



## **AN OVERVIEW OF THE PROGRAMME PRIORITIES FOR A FIVE YEAR ACTION PLAN TO STRENGTHEN EDUCATION FOR PEACE IN AFRICA**

*In all the debates on Africa, one issue stands out above the others – the issue of conflict, its root causes and its self-destructive impact. Nearly a third of Africa's 53 states suffer from conflict situations and often the destabilising consequences of civil war in one country will spill across borders and affect whole regions of the continent. War in Africa eats up scarce resources and destroys development. Moreover, it contributes to a chronic loss of confidence in the continent, not least from foreign investors.*

*If this situation is to change – and change it must if Africa is to have any hope of future advancement – then African countries must be given the opportunity of building capacity to enable them to address the root causes of conflict – as well as the prevention, management and resolution of conflict situations. It cannot be left indefinitely to the international community to try to resolve disputes, mediate between the warring parties and underwrite the enormous costs of international peace-keeping forces. The problems need to be tackled from within – as fully recognized by African initiatives such as the New Partnership for Africa's Development.*

Ambassador Mohamed Sahnoun  
Adviser to the Africa Programme



## **SECTION I: BACKGROUND AND CONTEXT**

1. Africa at the dawn of the new millennium is the focus of renewed world attention. Political strife, upheaval, and violent civil wars have had devastating consequences for the peace, security, and sustainable development of the continent's rich and diverse peoples. Armed conflicts and multiple security threats across contemporary Africa seriously undermine the goals of alleviating poverty, providing personal safety, and promoting democratization and economic and social development. The endemic conflict ravaging the continent threatens present and future generations.
2. Recognizing that peace is a vital pre-condition for development, African and international initiatives are currently focused on resolving its many conflicts and beginning the process of establishing the foundations for durable and lasting peace, security, and long-term development. The evolution of the Organization of African Unity into the African Union (AU) and the start of the New Partnership for Africa's Development (NEPAD) are but two African initiatives responding to the continent's underdevelopment, insecurity, and instability.
3. Accompanying these African initiatives are the objectives and considerations set out in the G8 Africa Action Plan, which undertakes a commitment 'to promote peace and security in Africa, to boost expertise and capacity ..' and underlines that 'economic development has been deeply undermined as scarce resources needed to fight poverty have too often been wasted in deadly and costly armed conflict'. In making conflict prevention and conflict resolution a top priority, the G8 Africa Action Plan has committed *inter alia* to providing technical and financial assistance so that, by 2010, African countries, regional and sub-regional organizations are able to engage more effectively to prevent and resolve violent conflict on the continent and undertake peace support operations in accordance with the UN Charter.
4. The G8 Africa Action Plan also focuses specifically on the need to expand knowledge by improving and promoting education and expanding digital opportunities, underling that 'investing in education is critical to economic and social development in Africa and to providing Africans with greater opportunities for personal and collective advancement'. It is committed to supporting African countries in their efforts to improve the quality of education at all levels *inter alia* by giving special emphasis to teacher training initiatives, by supporting efforts to ensure equal access to education by women and girls, by providing scholarships and other educational support, and by working with African partners to increase assistance to Africa's research and higher education capacity in enhanced-partnership countries. This includes support for the 'development of research centres and the establishment of chairs of excellence in areas integral to the NEPAD and by favouring the exchange of visiting academics and encouraging research partnerships between G8/donor and African research institutions'.
5. The mission and activities of the UN-affiliated University for Peace (UPEACE) are immediately relevant to the priorities and objectives of NEPAD and therefore of the G8 as set out in the Action Plan and summarized above.
6. A well-designed programme of Education for Peace could be momentous in helping Africans assume the key role in establishing the conditions for lasting peace on the continent and cultivating an ethos of human rights, social justice, democracy, and non-violent tools for confronting grievances. At the core of such a programme must be the development of human

resources. Africans alone can change their normative context from undemocratic practices and institutions to social justice, from narrow-mindedness to respect for diversity, from competition to co-operation, from antagonism to recognition of the interdependence between communities and states, from monopolistic thinking to embrace of opposition opinions, from injustice to human rights, and, finally, from bias to the eradication of prejudice. They can develop positive values, knowledge, and aptitudes and create favourable environments for individuals, communities, and ultimately nations.

7. A substantial Education for Peace programme in Africa must encompass formal and informal learning strategies. These necessarily include the generating of intellectual resources for analysing options and informing decision-making processes; the instructing of applied skills in conciliation, mediation, and negotiation; the teaching of how to think critically; and the learning of how to form moral and ethical frameworks for present and future generations. The linkages between peace, security, and development must be grasped in their intellectual and experiential dimensions. The transformation of conflict—moving away from the degradation and subjugation of human beings and toward the rearrangement of the underlying elements of disputes in pursuit of fairness—must become the highest priority.

