionary
 - ✓ Tranquility in oneself
 - ✓ Understanding between people
 - ✓ Absence of conflicts between countries
- We should train for preventing conflicts, disputes, quarrels, in due respect for human dignity and rights
- We can say that the expected results of this roundtable have been achieved, for which I do congratulate you
- Vote of thanks to DRC president
- Thanks to all (participants, interpreters, hotel, etc.)
- Make it safely to home base after what has hopefully been a pleasant stay in Kinshasa

The meeting closed with the generous giving of gifts from the Democratic Republic of Education Ministry of Education to all who participated in the Roundtable Forum.

Appendix 1: Programme Outline

Day 1 -26th July 2011

9:30-10:30	Press Conference
10:45- 13:00	Registration of participants and exhibitions (ADEA Secretariat and partners Materials and resources on Peace Education developed by ADEA and partners are displayed and shared)
14:00-14:45	Opening Ceremony <ul style="list-style-type: none">- Musical Animation: DRC Choral “La Grâce” Remarks by: <ul style="list-style-type: none">- ADEA: Mr Ahlin Byll-Cataria, Executive Secretary- ICQN Peace Lead Country (Kenya): M. Kiragu Magochi, Representative of the Permanent Secretary, Ministry of Education- UNESCO Kinshasa: Ms Folly-Reimann, Ayele , Head of office- Official opening remarks by host country: SEM Maker Mwangu Famba Musical Animation: DRC Choral “La Grâce”
Outcomes:	Meeting is officially opened and broad objectives and expectations are laid out.
14:45- 16:00	Conceptual Clarifications and updates Brief introduction of participants: Participants Brief presentation of the program: The Executive Secretary of ADEA Presentation of the ICQN Concept: Lead Country (Kenya) <ul style="list-style-type: none">- Short presentation of activities report since inception: Ms Sherri Le Mottee, Resource Person- Presentation of objectives of the roundtable and the mission, strategies and work plan of the ICQN for Peace Education: Ms Sherri Le Mottee, Resource Person
Outcomes:	The concept of ICQNs and their functioning explained and related to the ICQN Peace and the objectives and expected results of the roundtable are clarified
16:15- 17:30	Presentations by key strategic partners around the table: Participants
Outcomes:	Key activity areas of partners are presented and potential for synergetic partnerships is discussed
19:30	Departure to Hotel INZIA for Dinner offered by the Host Country

Day 2- 27th July 2011

- 8:30-10:45 **Country Presentations:**
- DRC : Martine Libertino and Mediation Trainees and the DRC Ministry of Education
 - Kenya Ministry of Education
- Outcomes: Country Experiences (good and innovative practices) are presented and discussed
- 11:00- 13:00 Country presentations:
- Zimbabwe Ministry of Education
 - Ivory Coast Ministry of Education
 - Liberia Ministry of Education
 - Somalia: University of Hormuud
 - Burkina Faso Ministry of Education
- Outcomes: Country Experiences (good and innovative practices) are presented and discussed
- 14: 00- 16:00 **Field visits**
- Centre Congolais
- Outcomes: School of awakening Learning "do something without constraint"
- 16: 15- 17:30 **First impressions on the field visits: Participants**
- Presentation of "the Big picture: Education in Africa –Fragility, Conflict and Crisis (2011 EFA Global Monitoring Report): Ms Sherri Le Mottee, Resource Person
- Outcomes: Informal Assessment of experiences made by participants (strengths and areas for improvement) and Mapping of the Overall situation in Africa and lessons learned discussed
- 17:30- 19:30 ADEA cocktail and Social Networking

Day 3- 28th July 2011

- 8:30-9:30 **Key regional initiatives**
- Revitalizing education systems in transition: Mrs Louise Mvono, UNICEF Sudan
- 9:30- 10: 15 **Reflections on policy, planning, systems building, teacher development and curriculum**
- Planning on initial decision making: MoE Planners from participating countries
- Outcomes: Planning processes and tools in MoEs are reviewed and discussed

10:30- 11:30 Curriculum and methodology of Peace Education: MoE curriculum developers from participating countries

Outcomes: Curriculum and methodologies' roles in transformation, peace building and sustainable development are presented and discussed

11:30- 12:15 The role of teachers Implication for Teacher Development Programs: Ms Sherri Le Mottee, Resource Person

Outcomes: Teachers' role in transformation, peace building and sustainable development is discussed

12:15- 13:00 Going beyond educational planning: the importance of involving family, community actors and traditional cultural and systems: Ms Martine Libertino

Outcomes: Martine Libertino's philosophy and reflections on the holistic approach to PE is presented and discussed)

14:00- 15:30 Presentation of Triennale papers on Peace Education: Preparation of the ministerial roundtable in Ouagadougou, February 2012: Sherri Le Mottee, Angela Arnott, Kabiru Kinyanjui

Outcomes: Review of commissioned papers on Peace Education and their policy implications are discussed.

15:45-17:00 **Way Forward for the ICQN: Participants**

Outcomes: Inputs to the 2011-2012 work program, structure and functioning of the ICQN PEACE provided

Closing Ceremony:

Musical Animation: DRC Choral "La Grâce"

Remarks by:

- ADEA Executive Secretary
- ICQN Peace Lead Country (Kenya): Representative of the Permanent Secretary, Ministry of Education
- UNESCO BREDIA
- DRC Minister of Education

Musical Animation: DRC Choral "La Grâce"

Appendix 2: Opening Address by the Executive Secretary of ADEA Mr Ahlin Byll-Cataria

Monsieur le Ministre de l'éducation de la RDC,

Monsieur le représentant du Ministre de l'éducation du Kenya, Président du Bureau des ministres de l'ADEA et leader du PQIP sur l'éducation pour la paix,

Madame la représentante de l'UNESCO,

Mesdames et Messieurs les représentants du Burkina Faso, de la Côte d'Ivoire, du Kenya, du Liberia, de la République du Congo, de la République Démocratique du Congo, de la Somalie, du Zimbabwe,

Mesdames les représentantes de l'UNICEF, de l'UNESCO, du FAWE,

Honorables invités,

Mesdames et Messieurs,

Au nom de l'Association pour le Développement de l'Education en Afrique (ADEA) et en mon nom personnel, j'aimerais vous souhaiter la bienvenue à l'ouverture de cette Table ronde du Pôle de Qualité Inter-Pays sur l'éducation pour la paix.

Je voudrais remercier plus particulièrement le Ministre de l'éducation de la RDC – et bien entendu toute son équipe, pour tout le travail préparatoire de cette table ronde, et pour leur véritable engagement en faveur de l'éducation pour la paix en RDC. Si nous sommes à Kinshasa aujourd'hui, c'est aussi à cause de l'engagement personnel et très actif du Professeur Pierre André Masiala et de ses collègues impliqués dans le programme de formation de médiateurs assuré par Martine Libertino, que je tiens aussi à remercier très sincèrement. Cette initiative de formation de vingt médiateurs congolais suscitée par le Professeur Mabiala est un des résultats concrets de la conférence de Mombasa sur l'éducation pour la paix, et donc des activités du PQIP sur l'éducation pour la paix.

A travers le représentant du Ministère de l'éducation du Kenya, je voudrais aussi exprimer les remerciements de l'ADEA au Ministre Ongeru pour son leadership et pour tout le soutien que son ministère apporte à la dynamique de ce PQIP. En effet, le ministre de l'éducation du Kenya a créé au sein de son ministère une unité qui s'occupe spécifiquement de cette thématique, et dont les membres participent à cette table ronde.

Je n'oublie pas bien sûr les représentants des organisations membres ou partenaires de l'ADEA, telles que la Banque Africaine de Développement, notre institution hôte qui nous a beaucoup soutenu pour l'organisation de cette table ronde, l'UNESCO, l'UNICEF, Fawe, INEE et les représentants des pays ici présents. L'ADEA vous appartient, et sans votre engagement et votre soutien, nous ne pouvons pas avancer dans le dialogue politique sur l'éducation en Afrique.

