



**International Conference on
“Strategies for Peace with Development in
Africa: The Role of Education, Training
and Research”**



REPORT OF THE INTERNATIONAL CONFERENCE ON:

**”STRATEGIES FOR PEACE WITH DEVELOPMENT IN AFRICA: THE ROLE
OF EDUCATION, TRAINING AND RESEARCH”**



Organised by the University for Peace and African Union Commission

**Held at the African Union Headquarters,
Addis Ababa Ethiopia**

12-14 June 2006

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INTRODUCTION

The University for Peace, in conjunction with the African Union Commission held a Conference on the theme **Strategies for Peace with Development: the Role of Education, Training and Research** from Monday 12 June to Wednesday 14 June 2006 at the Headquarters of the African Union in Addis Ababa, Ethiopia. The Conference focused attention on the need to integrate the challenges of achieving peace in Africa with those of securing sustainable development. Expected outputs included the identification of specific lines of action to strengthen and mobilize education, training and research, to build the foundations of peace and development in Africa.

The Conference sought to achieve two broad objectives, namely:

- a. To focus policy attention on strategies to integrate peace with development: to ensure that measures to reduce poverty, to generate employment and to promote economic and social progress are mutually reinforcing policies to reduce violence and conflict and to build peace and good governance;
- b. To identify specific needs and targeted follow-up activities where education, training, research and the dissemination of knowledge can be focused to advance peace and development.

Participation

All Member States of the Peace and Security Council of the African Union were invited, along with the regional economic communities, academics from partner universities, members of civil society and non governmental organisations, development agencies, women's groups, youth representatives, etc. Of these, 92 persons from 26 African countries from all the sub-regions, the sponsoring organizations (UPEACE and the AU), European academics and a representative of the UK Department for International Development attended the Conference.

Methodology and Organization of Work

The Conference was highly interactive and employed the method of expert paper presentations, working group discussions, sharing of experiences and panel sessions to achieve its objectives. There was also an Opening Session on the first day during which statements were made by the Rector of UPEACE, Julia Marton-Lefèvre and His Excellency the Minister of Education of Ethiopia, Dr. Sintayheu Woldemichale. The Conference was officially opened by His Excellency Patrick Mazimhaka, Deputy Chairman African Union Commission. The Conference elected Ambassador Mohamed Sahnoun as its Chair, and Dr. Shedrack Gaya Best as General Rapporteur. For the better part of the first day, papers were presented by resource persons on various aspects of the Conference theme, followed by discussions and sharing of experiences. The Conference also broke into three working groups where participants discussed specific themes in depth, followed by plenary sessions to receive and discuss reports of the groups and adopt this Conference report.

Recommendations

Resulting from all the paper presentations, sharing of experiences, analyses and discussions during the three days of the Conference, key conclusions were reached that constitute the bases for recommendations made by participants. In making these recommendations, the Conference was mindful of other processes and efforts taking place within the AU mechanism and framework, and sees these as complementary to such initiatives. The Conference recommendations are as follows:

Recommendations of a general nature:

1. It is necessary to develop and maintain capacity for peace and development at all levels through training, education and research.
2. There is need to allocate and invest adequate resources to education for peace and development at the national, regional and continental levels.
3. There is need to strengthen African institutional capacity (AU, African regional economic communities, civil society, government institutions, community groups, etc.) to undertake peace research and development.
4. Women should be supported to play more roles in peacebuilding and development; the positive and crucial roles women play should be highlighted and shared and taught across the continent as best practices.
5. It is necessary to build the capacities of future African leaders from the ranks of the youths through capacity building and research.
6. Teacher education, especially the one relating to peace and development, should be decentralised and brought closer to the local communities for maximum functionality.
7. Peace and development educators, researchers and practitioners should pay equal attention to internal as well as external actors in Africa's conflicts.

Specific Recommendations for Action:

8. A broad-based curriculum on peace education and development should be produced by UPEACE and partners, for African institutions at all levels, taking into consideration national peculiarities and contexts.
9. UPEACE should facilitate the creation of a network of African peace and development researchers, educators, practitioners and policy makers to share experiences and best practices from the African region and from other parts of the world. Sub-regional hubs should also be set up within the regional network for ease of operations.
10. The Conference, noting the importance of culture and African endogenous methods of conflict prevention and management based on African values, recommends to UPEACE and its partners that these methods be documented and developed for teaching, research and education throughout the African continent.
11. UPEACE and the AU should consider holding annual working meetings to discuss and review the development of the issues of education and peace.

12. Regional civil society organizations should spearhead the drafting of A Code of Conduct to assist civil society groups and the private sector, working with peace and development in Africa.
13. UPEACE's work with the media was noted as the role of the media is vital in peace education and public enlightenment for peace and development. This role should be strengthened with particular emphasis on community radios, national and continental media houses capable of disseminating and exchanging peace and development initiatives across the continent.
14. UPEACE and the AU Commission should work to create linkages with the African Diaspora towards coordinating and utilising their resources positively for peace research and development in Africa.

Responsibility for Implementation

Different parties and stakeholders are required to actively participate and collaborate to bring about the implementation of these recommendations. In particular, the University for Peace and the African Union should take responsibility for coordinating and implementing the aforementioned recommendations. The Conference noted that different parties are already doing work in some of the areas where recommendations were made, and encouraged them to continue with such work.

In addition to these key actors, UPEACE and the African Union should mobilise and utilise all groups and parties represented at this Conference as highlighted under the participation section of this report and who may be crucial to the successful implementation of the recommendations.

Time Frame

The recommendations should be reviewed within the first six months of adoption and again after a year to determine the degree of success of implementation, challenges and threats, as well as new opportunities that may emerge.

DETAILS OF CONFERENCE PROCEEDINGS

PLENARY SESSION 1: OPENING OF THE CONFERENCE

The Conference opened at 9:10 am on 12 June 2006 with a statement by Ambassador Sahnoun, as the Chair, who stressed the significance of the Conference based on the crucial relationship and need for integration between peace and development in Africa. The Chair went through the structure of the Conference for the next three days, and thereafter invited the Rector of the University for Peace, Julia Marton-Lefèvre to make a statement.

UPEACE Rector:

The Rector welcomed all participants and delegates and paid tribute to the reputation of Addis Ababa for hosting functions of this nature. She made reference to her short tenure so far as Rector of UPEACE and her concern about the gap between peace and the issues of development, and therefore the need for links between peace and sustainable development. The Rector further referred to an important statement by UN Secretary General which links peace with security, development and human rights. She traced the origins of the University for Peace and its mission and objectives to promote peace, understanding, cooperation among people towards progress; all to ensure an equitable world for now and the future, for a dignified and peaceful life for humanity.

UPEACE was created by the UN as the only university devoted to learning and teaching peace, but in spite of the UN logo it carries, it is neither funded nor instructed by the UN. It has to raise its own funds from donors and has so far been funded by governmental donors such as the UK Department for International Development (DFID), the principal sponsor of this Conference. The Honorary President of the University, she said, is the UN Secretary General., and a distinguished group of individuals make up its Council The Rector explained that Costa Rica hosts the university because it is an example of a country that sets out to pursue peace and has achieved development as a result. She further described the programmes of UPEACE, its students, the cultural diversity of the University, the curriculum, the alumni and their engagements, the regional programmes of which the Africa Programme is the largest. She announced plans to launch distance e-learning programme next year, and the preparations of toolkits for teachers, to reach even more people with UPEACE materials.

The Rector ended by noting that the Conference makes a seminal contribution to a way of thinking in Africa, namely the interface between peace and development. These are linked to our education and educational institutions. The MDG, NEPAD goals, etc. all bring to us the African experience and the need to integrate peace and development. Huge financial resources are put into conflict yearly, but the hope is that more funds can go into supporting education for peace and development. Education is a way of providing for the future, and as such the Conference is timely.

Minister of Education of Ethiopia:

The Minister of Education of Ethiopia, Dr. Sintayheu Woldemichale, began by noting that peace, even though elusive, has been the agenda of all people mainly because it accelerates development. He highlighted some of the challenges faced by humanity: terrorism, poverty and hunger, HIV/AIDS, globalisation, threats to women and children, deprivation of human dignity, ignorance; marginalisation on account of ethnicity, gender and religion, social depression, deprivation of basic human rights, intolerance, etc. These

have helped to create a culture of war and violence that have disturbed the peace. Bad governance and intolerance of cultures have equally been responsible for the lack of peace globally. The world is interdependent and interconnected, but this needs to be addressed positively to find new solutions. We need a culture of peace. Hunger, poverty and disease have to be defeated before violence can be ended globally. A worldwide culture of peace is necessary, and peace education as a part of our education has to be key element in building that culture. Educators must look up to the peace practitioner; attend to teaching the skills of peace, etc. The young should be educated to find non aggressive alternatives of doing things.



The Minister added that gender equality and human rights are aspects of development, but unequally distributed globally leading to conflict. The growing violence against women is unacceptable as women remain the greater victims, but women make a difference when they are involved in decision and policy as they help keep the future secure. They have greater interest of society in mind.

He informed the Conference that the Ethiopian government has been investing in democratic governance and development. Education is believed to play prominent roles in peace and education. He saw a contradiction between advances in science and technology in the world in this century on the one hand, and the lack of opportunity in other parts of the world on the other hand. He highlighted the efforts of the Ethiopian government to make education for peace as widespread as possible and said that “peace education must be incorporated in the curriculum as much as reading and writing, thus UPEACE must receive the support of the entire African community.

Deputy Chairman, AU Commission

Next was a statement by H.E. Patrick Mazimhaka, Deputy Chairman of the AU Commission. He first apologised for the absence of the Chair of the AU Commission. He informed the Conference that the AU co-sponsored the Conference for three reasons: a) Because AU members are also members of the UN; b) The AU recognises the importance of the UPEACE and its work, having been working with the leadership of the UPEACE and the Africa office for the past year; c) The AU has been dealing with issues of peace, security, development, poverty, and as such not an island but must join the world in dealing with peace and security issues. Africa, according to him, shares the burden of maintaining peace and development, even though may not be at par with the G8, for instance, on development issues. Human security is important for development and Africa needs to establish an appropriate framework for development, and this must be anchored on peace.

He added that the dominant approach to peace has been combat, fighting and controlling. A paradigm shift is occurring today, based on peace and peace education aimed at changing approaches. The challenge facing Africa is to establish a balance between the state as a legitimate institution, and the civic responsibility of the citizens. Awareness, advocacy, are important ingredients.

He concluded by saying that the AU is building resources for conflict prevention and management through the Peace and Security Council. There is need to include ingredients of peace education. They raise the need for the AU to revise its approach to find ways for peace education and researching peace and development.

Election of Bureau

Dr, Jean-Bosco Butera, Director of UPEACE Africa Programme, led the meeting through the election of the Conference bureau. Ambassador Mohamed Sahnoun was proposed and elected as Chair for the Conference, and Dr. Shedrack Best as General Rapporteur General.

The following persons were elected as Chairs and Rapporteurs of the Conference Working Groups:

Group 1:

Chair: Professor Tirussew Teferra
Rapporteur: Richard Akum

Group 2:

Chair: Professor Abdalla Bujra
Rapporteur: Assong Julius Undah

Group 3:

Chair: Dr. Monica Juma
Rapporteur: Alemayehu Eyasu

The agenda and work plan were also approved.

PLENARY SESSION 2: PRESENTATIONS

The second Plenary Session witnessed presentations by invited speakers in the order presented below.

a) Dr. Tim Murithi, Centre for Conflict Resolution, University of Cape Town on: “African Approaches to Building Peace and Social Solidarity”.

Began with background to the perversity and prevalence of conflict in Africa and how violence led to breakdown of societies and created damage in different forms and areas, but especially in the area of social solidarity which collapsed. Competing self interests persist, colonial legacy ravages, social security systems were not put in place, etc.

The paper stressed the importance of African culture, and then identified and discussed specific African indigenous approaches to building peace and strengthening social solidarity such as the Gacaca in Rwanda, Ubuntu, the *mato oput* among the Oholi of

Uganda. It further examined why it is necessary to build peace, the role of the indigenous approaches and how to promote pan African solidarity.

Strategies suggested for developing education, training and research in indigenous approaches to building peace include:

- ✓ Education and training programmes to be organised for officials and civil society actors and citizens based on African values.
- ✓ Interview elders and document the sources of African wisdom.
- ✓ Prepare teaching and training material and develop curricula on how indigenous methods will be transmitted in educational programmes.
- ✓ Train qualified teachers who can facilitate the indigenous methods.
- ✓ Establish partnerships with international agencies and organisations like UA, UPEACE, UNESCO, NGOs, etc., and to ensure international support for these approaches.
- ✓ Disseminate and operationalise educational programmes on indigenous methods.

Discussion of Tim Murithi's Paper by Participants

The Chair Person added to the presentation the cases the House of Chiefs system practiced in Botswana for a long time as another African example of how indigenous methods have been used for conflict resolution.



A contributor drew attention to the need to have an approved format for the Conference being an academic environment. He advocated for an agenda for peace building based on the peace processes such as the Liberian and IGAD efforts, arguing that discussions of experiences should be included even though outside the agenda, because the agenda need not be rigid. Acquired skills of violence from media and external films, colonialism, slavery, etc. have been ravaging Africa but for which Africa had no hands in creating.

The Chair suggested this was already done in the early part when Dr. Butera went through the Conference format, but then indicated there is still opportunity in the course of the meeting for those issues not adequately captured.

A delegate from Senegal noted that the justification for the Conference is based on the conflicts and problems of Africa, but queried why in spite of all efforts for peace in Africa, peace has eluded Africa? This was traced to the absence of peace education and the links between peace and development. The contribution thought we underestimate the role of culture which even the Charter of Human Rights underscores. Positive cultural values can help us reconcile and build peace. In francophone Africa, development efforts, we were told, was based on modernisation or westernisation. African values were presented as obstacles and so lost gradually. We were taught family values, reconciliation, non conflict approaches. The youths have forgotten these values and need to be taught peace education and inclusion of African positive values in families and elementary schools. Research which is aimed at seeking the positive values of Africa is also required.

The representative of Forum for African Women Educationists (FAWE) showed appreciation for Dr. Murithi's use of the Acholi culture in Uganda. However, she drew attention to a major conflict between the church and the practice of this tradition. The question then is, how does the community carry out a cultural practice viewed by the

church as evil? The main traditional priests are uneducated and so looked down upon by the elites and are shunned by the elites and the church. The contributor called on UPEACE and the AU to encourage the elites to embrace at least the good aspects of the practice.

In addition, the Acholis do not have the death penalty in their tradition, and this may encourage rebels to perpetrate their acts of violence as witnessed in the case of Northern Uganda.

Next intervention appreciated the value of indigenous methods of resolving conflict, but drew the presenter's attention to the need to look for the different types of indigenous methods. Many of the indigenous approaches have shed off some of their characters and taken on new values. In understanding them, it is good to look at the positive elements as these can be altered by politicians for political gain. Some of the practices have to be revised because they are over centuries old, but in modern times. Some could be useful, but others could also aggravate the conflict because of clashes with modernity. Finally, he cautioned against the tendency to reduce conflicts to material and elite struggles: elites struggle for material issues. This blows resource mobilisation theory as against seeing every conflict with its own causes.

A Malawian delegate observed that the seminar is taking place at an opportune time because many of the countries have either emerged or are emerging from conflict, and now is the time to build the peace with UPEACE having a huge role in that. In this agenda, countries emerging from conflict should be given an opportunity to benefit from Conferences of this nature through enlarged representation.

A participant noted that the AU last week was emphasising the gap in the indigenous methods of conflict resolution and urged Dr. Murithi to have an interface with the AU to imprint the ideas into the AU framework. There is still need to sell our hybrid models to the grassroots so that they embrace it to make it work.

The University of Jos delegate addressed a question to Dr. Murithi, on the challenges these traditional methods of conflict resolution pose to those countries with cultural and religious plurality. How can the framework be extended when there is not a single culture?

Dr. Murithi's response

Dr. Murithi addressed the conflict between the church and tradition, referring to Bishop Tutu's experience. He sees a need for dialogue between the church leaders and those of the traditional practices. He opines that Ubuntu, for instance, reinforces rather than hinders Christianity but only dialogue can bring out the complementarity.

The effects of colonisation, modernisation can indeed remove or add new forms and values to culture. He conceded.

Resource mobilisation theory: This was not the only framework adopted. It was only an anchor to buttress a certain point.

There is agreement on the need for interface with the AU and Dr. Murithi agreed to take it up as long term strategy.

Grassroots levels of engagement are unevenly applied. In Darfur, for example, there are traditional processes but least used at the local level.

On diverse societies, the point is that lessons can be learned based on principles of community, consensus building, etc

Religion and tradition. Amb Sahnoun reiterated this issue based on his work in Somalia. He thinks that religion does not hinder the use of traditional methods as in his experience, the traditional elders have roles that are accepted whatever the extent of religion.

b) Dr. David Francis, Director, Africa Centre for Peace and Conflict Studies, Bradford University, UK, on “Nexus of Peace and Development in Transition Societies: Strategies to Link Peacebuilding and Sustainable Development”.

The paper noted that the need for international interest in the nexus of peace and development stems from the devastating effects and negative indicators of conflict in Africa, such as violence, war, poverty, deprivation, HIV/AIDS pandemic, undevelopment, etc. The assumed relationship between conflict and development led to a new industry of peace and development. Donor agencies want to hear about poverty, development, and peace which drive everything.

The paper looked at the challenges and opportunities presented by the transition from war to peace in Africa, reforms in post war societies. Specific mention was made of university level curricula, ministry of education and schools curricula reforms, military and police/security sector reforms, etc.

The origins of peace studies is traced by the author. The tradition is rooted in Africa and has been part of tradition. But the many wars contradict this. The institutions and culture and practice developed by Europeans. He concentrated on the purpose of peace and the resolution of peace by non violence. We must build capacity for peace, but also maintain it. Peace is not homogenous, different cultures see peace differently.

Linking peace and development for teaching raises key challenges. Compartmentalization of peace studies, development studies, security studies, etc. have created problems. The paper suggests strategies for linking Peacebuilding and sustainable development in Africa:

- ✓ The curricula in transition societies should be made peaceful at different levels.
- ✓ Ministries of education/UNESCO partnerships should promote education for peace at primary and secondary levels.
- ✓ African universities should foster strategic partnerships with similar institutions like Bradford, UPEACE Africa, using British Council and DFID facilities etc.
- ✓ Civil society, NGOs and INGOs should support and contribute to education for peace.
- ✓ The culture of peace education should be mainstreamed and institutionalised at different school levels.
- ✓ Degrees, diplomas and certificated programmes, including short courses and seminars are required in conflict and peace.
- ✓ Develop critical mass of expertise in Africa to prevent, manage and resolve conflict and build the peace and to see the emergence of a new Africa, Afro responsibility, etc. This is what peace building and sustainable development is all about.
- ✓ Avoid duplication in Africa, and avoid direct and inappropriate importations. Local ownership and initiative must be developed. Programmes should be demand driven and should be based on the African realism, something context specific to Africa.

Discussion of Dr. David Francis' Paper

The first intervener reiterated the point about the culture of maintenance, stating that Africans lack this culture. Peace and conflict management projects and programmes in Africa need continuity and sustenance and should not be allowed to decay. The participant lamented the increased violence against women and the lack of participation of youths as a result of apathy in the political process. There is increased growth, but also larger levels of malnutrition in the country.

Ms Vanda Santos gave the example of Angola as a post conflict transition society. The government understands peace as the end of the war in the country and not seeing it as linked to the development aspirations of the people. There is need to harmonize the concept of peace among all stakeholders, as well as link it with development.

The third contributor faulted the concepts of development in Africa, especially by western-trained scholars who see development as a race in catching up with developed nations. Civic education is based on instrument developed for the purpose. AU should assist countries doing research on traditional methods, peace and development to document and develop their product which can be used by the AU itself.

A participant pointed to the need to recognise the role of the media in the promotion of peace culture and to make it a key instrument.

Another intervener noted that earlier presentations emphasised formal education within the school environment while ignoring non formal education outside the schools system. In some countries, the university environment has been used to perpetrate violence. When peace education is limited to the school environment, it will fail. It must identify and educate the grassroots groups because not so many people can go to school and university to learn about them.

Concepts, such as **globalisation**, mean different things to us in the grassroots and for many they are jargons and technical. The African society has its own values based on respect for elders. These ideas and concepts with their values are imposed from outside. Any strategy for peace promotion must involve grassroots societies because they feel the impact of the conflict. In Ivory Coast, for instance, it would seem as if violence is rewarded. It is poverty that makes these conflicts revolve and will not stop without a solution to poverty.

Dr. David Francis' Response

The presented agreed that attention should be paid to non formal means of peace education to create a critical mass in transition societies. Peace and development are two sides of the same coin, but security holds the two together. Angola presents a critical example.

c) Prof. Simon Stander, Department of Peace and Conflict Studies, University for Peace, on: "Developing a Curriculum for Peace and Development".

This presentation set out to discuss and share the curriculum of UPeace with Conference participants. In particular, the interface between economic development and peace, political economy as a component of the peace curriculum were shared, and the justification for such an approach by UPEACE. The author explained that UPEACE is free from national curricula and is not responsible to national ministries of education. Participants were introduced to the content of the MA in International Peace Studies of

UPEACE and the different modules offered over a period of 11 months. The political economy approach based on the unity of state and economy, tensions between democracy and capitalism etc. were highlighted, along with sustainable development. The research is linked to peace and development.

The paper concluded by noting that “there is a huge place for training in relation to development ... but the important role for education is the one which chases out the alchemists...”

The meeting broke rose for lunch break after this paper. It reconvened at 2.45

Discussion of Professor Stander’s Paper

Why should the curriculum of UPEACE lead to the award of MA in international peace studies and not just peace studies. Why the emphasis on urban violence and urban economies and not just rural economies since most of the world and Africa are rural? There is the issue of social movements. There are post cold war developments up to September 11th that add up to understanding conflict. Why would the past modules be given 3 hours when there is so much to be understood in that module?



A participant highlighted the need for theoretical construction as priority additional to training. In the Bradford experience, peace is not only theoretical but also applied in skills to enable them use them back in their communities. It encourages an extension to skills and practice with informal means rather than minimisation to theory. This model should be pursued by other training programmes.

The UNICEF delegate queried the foundation course on the absence of leadership behaviours. Most of Africa’s conflicts come from leadership crises. The stable ones are so because of the exemplary leadership of the leaders. There is need for focus on leadership behaviour. