



University for Peace
Université pour la Paix



UNIVERSITY FOR PEACE AFRICA REGIONAL PROGRAMME

REPORT OF THE MEETING OF MEDIA SPECIALISTS FOR THE REGIONAL MA "MEDIA FOR PEACE" AND THE MINI-CONSULTATION OF FRANCOPHONE RECTORS FROM THE GREAT LAKES REGION BUJUMBURA, BURUNDI 22ND – 26TH FEBRUARY 2005



*"The search for peace is not just a priority of our government; it is the very essence of our nation.
We believe that the Regional MA Media for Peace is going to help us get out of instability"*
Hon. Ngenzebuboro Frederic, Vice-President of Burundi

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	Canadian International Development Agency	 <small>Government of Finland</small>	Government of Finland		Government of The Netherlands
	Swedish International Development Cooperation Agency			Swiss Agency for Development and Cooperation	

1.0 Background and Introduction

The Great Lakes Region has, over the last two decades, been considered a hot-bed of conflicts and instability. Thousands of lives and massive amounts of resources have been destroyed in the spiral of violence in which the region has recently been engulfed.

The crucial need for tackling the issue of media's contribution to peace building and conflict mitigation in the Great Lakes Region has been accorded a high priority. Indeed, in the history of wars and civil unrest in the Great Lakes Region, Media has often played the role of an agent of conflict and destruction, opening the road to "Hate Media", or through censorship, to "Media of Propaganda" in charge of ensuring social status quo or of being utilized by brutal political regimes which, in the past, exerted dictatorship over their countries in the Great Lakes Region.

Therefore, developing media credentials to become an agent of peace, stability and security is crucial in the Great Lakes Region. In many countries indeed, media has historically been an agent of positive change and has helped people to become "Good Citizens" and to make informed judgments on crucial issues affecting their lives. Media in the Great Lakes Region can play the same positive role, provided it is committed to serve as a tool to strengthen peace.

The University for Peace, through its Africa Regional Programme, has initiated peace related programmes at the level of institutions of higher education, to build capacity as a means to address such conflicts and devise preventive measures to enhance peace building in the region.

In its five year programme planning of 2003 – 2007, endorsed at an Advisory Meeting held in Maputo in October 2002, the Africa Regional Programme committed itself to implementing the recommendations made during its year-long process of consultation, and to develop and nurture contacts with African institutions that are willing to join the network.

Within this perspective, the meeting of the Regional MA Media for Peace and the Mini-Consultation of Francophone Rectors from the Great Lakes Region should be seen as an effort towards an expanded geographical and thematic coverage. As such, the two meetings are seen as a first step in launching activities of UPEACE in Francophone Africa, as well as the development of a regional media for peace network in the Great Lakes Region.

2.0 Meeting of Media and Communication Specialists for the regional MA "Media for Peace"

In recognition of the contribution that media can make in the process of conflict mitigation and peace building, a regional training programme at the Master's level in "Media and Peace" has been proposed by three partners of the UPEACE Africa Programme. The training will be open to journalists and media professionals from the three participating countries who will go through the same training programme and share the same lecturers and research facilities.

Ideally, the training programme will be organized alternately in each of the three countries so that the students become better acquainted with each country's historical, political and social background. After the training, which will cover a period of two years, students will have the capacity to critically analyze issues or events and to put into perspective their implications on peace and stability in the region.

In the initial period, the training will cover three countries: Rwanda, Burundi and Uganda. The next stage will cover a greater expansion in the Great Lakes Region and will potentially, in the long run, have a broader reach across the African continent.

Following a first consultative meeting on the Regional MA Media for Peace at the request of three partner universities of the Africa Programme, which took place from 30 June to 1 July 2004 in Butare (Rwanda), UPEACE organized a follow-up meeting in Bujumbura (Burundi) at Hotel Sun Safari Club from 22 to 24 February 2005. The meeting brought together specialists from the School of Journalism and Communication of the National University of Rwanda (Butare), from the Department of Mass Communication of Makerere University (Uganda) and from Light University and the University of Lake Tanganyika in Burundi. The “Maison de Presse” of Burundi was also represented at the meeting.

2.1 Objectives of the meeting of the Regional MA

The Regional MA meeting aimed at achieving the following objectives:-

- Complete discussions on delivery methods and other pedagogical concerns of the programme
- Update the curriculum content in view of the possible integration of course content provided by the UPEACE Institute for Media, Peace and Security (IMPS)
- Finalize administrative and organizational arrangements for the programme
- Finalize the programme planning process, timeline and budget
- Assign responsibility for follow up and implementation actions

2.2 Methodology

Following the formal presentation of participants, the first day of the meeting, facilitated by Mr. Athanase Karayenga, Communications Consultant of the UPEACE Africa Programme, concentrated on briefing participants on the conclusions and recommendations ensuing from the first Consultative Meeting in Butare. The briefing was based on the working document from the Butare meeting as presented at the UPEACE Africa Programme Planning and Evaluation workshop held in August 2004 in Switzerland (AF/PPEW/11.1). The update included information on the progress achieved so far; that is to say the approval of the initial regional discussions and support for continued efforts towards finalizing an innovative post-graduate syllabus in Media and Peace Studies.

In his recapitulation on this part of the meeting, Mr. Karayenga reiterated the main strengths of the Regional MA Media for Peace (MMP):-

- A regional programme engaging initially three pilot countries with future possibilities of expanding to the DR Congo and eventually continental Africa.
- The countries in the Great Lakes Region of Africa have so much to share – conflicts, violence against women, child soldiers, rebellions etc. Rather than each country dealing with a problem which is common to other countries, it is more effective and efficient to take a regional approach and train media professionals regionally in order to adopt a regional outlook.

- During the process of teaching and training it is envisaged that there will be a sharing of trainers and university faculty from the region, as well as resources, such as libraries, distance learning facilities, IT, databases, etc.
- Students undertaking the regional MA programme are expected to conduct joint research and share their findings with colleagues from the region so that they can arrive at bringing shared solutions to familiar problems.

After the initial in-depth discussion on general questions and nature of the programme, the following points were clarified:-

- The Universities that were invited to the consultative meeting were either those which had attended the initial meeting in Butare or those in Burundi which were already involved in media/communication training.
- The National University of Burundi was invited to the Rectors meeting and will be involved in further discussions of the regional MA, but unfortunately, it does not presently have a media/communication programme whose representative could have attended the media specialists' meeting.
- It was critical to harmonise the conceptualization of the programme and the diverse interpretations of terminologies in order to have a finalized syllabus document which participants can present to their home universities and Ministries of Education.
- The DR Congo has requested integration as party to the regional MA as the country forms part of the shared conflicts in the Great Lakes Region. Their participation, however, has been postponed until the pilot activities have been conducted with the three partner universities in Rwanda, Burundi and Uganda.

Having completed the briefing on progress, including updating new participants and building consensus over philosophy of the Masters programme, the second and third days of the Regional MA Meeting proceeded to concentrate on the development of the structure, curriculum content, planning process, administrative/organizational arrangements, budget, timeline and recommendations for the way forward. Part II and III of the Regional MA Meeting were co-facilitated by Mr. Karayenga and Dr. Edith Natukunda (UPEACE Dean of African Studies). Prof. Gregoire Njejjimana, Rector of Light University, very kindly and most efficiently, chaired all the sessions.

2.3 Structure of the Regional MA Programme

After detailed and in-depth deliberation of alternatives, participants to the Regional Meeting agreed by consensus with a harmonized and flexible structure that will help to pool resources while allowing for practical operational solutions within the respective participating universities and countries.

2.3.1 Working definitions and Nomenclature for the Masters Media for Peace (MMP)

- A teaching unit, ("*module*" in French) will be a block of teaching courses or course units.

- A teaching unit can be composed of core courses and/or elective courses.
- 1 credit unit will = 15 hours
- 1 course will = 3 credit units = 45 hrs, or will = 2 credit units = 30 hrs

2.3.2 Course lay-out and sequencing for MMP

Course lay-out and sequencing for MMP			
Pedagogical orientation	Teaching Units	No. of teaching hours	No. of credits
Semester I Basic	1. Peace and Conflict Studies 2. Advanced Communication Skills	↘ 180 ↗	4 courses x 3 credits = 12
Semester II Specialization	3. Media and Peace 4. Media, Civil Society and Peace Building	↘ 180 ↗	4 courses x 3 credits = 12
Semester III Practical (Seminars)	5. Media and Social Challenges 6. Issues in Media for Peace <ul style="list-style-type: none"> • Thesis (“<i>mémoire</i>” in French) • Field Study (“Internship” in current Media Programmes) 	↘ 150 ↗ [Symbolic Value =45hrs] [Symbolic Value=45 hrs]	5 courses x 2 credits = 10 3 credits 3 credits
TOTAL		510 HOURS	40 CREDITS

2.3.3. Syllabus Content

SEMESTER I

T.U.1: PEACE AND CONFLICT STUDIES

Course 1: Peace and Conflict Theories

- Definition of concepts – nature of violence, include domestic violence
- Causes of conflict
- Dimensions of conflicts – evolution of conflicts, wars, war industry, consequences, impacts, etc.
- Perspectives on conflicts (scenarios and factors of conflict evolution e.g. ethnic identity, modelling strategies of conflict resolution, etc).

Course 2: Mechanisms of Conflict Management

- Mechanisms of conflict management
- International instruments for peace and security

- Role of UN/OAU/AU in African conflicts
- Regional peace processes
- Traditional mechanisms of conflict resolution e.g. Gachacha, Intahe, Council of Elders, etc.
- Political and institutional mechanisms for conflict management (democracy, negotiations, elections, agreements, etc.)

T.U.2: ADVANCED COMMUNICATION SKILLS

Course 1: Media and Communication Theories and Skills

- Media and communication theories
- Media and the public sphere
- Cultural studies perspectives
- Political economy of the media (ownership, finance and control, global economy) (*Contexte économique et politique des medias* in French)
- Working conditions of journalists, especially in the GLR.
- Journalism skills (news writing, reporting)

Course 2: Communication Research Methods

- Quantitative and qualitative methods
- Content and textual analysis
- Critical analysis discourse
- Participatory research approaches/participant observation
- Focus group discussion
- In depth interviews
- Ethnographic research
- Audience research
- Survey
- Computer aided research

SEMESTER II

T.U. 3 MEDIA AND PEACE

Course 1: State of the Media in the Great Lakes Region

- Media history in the Great Lakes Region
- Current developments
- Media policy and regulation
- Media management

Course 2: Global Affairs, War Reporting and Propaganda

- Nature of international communication and impact on peace
- Major global political issues (globalisation, hegemony, privatization, liberalization, development assistance, highly indebted countries, etc)
- Global affairs and the media

- Nature and history of hate media
- Global and comparative analysis
- Journalism, war reporting and propaganda
- Case studies
- Role of regional journalists in peace building
- Peace journalism

T.U.4: MEDIA, CIVIL SOCIETY AND PEACE BUILDING

Course 1: Media and Sustainable Development

- Major development issues in the Great Lakes Region (based on indicators of development)
- Environmental concerns in the Great Lakes Region (land use and land conflicts, natural resource management, etc)
- Demographic and wealth issues in the Great Lakes Region
- Development policies and poverty eradication
- Humanitarian crises in the Great Lakes Region (HIV/AIDS, refugees, internally displaced persons (IDPs); famine, food security, etc)
- Strategies for regional networking, cooperation, regional markets, regional integration
- Role of the media in development revisited

Course 2: Media and Good Governance for Peace Building and Conflict Resolution

- Good governance, human rights, rule of law, participation.
- Accountability, transparency, corruption, justice, equity, information access, etc.
- Media and empowerment of civil society
- Media as instrument for mediation (public debate, decision-making, government community communication, peace negotiation, etc)

SEMESTER III

T.U.5: MEDIA AND SOCIAL CHALLENGES

Course 1: Media, Democracy and Human Rights

- Role of the media in strengthening democracy, human rights, justice and equity.
- Role of the media in electoral processes
- Rights and responsibilities of journalists in the Great Lakes Region – impact of media laws, political systems, etc.
- Freedom of expression and freedom of the press in the Great Lakes Region.

Course 2: The Media and ICTs

- Review of access to ICT in the region
- Regional ICT networks
- ICT regulations and policies
- Role of ICT in promoting peace

- Women and ICTs
- Media and ICTs – current developments

T.U.6: ISSUES IN THE MEDIA FOR PEACE

Course 1: Cultural and Historical background to Regional Conflicts

- Media and society: an anthropological and historical approach of the Great Lakes Region (history, culture, languages, traditional institutions, colonialism, post-colonial challenges such as illiteracy, malnutrition, health, etc. - religious influences and institutions).
- Historical background to the conflicts in the Great Lakes Region
- Confrontation of traditional structures and modern values

Course 2: Media and Gender Issues

- Basic gender concepts
- Feminism studies
- Masculinity as a gender issue
- Gender representation in the media sector
- Coverage and portrayal of women in the media
- Gender sensitive communication (language, images, discourse, etc.)

Course 3: Vulnerable Groups in the Great Lakes Region Conflicts

- Concept of vulnerability in the context of conflict
- Vulnerable groups and Great Lakes Region conflicts and war situations: children, women, child soldiers, IDPs, refugees and the aged, widows, sexual violence and rape, child abuse, etc.
- Dependence of populations in war and conflict situations
- Dependence mechanisms – role of NGOs and relief organizations in conflict and war situations.
- Government and regional policies vis-à-vis vulnerability.

2.4 Administrative/Organizational Arrangements of MMP

2.4.1 Pedagogical planning issues

Following the discussions on the pedagogical planning of MPP, the participants agreed on several issues.

- The coursework load will account for 60% of the MA. The thesis (mémoire) will account for 40% of the final grading.
- Field study (internship) will have duration of 1 month. This takes into consideration the course, hosting the field study, and mobilizing academic supervision for the regional group of students to get to know regional media and institutions dealing with peace and conflict e.g. Gachacha, Inter-Religions

Council in Northern Uganda etc. It would also allow them to become familiar with the conflict conditions of the other countries.

- A field study report is expected at the end of the field visit, to be submitted to an assessment jury in each country. The field Study = 3 Credit Units and lasts 1 month.
- Given the pilot nature of the programme, it will start with all courses being core courses.
- Running electives would entail high costs for the programme. This issue of the syllabus planning can be evaluated and reviewed after 1 or 2 years.

2.4.2 Administrative/Organizational issues

The participants first shared experiences of jointly organized training such as the Regional Training Programmes in Environmental Journalism and Communication.

Following a detailed discussion, it was agreed that the joint programme will be accepted and recognized by the respective participating countries. Although the awarding of the masters will be the prerogative of the participating university, it was suggested that the Award document should indicate the other countries participating in the regional programme and the fact that the programme is supported by the University for Peace. The Award from the regional programme should allow students from one country to have easy access to a partner university for higher studies such as PhD.

It was noted that the original proposed number of 7 students per participating country was too low, when one considers the cost of lecturers, IT facilities, documentation etc. It was thus agreed that the number of students be increased to 10 students per country. That would bring the total in the pilot phase to 30 students.

A long discussion was also necessary to analyse the expected type of tuition structure for MMP. In order to increase the educational value attached to the programme, to reduce the concerns of financial mobilization and to be in harmony with paying programmes already operating in the participating universities, it was agreed that MMP should have an element of cost sharing by the regional students.

Another in-depth and extensive debate ensued concerning the language of teaching. Finally, it was agreed that this will be French or English, depending on the official language policy of the participating university. However, this being a regional programme, participants encouraged a bilingual perspective as much as possible so that graduates of MMP can be employed in any country of the Great Lakes Region.

The profile of potential candidates was also discussed. It was agreed that while the programme will encourage the enrolment of practicing media and communication personnel who lack the professional training, it will also encourage candidates from other fields who may not have prior practice in communication or journalism. This, it was argued, is to develop capacity of mediators for peace in a multi-disciplinary environment.

In terms of the organizational structure of the programme, the merits and demerits of a regional coordinating Secretariat were discussed. It was noted that in order to limit financial constraints, MMP will opt for a lean and flexible organizational structure. It was proposed that there should be a Coordinating Committee at the country level. Each country would have a National Secretariat with a National Coordinator or Academic Supervisor.

The National Coordinating Committees would liaise with a Regional Coordinating Council (Rectors/Deans/Lecturers) that would be responsible for the coordination of activities and the overall academic harmonization of MMP.

The monitoring and evaluation of the programme, it was agreed, would be conducted at the regional level. Such regional activities, when conducted would need a specific budget for coordination and administration.

In terms of the timeline for the MMP, it was agreed that the final document will propose an initial programme period of five years. This would allow the participating institutions to run a pilot period, for evaluation, review and preparation for the full integration of MMP in the existing academic structures of the partner universities.

In terms of the Budget for MMP, Mr. Karayenga presented the budget items that had been outlined in the Butare document. He stressed that following the general UNDP budget guidelines, the MMP would need to specify its itemised estimations in terms of:

- Personnel (faculty and staff)
- Production
- Training
- Equipment
- Management

It was observed that more consultation and data research was needed in order to present the above budgetary estimations for the respective participating universities. It was agreed that the UPEACE Communication Consultant, Mr. Karayenga, would contact the Rectors of the three pilot universities for the follow-up and procurement of the budgetary estimates. He would then compile them into the budget for MMP.

2.5 Recommendations for the way forward on the Regional MA Media for Peace.

In the closing session of the Regional MA Media for Peace, which was a joint session with the Mini-Consultation of Francophone Rectors, the following recommendations were presented as a way forward for the MMP:

- The two representatives from Uganda should develop the course content, organizational and pedagogical details needed in order to complete and finalize the Regional MA Media for Peace document.
- A third and final regional meeting is needed in order to approve the final Programme syllabus and finalize the operational arrangements and the budget. It was agreed that using the basis of rotation, this meeting should be held in Uganda, end of June, 2005.

- With regards to the “distance learning” and “evening programme” versions of MMP, it was agreed that after gaining experience and lessons from the traditional face-to-face teaching, the participating universities will consider offering similar programmes at the level of “distance education” and “evening version”.
- By the time of the third regional meeting, participating universities will have solicited the initial general consent and reactions of their respective institutions and Ministries of Education.
- Democratic Republic of Congo requests to be included in the Regional MA Media for Peace Programme
- The UPEACE Communication Consultant will liaise with participating universities in order to seek financial data for compilation and completion of the regional MMP budget.
- The rectors were requested to present and explain the idea of the Regional Masters for Peace to their respective universities for initial marketing of the programme.

2.6 Evaluation for the MA Media for Peace Meeting

In accordance with the Africa Regional Programme’s fundamental principle of monitoring and evaluating its activities, an evaluation of the Regional Meeting on the MA Media for Peace was conducted at the end of the meeting in order to assess its organizational and content design and delivery. A simple evaluation questionnaire was used as the instrument of analysis. It was completed by all the media specialists at the end of their meeting. The questionnaire focused on planning and implementation of the meeting activities, the appreciation of “what went well” and “what did not go so well”. At the end of the evaluation, participants were requested for suggestions for improvements. The analysis of their responses follows below.

2.6.1 Ranking of planning and implementation of the meeting activities following a scale of 1-4		
a)	Communication prior to the meeting	3.6
b)	Accommodation	3.8
c)	Transport from airport and during the workshop	3.8
d)	Venue of meeting	3.9
e)	Meals	3.2
f)	Services of communication and IT equipment	1.9
g)	Logistics e.g. stationery	3.5
h)	Organization of the programme	3.6
i)	Content of the programme	3.9
j)	Timing: length of sessions	3.8
k)	Choice of resource persons	3.6
l)	Mode of delivery	3.9
m)	Interaction and networking	3.8

2.6.2 Contacts in future: See participants List of MA Media for Peace meeting.

2.6.3 Aspects least pleasing

- a. Starting late in morning sessions; participants not adhering to time frame
- b. Long sessions
- c. Lack of communication and IT equipment
- d. Interruption by some participants who answered cell phones
- e. Quality of lunch was very poor

2.6.4 Most pleasant aspects

- a. The choice of academic courses for the programme is very interesting
- b. The future teaching methods of the programme e.g. distance learning
- c. The discussions were rich and serious in general
- d. Interaction during the entire day enabled us to go into deeper dimensions of the project

2.6.5. Suggestions for improvements

- a. More information exchange on the Regional Masters Programme for the Great Lakes Region (particularly for the purposes of the mini-consultation of Rectors).
- b. Find a good source of financing to train many people in the region.
- c. Lobby for the programme as its “God-parents”
- d. More motivation for participants: an increase in per diem for participants
- e. Push for the beginning of the planned programme
- f. Immediate completion of discussion of budget and financial issues.
- g. More and longer meetings of experts and rectors in the region
- h. Strengthen the media sector in the region
- i. Strengthen networking in the region
- j. Organize regional symposia and conferences on the theme of: “Attaining Peace through Research and Training”

2.6.6 Concluding remarks on the Evaluation of the Regional Media for Peace Meeting

The lowest scores were associated with ICT services in the hotel as well as meals, specifically lunch. As will be explained in Chapter 3, Safari Sun Club had just opened and was still installing some technical equipment. Hopefully, their ICT services will be installed soon, which will improve the communication environment.

Meals: Breakfast and supper were quite well organized. Lunch was relatively poor in content and quality. A suggestion may be made to the hotel to stick to the buffet menu for workshops.

Communication prior to the meeting was also rated low. This will continue to be a major issue in the Great Lakes Region as long as regional infrastructure remains under-developed. The new contacts obtained should enhance our communication with the region.

Logistics, such as stationery, documentation, etc, were inadequate. This calls for efforts to be put into timely reproduction of working documents, reference materials and conference room equipment.

Participants noted that the meeting was “Very participatory in spite of the challenge of bilingual communication”.

It was gratifying to notice that participants were “happy with the teaching content [they] selected for the programme”. They registered appreciation for the “serious” and “rich” “regional” discussions.



The Regional MA Media for Peace Meeting, Sun Safari Club Hotel, Bujumbura.



The Mini-Consultation of the Rectors of the Great Lakes universities, Sun Safari Club Hotel, Bujumbura.



Meeting of the Vice President of Burundi and the UPEACE delegation, Bujumbura.



Trying out “Tambourine” skills-UPEACE and participant, Joint Supper at *La Pirogue*, Lake Tanganyika Beach, Bujumbura

3.0 Mini-Consultation of Francophone Rectors from the Great Lakes Region

3.1 The joint session with the Regional MA Media for Peace

The meeting started off with the joint session with the media specialists. The media specialists who had been meeting as the technocrats of the MMP presented their recommendations to the Rectors. This was followed by an introductory session. It was noted that issues of food and peace need to be given due attention within the regional programme as this has been recognized to be at the root cause of many conflicts in the region.

It was also noted that the integration of the DR Congo in the regional programme was not given a specific due date although this was an issue of great urgency. The UPEACE Dean of Africa Studies explained, stating that this is a pilot phase of the programme. Greater efforts need to be immediately put into finalizing the syllabus, planning and starting implementation. The recommendation of expansion of the programme to the DR Congo needs to be presented and approved, by the planning and policy organs of the UPEACE Africa Programme. It also requires planning and fund raising as covering the DR Congo means a bigger institutional challenge.

In their final observations, the Rectors agreed that the question of integrating the DR Congo is urgent but needs institutional consultation beyond the realm of the Mini-Consultation as part of follow-up action. The Rectors and their representatives also noted that the recommendations presented by the regional media specialists were important for the success of the MMP and they thus approved and supported them. They also promised to promote a positive reception of the report of the regional meetings when it is submitted to their universities.

Following the introductory joint session, the media specialists, the Rectors and their representatives visited the campuses of the National University of Burundi (Kiriri) and Light University (headquarter campus). The participants were later hosted to a joint tropical supper and traditional performances at “La Pirogue” on the shores of Lake Tanganyika.

3.2 Introducing UPEACE and the Africa Regional Programme to the Francophone Rectors

Unlike the first meeting which was conducted partially in English and French, the meeting of the Rectors and their representatives was conducted purely in French. This marked the linguistic and programmatic shift towards “la francophonie”. The Rectors hence took time to present their institutions and their educational activities within the Francophone Great Lakes Region.

This being the first encounter with the Francophone Rectors, the mission of the University for Peace, its objectives, its pedagogical approaches and the Africa Regional Programme were presented. Following Dr. Natukunda’s presentations by flip chart, working documents, and audio visual illustration with the short “News for Peace” CD-Rom, the Participants raised several questions and points for clarification.

It was pointed out that the location of the UPEACE headquarters and campus in Costa Rica was of geographically symbolic importance, in that Costa Rica abolished the army as an institution since 1948 and has demonstrated consistent commitment to peace in all its policies.

The Rectors enquired about the advantage of the UN “affiliation” of UPEACE. It was explained that this UN affiliation accords UPEACE the UN global mandate and recognition, while it offers UPEACE flexibility in its operations, such as fund raising for its activities. The UN affiliation also guarantees UPEACE and its decentralized units, the legal status of an international organization.

Concerning the proposed activity of the MMP, the Rectors were very enthusiastic and anxious as to its implementation, as it was considered an area of critical need. Many of the universities have received requests for courses in the field of media and mass communication, but failed to start such programmes due to the lack of human resource capacity to lecture at the university level. They also underscored the fact that peace is a development ingredient that continues to be very scarce in the Great Lakes Region. The Regional MA “Media for Peace” according to them would be a welcome solution on several levels.

The Rectors enquired whether, in certain contexts, such as Burundi, the MMP could not have a single site with several participating universities. In response, it was observed that the organizational arrangements of MMP can be negotiated to fit the innovation, creativity and flexibility of each country as long as this does not disturb the financial or planning harmonization at the regional level. The National Coordinating Committee for instance, can be co-managed by two or more universities as long as this is specified to the other partner universities.

3.3 Evaluation of the Mini-Consultation of Rectors from the Great Lakes Region

3.3.1 Ranking of planning and implementation of the meeting activities following the scale of 1-4		
a	Communication prior to the meeting	3.13
b	Accommodation	4.00

c	Transport from airport and during workshop	3.50
d	Venue of meeting	3.75
e	Meals	3.37
f	Services of communication and IT equipment	1.00
g	Logistics e.g. stationery	3.25
h	Organization of the programme	3.25
i	Content of the programme	3.37
j	Timing: length of sessions	3.12
k	Choice of resource persons	3.75
l	Mode of delivery	3.75
m	Interaction and networking	3.50

3.3.2 Contacts in future: See participants list of Rectors' Mini-Consultation.

3.3.3 Aspects least pleasing:

- a. Report of MMP was not written on time
- b. Lack of internet services
- c. Non-respect of starting time
- d. Absence of the media experts document for analysis (The report of the MMP was presented orally to the Rectors due to secretarial constraints at the meeting).
- e. Improvisation for the DR Congo (DR Congo invitations could not be delivered early due to communication problems with that country from the Costa Rica Campus. The Congo Rectors were instead invited by phone from Bujumbura).

3.3.4 Suggestions for improvement:

- a. Keep contacts between the universities and UPEACE
- b. More interaction, a good system of networking
- c. More frequent inter-university consultations
- d. Designate a contact person in the region
- e. Designate a resource centre in the region
- f. Strong support to regional university network
- g. A focal point of UPEACE to be based in each country (monitoring and evaluation)
- f. General: Rectors proposed acronym for UPEACE in French; "UPAX".

3.3.5 Concluding remarks on the Evaluation of Mini-Consultation of Rectors in the Great Lakes Region:

- The major constraint noted in the evaluation of the Mini-Consultation was the lack of IT facilities at Sun Safari Club Hotel. The hotel has just opened and is in the process of installing communication services. The point is well noted for the planning of future activities.
- Communication with the DR Congo was another difficulty in planning for the meeting. New addresses have been obtained to assure prompt communication with the partner institutions in this country.
- Lack of translation of the working documents for the Mini-Consultation was an aspect noted as a serious shortfall in the organization of the meeting. The detailed verbatim translation during the meeting allowed us to operate quite well; however, this is an issue that needs our immediate institutional attention as we launch activities in Francophone Africa.
- It was also observed that arranging joint activities places a double constraint on the Organizing Committee as one group has to be comfortably seen off while continuing with the activities of the second group.

- In spite of the areas of improvement noted in the evaluation, the overall feeling at the closing of the meetings was that the two activities were highly productive and generated a lot of enthusiasm.

4.0 Findings of the Mini-Assessment of UPEACE Partnership with Francophone Universities of the Great Lakes Region

Following the introduction of the programmes of UPEACE and the activities of its Africa Regional Programme, it was necessary to assess the interest of the Francophone universities in three major issues: partnering with UPEACE; existing capacities for such linkages, and weaknesses that would have to be overcome. This information was collected through the use of a needs assessment matrix (annexe 5.4)

Mini-Assessment of UPEACE Partnership with Francophone Universities in the Great Lakes Region

1. Existing practice of peace/human rights related studies

Yes	(6)	75%
No	(2)	25%

2. Institution of attachment of peace related studies

- CEPEG: Centre Public de Gestion et de Prévention des Conflits, Université Catholique de Bukavu
- DESS : Diplôme d 'Etudes Spécialisées en Droits de l'homme et Education `a la paix
- Faculty of Law: Centre for Reconciliation, Université Catholique de Bukavu
- Chair UNESCO: Diplôme d'Etudes Spécialisées en Droits de l'homme
- Course: International Human Rights, Université de Ngozi
- Centre: Centre for Conflict Management, Université de Rwanda (Butare)

3. University's planned intention to integrate such studies:

Yes	(2)	25%
No	----	----

Planned activities:

- Conferences on peace/conflict issues
- New programme - Faculty of Law

4. Ranking of importance of UPEACE partnership:

4- Of very high importance	(6)	75%
3- Averagely interesting	(2)	25%
2- Fairly interesting	----	----
1- Not of any importance	----	----

5. Motivation to partnership:

- Divided state of the nation
- Help find a peaceful resolution to our conflicts
- Research on issues dealing with peace and conflict, including documentation
- Exchange experiences

- Technical support
- Host MA Media for Peace, university has a Faculty of Communication
- Move to academic teaching, leading to specialized degrees
- The specificity of UPEACE activities and relevance to actual situation in the Great Lakes Region

6. *Expressed needs of support in peace related studies;*

- | | | |
|--|-----|-----|
| a. Curriculum development media and peace | (5) | 25% |
| b. Capacity building – training the trainers | (7) | 30% |
| c. Research and publication | (6) | 30% |
| d. Technical support | (2) | 10% |

7. *Institutional strengths from universities*

- a. Human resource potential
- b. Research activity potential
- c. Experience in organizing – scientific encounters
- d. Hosting infrastructure for sub-regional activities
- e. Existing units which are offering studies in line with UPEACE
- f. Institution committed to regional and interactive cooperation
- g. Availability of a printing house which has a working relationship with our campus.

8. *Institutional weaknesses to overcome*

- a. Currently under a conflict zone
- b. Lack of teachers/research in the peace field
- c. Lack of IT equipment, VSAT connection
- d. Lack of financial resources e.g. scholarships
- e. Lack of digital library
- f. Lack of modern audio-visual and distance learning teaching materials
- g. Train people who can actually implement what they have learned
- h. Lack of documentation on ongoing peace initiatives in Africa and the world.

9. *Elements of social capital being brought to the partnership.*

- a. Participation in several sub-regional research programmes
- b. Capacity for trans-border research from our geographically advantageous location
- c. Presence of a multicultural society of Rwandan, Burundian and Congolese students in our university
- d. Cooperation agreement with other universities
- e. Link with UNESCO, FAO, AVU, CICR(UK), and other international organizations
- f. High student enrollment and high demand for training in human rights/peace studies
- g. Already training students towards national and regional reconciliation
- h. Already practicing student and teacher mobility, AUF Programme

10. *Facilities available in Universities*

	I	II	III	IV	V	VI	VII	VIII
a. Conference hall	200	60	200	150	30	40	50	-----
b. IT facilities	40	10	30	15	30	40	40	-----
c. Library	---	---	Yes	---	30	100	Yes	Yes small

d. Accommodation	Nearby	CELAB	Hotel	Nearby Hotel	Hotel 50	Hotel 80	Guest house / hotel 50	Guest House + Motel
e. Catering service	30	CELAB	Hotel	Hotel 60	Hotel 50	Univ. Club 60	50	Guest House + Motel
f. Transport (bus)	Yes	Yes	Hire	Yes	Hire	Yes	Yes	Yes
g. Logistical assistance	Yes	Yes	Yes	Yes 60	Yes 50	Yes (60)	Yes	Yes limited
h. Secretarial support	Yes	Yes (autonomous)	Yes	Yes 60	Yes 50	Yes (60)	Yes	Yes limited
i. Conference equipment	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes limited
j. Audi-visual and photo coverage	Yes Audio	-----	Yes	Hire	Nearby hire	Nearby ISJO	Yes	Nearby ISAV
k. Academic voluntary support	Yes	----	Yes	Yes	Yes	Yes	Yes	Yes jointly with UCB

Key to universities:

- I. Université du Lac Tanganyika
- II. Chaire UNESCO en Education à la Paix et Résolution Pacifique des Conflits.
- III. Université Lumière de Bujumbura
- IV. Université nationale de Burundi
- V. Université de Ngozi
- VI. National University of Rwanda
- VII. Université Catholique de Bukavu
- VIII. Centre Universitaire de Bukavu, "C.U.B"

General remarks:

For certain activities some universities are ready to co-host the regional events

For one university, the students associations train for volunteer services for inter-university activities. These would be volunteers for regional activities.

4.1 Conclusion of the Mini-Assessment:

- Most of the universities invited were already offering peace and human rights related courses or programmes. Half of them have existing specialized centres or units for these programmes.
- The majority of the universities attach a very high value to partnering with UPEACE.
- Motivation for partnering with UPEACE is directly related to the expressed needs of the universities and their concern for offering relevant education for a conflict-shattered region.
- The expressed needs of the universities range from capacity building, to strengthening research and publication, curriculum development and technical support, by order of priority.
- UPEACE would stand to gain from the institutional strengths brought in by the universities. These vary from potential human resource capacity, to existing

infrastructure and the institutions' commitment to regional and international cooperation.

- The Universities were aware of institutional weakness that they were challenged to overcome in order to make the partnership a success. These included the challenge of being in a conflict zone, insufficient human and financial resources, library and documentation facilities, distance learning teaching material and practicality of the graduates under training.
- All the universities had diverse elements of social capital to bring to the partnership including their current involvement in inter-university and trans-border academic programmes, as well as collaboration with other continental and international organizations.

Most universities professed average capacity of conference, ICT, library, accommodation, catering and transport facilities. But such services were noted to exist for hire in their proximity. All the universities offered logistical support for financial accounting, administrative and secretarial services, P.T.O. as well as voluntary academicians and in some cases, students' support during joint activities.

5.0 Annexes

5.1 Programme of the Joint Activities

Regional MA in Media and Peace + Rectors Mini-Consultation - Programme		
Date	Hours	Activity
20 th February	All Day	Arrival of organizers
21 st February	All Day	Arrival of media experts
	Afternoon	Organizers' coordination meeting
22 nd February	Morning	Introduction, briefing and presentation of Regional MA Meeting expectations. Summary of progress since 2003
	Afternoon	Sessions – Discussion and work on programme development within context of UPEACE
23 rd February	Morning/Afternoon	Regional MA experts continue work on programme
	All Day	Arrival of the Rectors
24 th February	Morning	Regional MA experts conclude their meeting
	Afternoon	Joint session with media specialists. Joint visits to universities in Bujumbura.
	Evening	Joint GLR supper
25 th February	All. Day	Departure of media specialists.
	9:00 – 9:30	Rectors - Introductory section: The GLR and the universities invited
	9:30 – 10:30	Presentation of UPEACE: mission, goals, objectives, programmes of UPEACE; discussion.
	10:30 – 11:00	Coffee break

	11:00 – 12:30	The Africa Regional Programme: goals, objectives, priorities, structure, challenges, future activities; discussion.
	12:30 – 2:00	Lunch break
	2:00 – 3:30	Assessing universities needs relating to education for peace (At the university, country and regional level)
		Fill in Assessment Matrix; discussion based on completed matrix
	3:30 – 4:00	Assessing available opportunities and facilities
	4:00 – 4:30	Tea break
	4:30 – 5:30	Conclusion and recommendations
26 th February	All Day	Departure of Rectors + Wrap up Meeting

5.2 List of Participants of the Regional MA meeting

List of Participants of the Regional MA Meeting		
Name	Institution	Address
Dr. Goretta Nassanga	Makerere University	Senior Lecturer/Head of Mass Communication Department Makerere University P.O.Box 7062 Kampala Tel: (256) 41 5439 Cell: (256) (0)77 503 878 E-mail: nassanga@masscom.mak.ac.ug UGANDA
Ms. Margaret Jjuuko	Makerere University	Makerere University Mass Communication Department P.O. Box 7062 Kampala E-mail: Margaret@masscom.mak.ac.ug Edjuma2001@yahoo.co.uk UGANDA
Prof. Jean-Pierre Gatsinzi	National University of Rwanda	Prof. and Director School of Journalism and Communication National University of Rwanda B.P. 337 Butare Tel: (250) 0856-8570 (mobile) (250) 0818-3517 (office) E-mail: Gatjp2002@yahoo.fr gatsinzij@hotmail.com RWANDA
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Mr. Julien Nimubona	Lake Tanganyika University	Dean of Social and Political Science Lake Tanganyika University B. P. 5403 Tel: (257)-(0) 822 025 (mob) (257)(0) 243 645 (Bureau) E-mail: julbona@yahoo.fr BURUNDI

5.3 List of participants of the Mini-Consultation of the Francophone Universities

List of Participants to Tte Mini-Consultation of Rectors from the Francophone Region of the Great Lakes 23-25 February 2005, Bujumbura, Burundi		
Name	Institution	Contacteur A
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M. Emmanuel Nyabyenda	Centre Universitaire de Bukavu	Sec. Général Administratif Centre Universitaire de Bukavu Bukavu Tél: (243) 081 318 3332 (250) 0853 9430 E-mail: Ngayevariste@yahoo.fr REPUBLIQUE DEMOCRATIQUE DU CONGO
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5.4. Assessment Matrix

Mini-consultation of the Rectors of the Great Lakes Region
Bujumbura, Burundi
23-26 February 2005

Matrix of necessities

Name of Rector: _____
Name of Institution: _____
Country: _____
Location from City: _____ Km.
Phone Number: _____
Address: _____
Email address: _____

1. Is your institution conducting peace/human rights related studies?

Yes _____ No _____

2. If yes, please indicate in which unit.

Department/Centre/Faculty of

Contact person

Email: _____ Telephone _____

Fax _____

3. If no, does your institution have plans of integrating the studies mentioned in Question 1.

4. In terms of partnerships with UPEACE, indicate if this idea is:

- a) Of very high importance
- b) averagely interesting
- c) fairly interesting
- d) not of any importance

5. Why would you like a partnership with UPEACE? (Motivation)

6. What needs in peace related studies would you like UPEACE to assist your University?

- a) Curriculum Development
- b) Capacity Building
- c) Research and Publications

7. If the partnership was to occur between your institution and UPEACE, what strengths would your institution present?

- a)
- b)
- c)

8. What weaknesses would we have to overcome in order for the partnership to flourish?

- a)
- b)
- c)

9. What elements of social capital would your institution be bringing to the partnership?

- a)
- b)
- c)

10. What physical capacities would you be able to bring to the UPEACE regional network? (from past experience, an average UPEACE activity would involve 60 participants)

a) Conference Hall (Indicate maximum accommodation)

b) IT facilities (Computer lab, printers, Internet access, etc.) _____

c) Library _____

d) Accommodation on campus or nearby hotel _____

e) Catering services _____

f) Transport (Bus) _____

g) Logistic assistance (Admin, Travel, Accounting) _____

h) Secretarial support _____

i) Conference Equipment (Projectors, white boards, photocopier, etc)

j) Audio-Visual and Photo coverage equipment (Internal or near by professional facilities)

k) Academic voluntary support _____

Thank you for your contributions.