La paix dans le monde est la fondation même du développement durable. Sans la paix, pas de stabilité, et sans stabilité dans le monde, nous continuerons à détruire ce que les peuples, dans leur diversité et complémentarité, ont mis des siècles à construire ensemble.

L'Afrique est décrite aujourd'hui comme le continent de l'avenir, à cause des ressources naturelles immenses qu'elle possède et de la jeunesse de sa population. Mais malheureusement cette richesse du continent est aussi parfois source de nombreux conflits. L'Afrique aujourd'hui, c'est 21 pays post-conflits ou en conflit, et beaucoup de pays qui peuvent basculer du jour au lendemain dans un conflit si l'on ne prend pas garde. C'est dire l'importance de la paix pour que l'Afrique devienne réellement ce continent de l'avenir, et par conséquent de l'éducation pour la paix.

L'éducation pour la paix ne se réduit pas à des connaissances livresques. Elle nécessite certes des connaissances, mais elle implique surtout tout un travail de connaissance de soi-même et des autres, l'intégration de certaines valeurs, le tout se traduisant par des attitudes et comportements favorables à la paix avec soi-même, la paix avec les autres, et la paix dans la société dans son ensemble.

C'est là la véritable finalité du Pôle de qualité inter-pays sur l'éducation pour la paix, et notre raison d'être ici ensemble au cours de ces deux prochains jours.

Nous voulons renforcer la collaboration et la coopération en vue de promouvoir à travers l'éducation une culture de la paix.

Nous voulons préparer la contribution de ce PQIP à la prochaine Triennale sur l'éducation et la formation pour le développement durable.

Mais nous voulons surtout fédérer nos énergies et nos efforts pour former désormais une véritable coalition pour la paix.

Dans notre monde d'aujourd'hui il est très facile de former en un temps record une coalition pour la guerre tout en mobilisant des sommes colossales et des soldats de différents pays.

Nous pouvons nous aussi former une coalition pour la paix qui nous éviterait des guerres et nous permettrait de mobiliser ces mêmes ressources humaines et financières pour le développement durable de notre continent et pour un avenir meilleur pour nos enfants et pour nous-mêmes.

Si nous y croyons fermement, nous pouvons y arriver et rien ne pourra nous arrêter.

Je vous remercie tous pour votre présence parmi nous et je souhaite à nous tous des discussions fructueuses et paisibles pendant ces deux prochains jours.

Je vous Remercie.

Mr Ahlin Byll-Cataria

Secrétaire Exécutif de l'ADEA

Appendix 3: Remarks by UNESCO-Kinshasa: Ms Folly-Reimann, Ayele

Excellence Monsieur le Ministre de l'EPSP

M. Le Directeur des politiques et partenariat du Kenya, représentant le Ministre de l'Education

M. Le Secrétaire Exécutif de l'ADEA

Honorables invités,

Mesdames et Messieurs les journalistes

C'est un grand plaisir pour moi de prendre la parole à l'occasion de cette importante rencontre organisée par le Pôle de Qualité inter pays de l'ADEA sur l'éducation à la Paix.

Mesdames et Messieurs,

Le préambule de la Charte de l'ONU s'ouvre sur la promesse de « sauver les générations futures du fléau de la guerre ». L'UNESCO (l'organisation que je représente en RDC a été fondée en novembre 1945 avec le même objectif : créer les conditions de la paix par la coopération internationale dans les domaines de l'éducation, de la science et de la culture.

Permettez-moi de citer notre Acte constitutif : « Les guerres prenant naissance dans l'esprit des hommes, c'est dans l'esprit des hommes que doivent être élevées les défenses de la paix ». Nous dirions aujourd'hui « dans l'esprit des hommes et femmes ».

Cette idée était alors une idée féconde, et elle le reste aujourd'hui.

Nous savons que l'éducation est au cœur des processus de développement socio-économique des pays ,que l'éducation est le meilleur moyen à long terme pour échapper à la violence.

Qu'elle peut être utilisée comme une force de paix. Car un enseignement biaisé, inégalitaire, injuste, alimente les conflits et peut dresser les communautés les unes contre les autres.

Qu'une éducation de qualité porte en elle-même les fondements d'une société en paix, juste et équitable pour un développement durable, et est une condition essentielle pour atteindre l'ensemble des Objectifs du Millénaire pour le développement d'ici 2015.

Que l'éducation offre aux sociétés qui sortent d'un conflit la chance d'affronter leur héritage de violence et de forger des attitudes favorables à un avenir pacifique.

Nous devons donc soutenir les systèmes d'éducation inclusive qui s'adressent à toutes les filles et les garçons et qui enseignent les droits de l'homme et les valeurs civiques.

Mesdames et messieurs,

Au regard de ce qui se passe aujourd'hui dans notre village global, la promotion de la paix devrait mobiliser davantage d'acteurs du développement pour soutenir l'éducation, comme voix privilégiée pour « élever les défenses de la paix dans les esprits des hommes et des femme », pour désarmer les cœur et les esprits

La paix est la pierre angulaire du développement durable et non seulement aucun développement n'est possible sans paix, mais pire, la guerre annihile tous les efforts de développement et détruit les acquis.

Avant de terminer, je voudrais encore une fois :

exprimer ma profonde gratitude à l'ADEA pour avoir associé l'UNESCO à l'organisation de cette activité

et remercier le Ministre de l'Education primaire secondaire et professionnelle pour avoir accepté d'abriter cette table ronde dont l'UNESCO attend beaucoup pour consolider son partenariat avec l'ADEA au cours du prochain biennium 2012-13.

Merci de votre aimable attention

Ms Ayele Folly-Reimann

Appendix 4: Opening Address of the Minister of Primary, Secondary and Vocational Education of Democratic Republic of Congo the Honourable Maker Mwangu Famba

La République démocratique du Congo est aussi connue pour sa musique, car elle nous accompagne partout ; elle est l'expression du congolais, de ses peines, de ses joies et de ses émotions les plus profondes à l'occasion de deuil, de maladies, de la prière, des fêtes de mariage, de promotion individuelle, des victoires sportives, des meetings des partis politiques.

Ecoute cette jeune fille qui chante pendant son bain ; écoute cette femme qui chante au champ, au marché, sur la route du port à bord d'un tacot ; écoute cet ouvrier qui chante au chantier, au garage.

Ecoute ses supporters qui chantent la victoire de leur équipe ; écoute la musique de détresse de cet orphelin ou de cet enfant en situation difficile ; écoute le chant du mendiant.

Vibrez avec la musique congolaise et vous connaîtrez le Congo, son Chef et son peuple.

- Monsieur le Vice-Ministre de l'Enseignement Professionnel ;
- Monsieur le Secrétaire Exécutif de l'ADEA ;
- Monsieur le Secrétaire Général à l'Enseignement Primaire, Secondaire et Professionnel ;
- Monsieur le Représentant du Secrétaire Permanent du Ministre de l'Education du Kenya ;
- Madame la représentante de l'UNESCO ;
- Mesdames et Messieurs les membres du Groupe de Travail du Pôle de qualité Inter-pays de l'Education pour la paix ;
- Mesdames et Messieurs ;
- Distingués Invités ;
- Chers amis de la presse,

Nous avons le grand plaisir de vous adresser nos salutations chaleureuses et fraternelles.

Nous souhaitons, en plus, la bienvenue à tous les membres des Délégations venues du **Liberia, du Kenya, du Zimbabwe, du Sénégal, de la Tunisie, du Mali, de l'Afrique du Sud, des Etats-Unis, de la Côte d'Ivoire, de la Somalie, du Burkina Faso et de la République du Congo**. Nous vous souhaitons un séjour agréable parmi nous à Kinshasa.

Cette **Table ronde** est organisée par le Pôle de qualité Inter-pays de l'Association pour le développement de l'éducation en Afrique, **ADEA**, sur « **l'Education pour la Paix** », en collaboration avec le Ministère Kenyan de l'Education, le Ministère de l'Enseignement Primaire, Secondaire et Professionnel de la République démocratique du Congo et l'UNESCO-BREDA.

Le thème de la **Table Ronde** est : « **l'Education comme une agence pour promouvoir la paix, l'intégration et le partenariat** ». Il s'agit plus précisément de réfléchir, d'échanger et de débattre sur « *l'éducation et son rôle dans la consolidation de la paix dans les situations des conflits et les environnements fragiles* ».

L'initiative et la tenue de cette **Table Ronde** répondent à un besoin vital, **la Paix**. Elle est à la fois un droit et une valeur d'un prix inestimable. Elle est indispensable à la vie, elle est indispensable et pour le progrès de toute personne, de toute famille, de toute communauté et pour le développement durable de toute nation.

L'impact très négatif des conflits armés et des guerres dans les pays post-conflit impose des efforts considérables de pacification, d'unification et de reconstruction pour reprendre et poursuivre les programmes de développement.

Ces conflits et ces guerres causent des destructions, des morts d'homme, l'abandon des villages, les déplacements et la fuite des populations, la séparation des familles, la propagation des maladies, les départs des personnes et la contrainte de vivre à l'étranger comme réfugiées.

Les conflits armés et les guerres perturbent les bonnes relations de fraternité, de coopération et de partenariat entre les peuples.

Le Pôle de qualité Inter-pays de **l'ADEA** a toutes les raisons de considérer **le Système éducatif** comme étant le creuset indiqué pour favoriser l'installation et la consolidation de **la Paix** dans l'esprit des Jeunes, plus particulièrement à **l'Ecole**.

Nous évoquons ainsi ces paroles de Federico MAYOR, ancien Directeur Général de **l'UNESCO**, devant la Commission des Affaires étrangères, de la Défense et des Forces Armées du Sénat à Paris en 1977 :

« La paix n'est pas une utopie. Elle est une réalité heureuse pour des millions d'êtres humains ... C'est par l'éducation et par elle seule que peuvent être nouées et développées les chances du dialogue car, comme l'énonce si bien l'Acte constitutif de l'UNESCO : les guerres prenant naissance dans l'esprit des hommes, c'est dans l'esprit des hommes que doivent être élevées les défenses de la paix ».

Nous citons aussi l'Ancien Président du Costa Rica, Prix Nobel de la Paix, Oscar ARIAS. Il a déclaré à son tour :

*« Pour accéder à un monde de paix, il faut que les portes de **l'éducation** s'ouvrent plus largement aux adultes et aux jeunes du monde entier » !*

Dans son message pontifical à l'occasion de la Journée mondiale de la Paix, le Bienheureux Pape Jean-Paul II avait dit : *« La promotion du droit à la Paix assure le respect de tous les autres droits, car elle favorise la construction d'une société à l'intérieur de laquelle les rapports de force sont remplacés par les rapports de collaboration en vue du bien commun...*

La guerre détruit, elle ne construit pas ; elle affaiblit les fondements moraux de la société et elle crée de nouvelles divisions et des tensions durables ».

Dans la mise en œuvre de **la Stratégie de reconstruction et de développement de l'Enseignement Primaire, Secondaire et Professionnel** en République démocratique du Congo, nous attachons beaucoup d'importance à **l'Education civique et morale**, discipline inscrite dans les grilles-horaires des classes de tous les niveaux et degrés d'études allant de l'éducation maternelle au cycle secondaire en passant par le cycle primaire. La thématique de la paix a une place prépondérante. L'Institution de l'école des **parents** va dans le même sens.

Le Programme national du primaire a été revisité et réécrit, le travail se poursuit pour le secondaire. Des manuels scolaires sont élaborés, d'autres sont en cours d'élaboration.

L'Inspection de l'Enseignement Primaire, Secondaire et Professionnel met en place une procédure de contrôle et d'évaluation pédagogique de la discipline, ainsi qu'un programme de formation des enseignants en rapport avec la discipline.

La conscience d'appartenance à la Patrie, à l'Afrique, au Monde, l'éducation à la paix, aux valeurs républicaines et démocratiques, aux droits de l'homme, de la femme, de l'enfant et aux autres valeurs sociales, morales et civiques et patriotiques, tels sont les contenus de cette **Education à l'école**.

Des compétitions littéraires et sportives inter-scolaires et autres activités sont organisées pour développer chez les jeunes l'esprit de paix, de famille et d'équipe, la fraternité et la solidarité.

Après les conflits armés et les guerres, le Président de la République et Chef de l'Etat, **Joseph KABILA KABANGE**, a initié un vaste programme, les 5 chantiers, dont l'Education pour une nouvelle vision, un nouveau Congo moderne où les congolais vivent en paix entre eux et avec ses voisins et les autres.

Nous remercions le Ministère Kenyan de l'Education et l'UNESCO-BREDA pour leur collaboration à l'organisation de **cette Table Ronde à Kinshasa**.

Nous remercions l'Association pour le développement de l'éducation en Afrique, **ADEA**, qui a initié le Programme. Merci Jean Marie.

Nous souhaitons bon succès à **la Table Ronde** au bénéfice de nos pays, de nos populations. Le monde est beau parce que tout le monde est là.

Sur ce, nous déclarons ouverte la Table Ronde du Pôle de qualité inter-pays de l'ADEA sur l'Education à la Paix.

Nous vous remercions.

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Appendix 6: Concept Note of the ICQN Peace Education

“Wars are dramatically altering the lives of children around the world. UNICEF (2006) reports that conflicts in the last decade have killed an estimated 2 million children and have left another 6 million disabled, 20 million homeless, and over 1 million separated from their parents.”

The 2011 EFA Global Monitoring Report points to the potential role of education in mitigating the impact of conflict and fragility on societies while contributing to reconstruction and development.

Furthermore, it underlines that “conflict-sensitive planning in education is about recognizing that any policy decision will have consequences for peace building and for the prospect of averting a return to violence.” stressing that, “there are many channels through which education can influence prospects for peace.”

One possibility is that through the development of appropriate skills which enable the capacities amongst young people for peace keeping, peace-making and peace building, the culture of societies are transformed and a milieu in which, economic, social and political growth and development can take place, created.

The Association for the Development of Education in Africa (ADEA) Inter Country Quality Node Peace Education (ICQNPE) together with the Kenyan Ministry of Education, the Ministry of Education of the Democratic Republic of Congo and UNESCO BREDA are collaborating to convene a roundtable focusing on education for young people and its role in developing peace building skills in response to situations of conflict and contexts of fragility.

The Roundtable which will be hosted from the 26 July – 28 July 2011 in Kinshasa will bring together technical experts from African education ministries including policy makers, and curriculum developers, as well as development agencies, donors and civil society partners from five countries in the region that are experiencing situations of conflict and fragility. Together, they will deliberate on education policy and practices that support education as a means to the capacity to build, keep and make peace in order to contribute to social cohesion, political stability and economic development.

These interactions will lead to deepened dialogue, knowledge generation, as well as enhanced understanding and commitment to implementation of initiatives and solutions to addressing the many challenges facing young people on this continent in order to contribute to the promotion of education for peace and sustainable development.

1. Context and background

Recent years have seen many regions of Africa involved in armed conflict and other situations of violence, implicating State and non-State actors. “Since 1990, 90% of deaths related to armed conflict have been civilians and, of those, 80% are children and women. In the past decade, two million children have been killed in armed conflict.

Three times as many have been seriously injured or permanently disabled. Millions of others have been forced to witness or take part in horrifying acts of violence. Furthermore, over nine million

refugees and even more significant numbers of people suffer internal displacement and are in need of shelter and support.

For those who survive, come the realities of vulnerability. Children and young people who often become separated from their families, displaced or abandoned, during times of conflict and are at risk of being recruited into armed forces. Furthermore, as a consequence of war, the destruction of the family and community structures, leave children and youth more vulnerable to sexual exploitation, trafficking and exploitative labor practices.

These horrors are further exacerbated by limited or even non-existent educational opportunities leaving, adolescent boys and girls who may be frightened, bored and frustrated with life. Under such circumstances, life in the military may become the most attractive option, especially for those who come from impoverished and marginalized backgrounds

Power can act as a very strong motivator in situations where young people feel powerless and otherwise unable to acquire basic resources leading them to take up arms as a means to gain power, recognition and some sense of security. Others children and young people may of course, for various reasons of vulnerability already discussed, end up as soldiers against their will. Additionally, adolescent girls are particularly at risk for gender-based violence and sexual exploitation during times of conflict and crisis.

Understanding the impact of conflict and crisis on young people and children and their ability to access to education requires recognition of the role that a functioning education system that offers quality education plays in society. It is well recognized that through daily schooling children and young people are engaged constructively in safe environments that provide the opportunity to develop skills and knowledge, enable them to achieve self-fulfillment and to contribute meaningfully to democracy, economic development and social cohesion across their communities.

In a country that is at war or in crisis, resources and capacity are seldom directed towards ensuring that education continues to function at an optimal level (if at all). Thus the system fails – taking away all that education has to offer in the short and more significantly the long term for children and youth.

Schools may also be specifically targeted for intimidation, recruitment and indoctrination, and school premises damaged, destroyed or occupied by fighters. In conflict areas, government spending on education can sometimes be diverted to security, further lowering the quality of provision. Teachers may become subject to manipulation where repressive regimes view education either as a threat or as potential for indoctrination. In fact, there is evidence that, if misused, education may actually exacerbate situations of conflict.”

Since, the imagination, ideals and energies of youth are vital for the continuing development of the societies in which they live. It is essential that during or after times of war and fragility, special attention is given to mitigate the impact on children and youth. This may be particularly important for those who have had severely distressing experiences, and so might view their lives very pessimistically, suffer from serious depression or even become a challenge to society.

Although children and young people have special needs and may be vulnerable, they also have special strengths; they should be regarded as survivors and active participants in the creation of

solutions, not as mere victims or problems. How do we effectively address their development needs while recognizing their voices and right to dignity and autonomy? What is the role of education in providing a means to skills development and a route to embedding the values of human rights, respect, equality and dignity in society through children and young people?

There is increasing consensus that a functioning education system offering quality education for all as well as the specific implementation of education programs for young people promoting peace and development has the potential to contribute to social, economic and political development and stability. An investment in education constitutes an investment in a future of good citizenship and good governance.

That said, it is also important to be mindful that this is no quick fix. “[P]eace building cannot be seen in a vacuum, as a single educational input, but as a ‘process rather than a product’, relying on local rather than external inputs which seek to create opportunities rather than impose solutions.[Bush & Saltarelli] suggest that peace building education has to go further than ‘add good education and stir’ and offer more systematic community-based mechanisms which encourage peace building as a process rather than a product of education.” (Bush & Saltarelli, 2000, in Bird, 2003b, p. 22)

It is in response to these many challenges facing young people and educators in Africa that that ADEA has come together with its partners to host this roundtable.

2. What is the Inter Country Quality Node on Peace Education and what is its Role?

ADEA established a number of Inter Country Quality Nodes with the aim of bringing together countries facing similar challenges with strategic partners who have expertise in a specific field to promote dialogue, collective learning and space for collaborative action. In this way, the ICQNs support the broader vision of ADEA and, play a role in bringing together representatives from Ministries of education with other partners to address challenges which could be designated as a national (or even a regional) priority.

Given the number of African countries that have been or are currently affected by conflict and war, and the impact of these realities on education, the ICQN on Peace Education was established. It is envisaged that this embryonic ICQN will provide support dialogue and cross country learning in order to contribute to the formulation of appropriate country frameworks and policies for the implementation of Peace Education strategies within the education sector across Africa.

The ICQN Peace Education recognizes that quality education can be a means to counteract conflict and violence as well as serve as a preventive measure. ADEA recognizes the potential for education to build, keep and make peace. It will thus through this roundtable process, with its partners, seek to play a pivotal role in the promotion of policy dialogue, policy development and effective practices that promote peace through and within education systems.

Specifically, the ICQN Peace Education, will, through its endeavors at policy, systemic and implementation level enable ADEA and its partners to contribute to peace building and sustainable development in and through education.

As part of its endeavors in this regard within the broader ADEA mandate to lead policy dialogue on the African continent, the ICQN Peace Education has a number of research endeavors underway in preparation for the 2011 Triennale.

It is envisaged that this process will provide an opportunity to collective deliberation and collaborative learning in preparation for the Triennale of 2011 and in order to take forward broader initiatives of the ICQN as it seeks to strengthen networks for peace education on the continent.

3. ADEA Triennale

Since the 2011 Triennale focuses specifically on educational transformation by focusing on the core challenge of how to promote critical knowledge, skills and qualifications for sustainable development in Africa.

Given;

- The number of young people affected by and living in conflict affected and fragile countries in Africa,
- And,
- The need for change and healing in this region, and the contribution that peace education can make to enable education systems and strategies to contribute to harmonization, restoration, transformation and stability.

An Education Triennale on this continent that is focused on youth and skills development must therefore, give space to the importance of education during and after times of conflict to build, keep and maintain peace.

This core idea of the Triennale is fundamental also to the roundtable focus in which attention will be directed toward the operation of education systems, the opportunities they provide for whom and for what, the actual learning processes and their enabling environments, the nature and quality of the learning outcomes and their relevance and impact on young peoples' lives with a context of conflict and situations of fragility.

4. Objectives

Through a facilitated, interactive roundtable, participants from the five selected countries will engage in dialogue at conceptual and practical level in order to deepen their knowledge of the role of education in peace building, consider implications for policy and practice and share ideas on good practice and implementation strategies.

A central goal of the roundtable is to further enhance on-going cooperation between agencies involved in education in Africa together with a broad range of education actors so as to increase the development of instruction, research and service devoted to a Culture of Peace.

It is anticipated that the deliberations will stimulate an open dialogue that will extend far beyond this debate and will increase networking, and linkages that will contribute fostering a culture of non-violence, a Culture of Peace.

Specifically the objectives of the ICQN Peace Education roundtable are to contribute to:

- The sharing of relevant knowledge and good practice,
- A deepened understanding of the challenges related to conflict and fragility facing the region,
- The promotion of core values, ideas and skills associated with education for peace,
- Legislation and policy making that enable and support the implementation of peace education at a systemic and practical level (i.e. teacher training, curriculum development and materials design), and
- Provide the ICQN Peace Education with a platform from which to strengthen its network of education ministries and professional educators who support peace education on the continent.

5. Expected results

The roundtable through its facilitation of cross country conversations, strengthen country collaboration, enhance the network of peace in education supporters and practitioners and provide practical input to the policy practice debates.

The expected results of these deliberations are to:

- Verify the country case studies being undertaken by the ICQN Peace Education on each of the countries represented in preparation for the Triennale,
- A set of recommendations which will contribute to the ICQN Peace Education plan of action for 2011/2012 and more specifically that will feed into the ministerial roundtable at the 2011 Triennale,
- The dissemination of the ADEA newsletter focusing on peace education and the sharing of other materials and resources, and
- Strengthen and build capacity within the ICQN Peace Education network.

6. Participation

The roundtable will engage with five countries; Liberia, Kenya, Zimbabwe, Democratic Republic of Congo and Cote d'Ivoire. It is envisaged that there will be approximately six participants from each country together with the participation of approximately 8 - 10 regional and international expert academics and practitioners.

The Roundtable will specifically seek to bring together;

- ministry of education officials including policy makers,
- curriculum specialists and textbook writers,
- teacher trainers and technical experts on peace building in and through education.

7. Date and Venue

The roundtable policy exchange will be hosted in the Democratic Republic of Congo, Kinshasa from the 26 – 28 July 2011. (Venus Hotel)