8. Military interventions, international expertise, and financial resources for reconstruction and building peace are necessary, but alone they prove insufficient for assuring durable peace. What is often crucially missing is the capacity of civil society to provide the framework within which differences are contested peacefully, prejudice is neutralized, bigotry is mitigated, and just and equitable representative democracies arise. Peace is differently visualized by each individual and variously defined against the historical realities of each locale, yet it is one of the most profound, transcendent human yearnings: even justifications for war are made in the name of peace.

9. The nurturing of peace is linked with cultural survival, and education and informed public participation are central to this long-term process. UN Secretary-General Kofi Annan has noted the urgent need for a ‘worldwide movement of education for peace’. He envisions a global mobilization of human and material resources and a sustained commitment on a long-term basis for the strengthening of human and institutional capacities focused on education for the prevention of conflict and the building of peace. This is the aim particularly for Education for Peace in Africa, as also explicitly recognized by NEPAD in its Peace and Security Initiative: ‘Africans must make all efforts to find a lasting solution to existing conflicts; strengthen their internal security and promote peace among countries’.

10. The mandate of the UPEACE from the General Assembly is unique and constructive: to promote peace and security worldwide through education, training, and research on peace-related issues, including on human rights, gender equity, economic development and peace, environmental security, peace education, international law and settlement of disputes, disarmament and non-proliferation, and the media and conflict.

11. In 1999, Secretary-General Annan decided to revitalize UPEACE, intending that it should become the catalyst for the worldwide mobilization of Education for Peace, an action consistent with the General Assembly’s vision when it launched the university in 1980. The Secretary-General’s logic was threefold: peace and security issues are the primary responsibility of the United Nations under its Charter and a top priority of the international community; education is a critical component in preventing conflict and promoting peace; and the University

for Peace has the academic freedom and flexibility to develop innovative programmes of education, training, and research under the guidance of its small but expert Governing Council.

12. It is recognized that education through many channels, including the media, vitally empowers societies to resist prejudice and bigotry. Targeted education is essential to the building of lasting peace because it creates the capacity for preventing and managing conflicts, including methods of conciliation, mediation, negotiation, and reconciliation. The fundamental importance of education to peace and also to development was acknowledged by the G8 Task Force on Education, which met in January 2002 on the main UPEACE campus, in San José, Costa Rica.

13. To advance conflict prevention, peace and also development, Education for Peace should become an explicit objective of development cooperation. A specific programme in Africa could therefore be developed and implemented to support the building of the necessary academic and training capabilities on the Continent so that they can create a new generation of civil society and NGO leaders, experts, academics, and policy makers disposed towards conflict prevention, cooperation and peace.

14. Within developing countries, substantial authority and expertise are required in fields related to building peace and resolving conflict. Large numbers of skilled people cannot be produced through training abroad, nor can local confidence be transferred from foreign experts. The key to sustainable peace, firmly rooted in African societies, is to be found in the motivations, awareness, convictions, knowledge, strategic thinking, and self-assurance possessed by the peoples of Africa themselves. To create such a critical mass of human resources requires that large numbers of students from all walks of life be taught in the schools and universities of Africa. Yet the institutions of higher education – as also schools and colleges - in these nations are often severely under-funded, and therefore weak and lacking in influence. As a consequence, they are deficient in the pedagogical and material capabilities required.

15. Through the UPEACE programmes of course dissemination and distance education, and with suitable adaptation to local cultures, histories and aspirations, thousands of young people in developing countries can acquire the requisite skills to become effective agents and mediators in the prevention of conflict and the preservation of environmental and human security, as well as advocates and actors for human rights, gender equity and empowerment of women, and other issues instrumental in the building of peace.

16. In the developing world, the UPEACE academic programme supports the strengthening of knowledge, expertise, leadership, and the ability to act and to teach in peace-building fields, such as the prevention, management, and resolution of conflict; human rights; gender studies; and environmental and human security. Through the re-orientation of educational systems and the news media, it attempts to shift normative perspectives towards respect for universal human rights, mutual appreciation of cultural and religious legacies, gender equity, and a preference for the use of non-violent methods in resolving conflicts.

17. The linking of the Africa programme with the development of the academic programme underway in Costa Rica is a top priority of the university.

## **SECTION II: A YEAR OF CONSULTATION AND PROGRAMME DEFINITION**

18. With financial support from the Peace Fund of the Netherlands, UPEACE launched the pilot year of its Africa programme in January 2002 with a mandate to identify activities in progress and potential partners, to analyse the needs and to clarify the obstacles to building capacity for Education for Peace in Africa.

19. During the pilot year, UPEACE has conducted a far-reaching consultative process across Africa to define the needs, aspirations, and obstacles to developing the Africa programme for Education for Peace. UPEACE representatives undertook missions to ten African countries—Ethiopia, Liberia, Mozambique, Nigeria, Rwanda, Senegal, Sierra Leone, South Africa, Sudan, and Uganda. There they held meetings with university vice chancellors, deans, and professors from thirty-nine universities; researchers; government officials; members of more than four hundred civil society and non-governmental organizations (NGOs); journalists; women's groups; regional agencies; and religious leaders among others. Mission objectives included the identification of needs and priorities in the area of building peace at academic and policy levels, and clarification of the ways in which the UPEACE Africa programme could collaborate with existing African institutions.

20. A further element which deepened the consultative process took place from 21 to 23 September 2002 in Khartoum, Sudan, a society torn by forty-six years of intermittent war. A two-and-a-half day workshop convened to delve more deeply into the issues raised in the consultative missions. This brought together some fifty academicians from a dozen Sudanese universities and representatives of women's, youth, and human rights NGO networks. The workshop intensively examined strategies for networking for peace. It specifically addressed a question that had been raised in all countries visited: How can academic institutions and NGOs work together to meet their respective needs for learning and research and contribute best to peace and progress in their countries?

21. To finalize the in-country consultative process and complete deliberations on priorities and the sequencing of programme areas and modes of intervention for the next five years, the Africa programme held an advisory meeting in Mozambique from 23 to 25 October 2002. Participants were invited from the ten countries visited by the consultative missions. Thus the meeting enabled the participants, from African universities, policy and research centres, civil society organizations and NGOs, decision makers, development practitioners, and donor governments directly involved in peace and conflict studies to finalize and endorse the conclusions of the pilot year of consultations.

22. Through this intensive one-year process of consultations, the proposals made for the development and implementation of the Africa programme have been prepared, finalized and endorsed by a broad spectrum of African scholars, experts and officials. The conception, content, priorities and methodology of the programme proposed here have their roots in Africa: a wide range of diverse African individuals and institutions is committed to its implementation.

23. The primary purpose of the Africa programme, as developed through the consultative missions, is to act as a catalyst for mobilizing within Africa (and beyond) an international knowledge network of universities, research centres, and educational bodies to support a cogent and productive programme of Education for Peace.

24. Institutions of higher learning will be partners in implementing activities in Africa, thus constituting the nodes of a continental network of universities and non-governmental generators of knowledge. UPEACE will assist in launching and organizing the endeavours outlined below, which will be guided by African experts and carried out in active partnership with a wide-range of institutions. As soon as feasible, the envisaged programme will be directed and co-ordinated in Africa under African leadership. It was repeatedly suggested that a key role to be provided by UPEACE should be to approach donors together with its African partners. The perspective and detachment of a global institution can be useful in verifying the successes of activities, while African institutions bring specificity and concrete knowledge of problems and solutions.

### ***Broad Conclusions***

25. It is rarely reported that Africa is a source of good news. Dedicated and gifted Africans are teaching, researching, training, and developing materials on all aspects of peace and political conflict. Responding to varying exigencies, and irrevocably committed to the building of peace, such educators and researchers (including those in civil society) have served as the architects of the Africa programme.

26. The central role of African educators and researchers in defining the contours of the programme will ultimately result in a better international understanding of Africa. Global appreciation of African values, knowledge systems, and approaches to peace and security-related issues will also demonstrate, as Dr. Machel notes, that 'Africa is not only a recipient of knowledge, it also has a lot of knowledge to offer to the world'.

27. Thus the Africa programme builds on the efforts of innumerable talented innovators who are already improvising and delivering results. One of the significant findings of the consultative missions is the extent of collaboration among university faculty members who are pooling their intellectual resources in response to the intense student desire for coursework in peace studies. However these innovations generally occur in isolation and with little wider impact. Within a single country there may be a number of departmental initiatives, each of which involves productive innovations in peace and conflict studies which deserve to be shared, yet what is being achieved in one university is not known elsewhere.

28. Several broad conclusions can be drawn from the pilot year of consultation:

- Student demand for teaching in the field of peace and conflict studies is intense and professors and institutions are responding as best they can under difficult conditions. Universities are committed to strengthening their teaching in peace-related areas but the practical difficulties and absence of teaching materials and resources preclude significant strides. Furthermore, the slight stature of peace and conflict studies in Africa means that rudimentary efforts to develop peace-related courses and modules have been hampered by traditional and rigid university curricula and departmental structures. Innovations in curriculum development are stunted by acute accreditation problems, and obstacles are placed in the paths of the very professors and lecturers who are trying hardest to respond to student demand.
- Valuable teaching and research activities are in progress across the continent yet often in isolation, suffering from inadequate support, with unqualified teachers and a lack of information and adequate teaching materials. Almost everywhere there are urgent and perceived needs to strengthen and support these activities, the key aim of the Africa Programme.

- The Africa Programme has succeeded in engaging the commitment of key African institutions, academicians, officials and NGOs which are enthusiastic and deeply concerned that their programme—endorsed by a diverse group of Africans at Maputo—should be launched as rapidly as possible.
- To be successful, the Africa programme must operate at several levels: targeted activities must focus on the needs of individual universities, organizations and countries; regional and sub-regional activities should build collaboration so as to achieve a critical mass of expertise and resources; Africa-wide networks for research and teaching must be formed; and cooperative programmes between Africa and the rest of the world are badly needed.
- The Africa Programme will be implemented in close collaboration with pre-existing networks of multilateral, governmental, regional, and non-governmental organizations, including UNESCO, UNU, and UNDP and with the many African institutions with which contacts have already been established, including the AU, UNECA, sub-regional entities, research centres, academic institutions, and civil society organizations.
- The low stature and visibility of peace and conflict studies in Africa has led to the perception that strong structural responses are needed, for example, through the creation of centres for peace studies, endowed chairs, or national, sub-regional or regional “hubs”, focal points for collaboration in research or training.
- Finally, the affiliation of UPEACE with the UN is a remarkable asset in the eyes of students, who are generally persuaded of the fundamental validity and worth of international cooperation. The UPEACE membership in the UN family ensures that the Africa programme will be able to benefit from the accumulated experience and expertise of the UN system and, particularly, to tap into the UN’s diverse international range of research institutions and specialized agencies for teaching, training and research.

29. In addition, the consultative missions revealed a number of trends and patterns. These include innovations in collaborative research facilities; educators eager for staff development; new master’s degree programmes being developed in peace and conflict studies; aggressive expansion of cross-disciplinary courses and special programmes (often without formal approval); an urgent demand for curriculum development assistance; and enthusiasm for short courses, modules, and teaching aids that can be immediately inserted into the traditional curricula.

30. Some major obstacles include: governmental policies that promote primary education at the cost of higher education; in many cases, an endemic and debilitating absence of the most basic resources needed for effective teaching and research; wide disparities in the institutional capacities and standing of Africa’s universities; overdue internal reform of academic institutions that often has resulted in fatigue and paralysis; mushrooming of a wide range of weak programmes on peace and conflict studies accompanied by a predictable fragmentation, duplication, and compromise of quality; uncertainties about how to capitalize on possibilities for main-streaming and institutionalizing Education for Peace; and doubts about how to incorporate African realism and specificity into literatures based on the North American and European experiences.

31. In short, student demand for instruction in peace studies is an undisputed fact: young people want to become effective conciliators, mediators, and negotiators; and jobs await those who have pursued peace and conflict studies. Prospective partner institutions and interested

individuals are ready to participate in the programme, which has put down strong roots in Africa. The UPEACE Africa programme has received strong endorsement through its consultative approach and has raised high expectations for the future.

32. Initially, UPEACE will play a key role in launching and organizing many of the activities emanating from the in-depth consultations, however in due course the bulk of the activities are to be coordinated and undertaken in Africa under African leadership. Partner institutions and individuals identified throughout the consultative phase will be key implementers of the programme, ensuring that planned activities are carried out within their institutions, overcoming institutional and bureaucratic obstacles. By building on existing capacity within Africa, excessive overhead and new costly offices shall be avoided.

***A key theme: gender and peace-building***

33. Among the salient opportunities revealed by the consultative missions is the potential for progress on gender and building peace. (*UPEACE is launching a Masters programme in Gender and Peace Building at its main campus.*) An international consensus has been steadily growing to the effect that peace is now considered impossible without the active engagement of women and women's groups. The reflexive presumption that women are primarily victims and refugees, or at best survivors, has been supplanted by the conviction that women are significant brokers of social change. Nowhere are these alterations in perspective more apparent and amenable to study than in Africa, where the human agency of women in preventing violence and war and the building of peace is well grasped.

34. In March 2001 at an Advisory Meeting on the Academic Programme of UPEACE, Secretary-General Annan told a meeting of advisors to UPEACE that within ten years he wanted UPEACE to have led successful efforts at main-streaming gender studies worldwide. Based in part on his experiences in Somalia as Special Representative of the Secretary-General in the early 1990s, Ambassador Sahnoun advises, 'the role of women in prevention and resolution of conflict in Africa is fundamentally important'. Gender studies constitute a cross-cutting issue. The Africa programme is therefore based on the conviction that reducing unequal gender hierarchies will make a positive contribution to peace and social justice.

<b>SECTION III: OPPORTUNITIES FOR ACTION: PRIORITIES AND ACTIVITIES OF THE AFRICA PROGRAMME</b>
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35. The plan outlined below defines the priorities and budget for the first stage of the Africa five-year programme. These reflect the present state of the field of peace and conflict studies, and the existing capability and apparent deficits of Education for Peace in Africa as discerned from the 2002 consultations. The plan responds to the key priority areas of action identified at the advisory meeting in October 2002. It is in no way an exhaustive list of all of the activities or requests which were solicited from UPEACE throughout the consultative missions, but rather seeks to address those concerns and priorities which were frequently raised during the consultations and which could be responded to within the context and mandate of the Africa programme of UPEACE.

36. The field of peace and conflict studies may be weak or non-existent in parts of Africa, but remarkable work is in progress, often in isolation, as dedicated academicians and leaders of non-governmental organizations pioneer and improvise. It is imperative and feasible to connect African scholars and their counterparts in civil society, rapidly building a continent-wide knowledge network.

37. Phased implementation of the programme is intended to ensure that the goals for 2003 are limited and feasible. The main results will be achieved from 2004 onwards, building on the foundations laid in 2003.

38. The Action Plan is organized around the following ten major areas of concentration which are of course, inter-related within the overall conception and strategy of the programme.

#### **A. Academic teaching**

39. The priority must be assigned to strengthening capabilities throughout Africa to provide high-quality teaching on issues critical to conflict prevention, mediation, conflict resolution, reconciliation and the building of peace. 'Where conflict is greatest, the theoretical knowledge is weakest', noted one South African mediation expert. In this area, the programme will both "teach the teachers" of future generations of Africans, and help to reduce the resource deficit of the critical skills required across the continent to build sustainable peace.

40. Although the needs and opportunities in this field are vast, as made evident through the missions, the programme has identified a very limited number of specific activities at the start, recognizing the need to proceed systematically and to learn from experience. The activities in this field, as in all the other fields below, have been selected on four criteria:

- to respond clearly, rapidly and effectively to the needs identified;
- to be feasible with the anticipated resources;
- to achieve rapid, visible results;
- to lay the foundations for more substantial activities at a later stage.

41. A number of specific activities have been identified to launch activities in this central field of the programme:

- The holding of three curriculum development workshops at sub-regional levels to consolidate knowledge and build the basis for mastering the skills needed for the management, resolution and prevention of conflict
- A seminar to establish strategies for the introduction of Masters Programmes, focusing on practical issues, such as arrangements for joint faculty supervision of graduate students, innovations in teaching methodologies, such as mixed modes of delivery and use of electronic resources
- Africa Conference on Traditional Methods of Mediation and Peace-Building, to guide the production of course materials for inclusion in curricula
- Intensive three-month courses for faculty and staff development so that teachers, educators, professor and lecturers will have the new knowledge and skills to immediately teach undergraduates or graduates in the field of peace studies
- A Scholarship programme to provide scholarships and financial assistance to African students initially to attend UPEACE degree and course programmes in Costa Rica and other institutions at a later stage

- Simple and cheap teaching materials – primers on the key issues in the field of peace and conflict studies, which can be duplicated and used as basic texts in the most underprivileged universities

## **B. Training programmes for civil society**

42. The Africa programme will contain a major training component aimed at transferring directly, knowledge, expertise, skills and motivation in the many areas identified during the consultations. These will be developed first for officials of sub-regional and regional organizations in response to explicit requests, and then for military organizations, the private business sector and other civil society groups. Such training, when fully mature, will emphasize skills and techniques in conciliation, mediation, and negotiation and the use of early warning indicators and early response mechanisms in conflict prevention.

43. To develop the training component, three activities will be launched in the first year, to seize opportunities in response to specific issues identified during the consultations:

- Training programmes for officials of regional and sub-regional organizations who are deeply interested in learning skills in conciliation, mediation, negotiations, settlement of disputes, and the use of early warning indicators and early response mechanisms in prevention of conflict
- Training courses for military services and demobilized combatants – in depth consultations will be conducted to define methodologies and content of Education for Peace training for military organizations and demobilized combatants
- Developing a plan for the reintegration and training of former combatants in Sudan, based on the conclusions from studies already prepared for the office of the peace advisor in Sudan by the IGAD Partners Forum

## **C. Research: Strengthening African research, its dissemination and use**

44. Without sound and up-to-date analysis and data, policies will be inadequate and teaching becomes stale; therefore, underpinning all aspects of this programme will be carefully calibrated research to shape academic excellence and refresh teaching so that a new generation of leaders is fully aware of present and future approaches and issues. This collaborative research will also influence policy and improve international understanding of Africa.

45. The research component will start slowly, building explicitly on activities, partner institutions and experts identified during the consultations. During the first year, specific activities will include:

- Development of funding strategies and arrangements to support African research, including African sources of support, to help redress the imbalances in the international literature of peace and conflict studies where African perspectives are limited
- Evaluation of the proposal to establish a Journal of Peace and Conflict Studies
- Planning the establishment of a Fellows Programme to encourage young adults to pursue postgraduate research in global security, peace studies, conflict studies, and related fields

- Planning for a Small Grants Programme to support African researchers to produce innovative studies and path-breaking research with implications for policy-makers, while also helping the quality of teaching in Africa. The small grants fall into two categories, those awarded for (a) designated topics such as the media and conflict or good governance, and (b) unsolicited submissions which arise from new ideas on the learning front
- Careful initiation of a multi-year, collaborative research programme through the development of peer-reviewed case studies which will be commissioned for teaching purposes, including :
  - research on the Rwandan “gacaca” system;
  - an exploration of methodologies for linking research, teaching, training and policy, and
  - a workshop on methodologies for peace research in Sudan, building on the September workshop.

#### **D. Peace Education: Mobilizing society for peace**

46. Peace Education creates the capability to introduce peace-related concepts and knowledge into curricula at every stage of the education process, from primary school to university and through both formal and informal processes. Raising awareness and changing beliefs and behaviour is essential to build the foundations of peace. Peace education is therefore a major component of the overall UPEACE programme. Community-based peace education, including civic education, through diverse channels, engages all sectors of a society and encourages normative shifts towards values of respect for universal human rights, mutual understanding, acceptance of differences, gender equity, and the use of non-violent strategies for social and political change rather than the automatic resort to violence.

47. Initial activities to be undertaken will be as follows:

- Conducting a workshop and consultations in Nigeria in response to the request that UPEACE should assist in developing peace-related course materials for inclusion in all undergraduate programmes. This will clarify the content and methodology to be used in Nigeria, with immediate relevance to peace education in other countries
- A seminar will be arranged, bringing together African educators, administrators and teachers, with experts in teacher training, to map out an approach to introducing peace-related content into curricula throughout the education process
- Preparation of peace-related content for the civic education programme in Ethiopia
- Development of materials aimed at general civic education and targeted at youth groups, with the purpose of popularizing peace studies

48. A programme office will be established in Mozambique to serve as a regional hub and the locus for targeted community-based peace education activities and to support innovation and experimentation in key techniques and methods of involving the broader populace. This coincides with the government’s plan to establish Provincial Digital Resource Centres, to be linked to the district level through radio, ICT, Internet, and the print press. Provincial centres, government offices, and ‘tele-centres’ are planned as ICT points of access for the entire country.

## **E. The Information Dimensions: Inventories, databases, and networks for the dissemination of knowledge**

49. An interactive network will be developed on the Internet to provide access to course materials, bibliographies, research papers, and data from partner institutions and to facilitate online connexions between members of the network. Diversification of sources of knowledge and the accelerating exchange of information require educational, information and communication technologies (ICT); inventories of print and electronic resources, archives, and collections; and databases. The UPEACE programme will emphasize adding value to existing initiatives. Efforts will also be designed to strengthen library facilities and preserve and document historical records. The UPEACE Center on Education and Information Technologies will play a key role in supporting this component.

50. The main activities in the first year will be as follows:

- Establishing an ICT Task Force to explore ICT as a way of building the capacity of African universities to activate Education for Peace programmes, including exploration of electronic access to academic journals
- Setting up a web site to provide access to course materials, work in progress, published and unpublished papers, data from programme partners, and to facilitate direct contact between members of the network
- Follow up survey, (building on the survey launched in the pilot year), of teaching and research activities in progress across Africa on Peace and Conflict issues, including the identification of active social scientists and actors in the field. A by-product of this activity will be the creation of a database of social scientists who are already working in Africa on peace and conflict studies. At a later time, it may be prudent to embark on a database of social scientists in the African diaspora
- Simple newsletter on positive aspects of peace building and reconciliation in Rwanda, designed to spread positive reports and 'how to' information on solving community disputes through educational circles, community leadership, and civil society organizations in Rwanda

## **F. Media and Communications: The news media and conflict**

51. The role of the media and communications in peace and conflict is an issue of great consequence in Africa, because the media have sometimes been implicated in fomenting violence. Development of media training in responsible journalism in conflict situations, research on the media and conflict, and mobilization of the media to avert conflict and promote tolerance and non-violence are thus pivotal to the overall programme strategy. This component of the programme will be linked to the UPEACE Institute for Media Peace and Security.

52. The main activities in the first year will include:

- Development of a media and communications strategy for the Africa Programme, including for the development of educational content for radio as a way of raising popular awareness of issues related to peace and security.

- A pilot training programme on responsible journalism in conflict situations, and development of academic teaching materials on media and conflict, in collaboration with the UPEACE Institute on Media, Peace and Security.
- Case studies and research on the role of the media in conflict situations in Africa, so as to build up a body of knowledge and lessons learned.

## **G. The Linkage of Policy and Research**

53. There is an urgent need to improve the knowledge and capacity of policy makers and legislators on the complex issues of peace and development in Africa. The results of research must be coupled with short training courses to link research to policy. In this respect, the UN affiliation of UPEACE provides significant advantages. Deriving policy implications from research requires the development of innovative course and training programmes to strengthen analysis and aid policy implementation. A top priority is to develop a critical mass of researchers whose objective is to nourish the formation of policy.

54. The principal initial activities will be:

- Making research results available to government officials, donors, and officials of sub-regional and regional organizations, as well as decision makers in civil society organizations, and in formats that make them easy to digest e.g. through the publication of pamphlets and short policy briefings. A pilot programme shall be launched initially with UN/ECA's Institute for Development, Economics and Planning (IDEP) in Senegal, to abstract conclusions from theses on policy-relevant topics for circulation to parliamentarians, ministers of government, officials, judges, and administrators.
- Drawing up a glossary of terms and concepts in the field of peace and security to establish a common base for dialogue and designed for use by anyone, including people who have no formal training or education in peace and conflict studies – it is expected to be particularly helpful for the new media and policy makers
- Carry out training courses for officials of regional and sub-regional organizations and other experts, (*See Item 2 above, Training,*) and, in due course for parliamentarians.
- Convene an Africa-wide Congress on Education for Peace in Africa so as to engage a wider group of policy makers and scholars in the Programme. This would be undertaken in collaboration with the AU in 2004, when the content is well prepared and finance is available.

## **H. Strategy for Implementation of the Africa programme**

55. The Africa programme will be implemented through the collaboration of many institutions and will generate funds through co-financing from many sources. As the programme develops as a coherent framework for action, additional funding can be generated as required, particularly on a country basis, to strengthen the capacity of specific universities and institutions.

56. Among the first steps will be the signing of memoranda of understanding (MOU) with approximately twenty-five identified partner institutions. These agreements will define the role of collateral organizations in the Africa programme, including needs, capacities, responsibilities, and

content. In every case, strengths will be identified and, wherever possible, the regional angle will be considered. Initial MOUs can be anticipated with AAU, ACCORD, AU, CODESRIA, ECOWAS, IGAD, OSSREA, UN/ECA, UNESCO, and UNU, in addition to the universities that will be involved in organizing teaching activities in year one.

57. Programme planning and evaluation workshops will be held with Africa Team members, including new staff and consultants as hired, for evaluation and review of activities scheduled for the year. Since all activities are designed to reinforce the others within a coherent programme, it is important to monitor and evaluate progress of each activity as it develops.

## **I. Organization, Extension and Structure for African Leadership**

58. The first year of implementation of the Africa programme will build on the requests, clarifications, and accomplishments of the consultative year. Based on the thorough preparation and the accumulated knowledge and contacts derived from the in-depth consultations, the Africa Team is ready for rapid implementation and delivery.

59. During 2003, the programme will be launched carefully, initiating activities on a regional basis. By organizing networks around regional hubs, it will be possible as the programme develops in future years to expand activities into war-torn and conflict-ridden countries from a nearby base. A limited number of consultative missions will continue explorations in countries adjacent to the planned five regional hubs. In this way resources can be judiciously used to achieve gradual extension of the programme.

60. Although UPEACE cannot respond to all of the legitimate needs expressed in the consultative missions, the university can, however, become a catalytic agent in the formation of a powerful network of institutions, each of which can be called upon to lead in their particular strength and competency. The Programme recognizes explicitly that UPEACE should not attempt to do too much by itself: the whole programme is founded on partnerships and networking. As noted, UPEACE will play a key role in launching and organizing many of the activities that emanated from the in-depth consultations, but, in due course, the bulk of the activities are to be coordinated and undertaken in Africa under African leadership.

61. Reflecting the African leadership of the programme, it is planned in 2003 that the centre of gravity of UPEACE activities for Education for Peace in Africa should move to Addis Ababa; and an Advisory Committee will be established to guide the programme, engaging a broad spectrum of African expertise, interests and aspirations.

62. In addition, plans will be launched for the establishment of regional coordinating hubs in Africa which will be focal points for collaboration in research, teaching and training. By organizing networks around regional hubs (resident advisers already affiliated with universities that have been identified as strong potential partners), it will be possible as the programme develops to expand activities into other war-torn and conflict-ridden countries from a nearby base.

63. Reorganizing and strengthening of the Africa programme's liaison and coordinating offices, based in the UPEACE office in Geneva, will be undertaken immediately upon funding to meet the needs of the Africa programme as it develops. During the transition period, as the new office in Addis Ababa is carefully established, the role of the Geneva office will be of great

importance. Once the framework for the leadership in Africa is fully in place, the functions of the various units will be reviewed.

## **J. Indicators of Results**

64. This document outlines the planned activities for the first two years of the Africa Programme and indicates the objectives and broad lines of the full five year programme. Further intensive analysis, planning and preparation is needed to define the planned activities more precisely but this can only be done in parallel with the process of negotiating the provision of the necessary funds. The programme will be adapted to meet the concerns and requirements of major donors.

65. A key element in the further definition of the programme will be the establishment of a clear timetable for the implementation of activities, coupled with the definition of indicators of results. Their nature and importance can be demonstrated through the following example:

66. The reach of the Africa programme will ultimately be extensive because of its operating principle of 'teaching the teachers' and 'training the trainers'. The programme has been invited by the National Universities Commission in Nigeria, the main accreditation body for Nigeria's fifty-two public universities, to prepare a peace and conflict studies component for its general studies curriculum, which is obligatory for every student. Were such a component to be developed and introduced, it would mean that within three years, more than half a million Nigerian students would have had basic exposure to the fundamental principles of peace and conflict studies. To reach such an order of magnitude, the programme must start conservatively and build meticulously. As this activity is launched, indicators of progress will be defined as an integral part of the process.

67. Estimations for the first two years appear modest, but will lay the foundations for more substantial results in future years.

## **SECTION IV: FINANCIAL IMPLICATIONS**

68. For planning purposes, a total envelope for funding of the full five-year programme from a variety of donors and through a variety of channels has been estimated at US\$20 million. This was the figure used as a basis for informal consultations during a meeting of the G8 Task Force on Education which was held at UPEACE Headquarters in January 2002.

69. In the longer run, UPEACE will act as the catalyst, innovator and initiator of activities which, once soundly established, can be financed through other channels. Partnerships with international partners, such as UNESCO, ECA or AU will add intellectual depth to the programme and will also lead to co-financing through such organizations.

70. Also, once specific programmes and projects are defined – for the strengthening of a specific university or institution or for a national or sub-regional programme for example – these can be financed directly by bilateral donors or international institutions.

71. Thus the principle of the Africa Programme to rely on partnerships and networking extends also to the financing arrangements. By stimulating co-financing arrangements and spinning off activities, UPEACE will be able to concentrate on its principal purposes in the academic areas, of course development, teaching, dissemination and research.

72. As the principal goal of the programme is to build up the capacity of African institutions, the responsibilities and activities will gradually be taken over by African institutions on a self-perpetuating basis.

73. Thus the flow of funds into the field of education for peace in Africa will be from many sources and through many direct channels. The role of UPEACE is to lay the foundations and to initiate this process in the interests of peace and security across the continent.

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## GLOSSARY

AAU	Association of African Universities
ACCORD	African Centre for the Constructive Resolution of Disputes
AU	African Union
CCM	Centre for Conflict Management
CCR	Centre for Conflict Resolution
CODESRIA	Council for the Development of Social Science Research in Africa
DFID	Department for International Development
ECOWAS	Economic Community of West African States
ICRD	International Committee of the Red Cross
ICT	Information and Communication Technologies
IDEP	Institute for Development, Economics and Planning
IGAD	Intergovernmental Authority on Development
MOU	Memorandum of Understanding
NEPAD	New Partnership for Africa's Development
NGO	Non-governmental Organization
OAU	Organization of African Unity
OECD	Organization for Economic Development
OSSREA	Organization for Social Science Research in Eastern and Southern Africa
UN	United Nations
UNDP	United Nations Development Programme
UNECA	United Nations Economic Commission for Africa
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNITAR	United Nations Institute for Training and Research
UNU	United Nations University
UPEACE	University for Peace
USHEPiA	University Science, Humanities and Engineering Partnerships in Africa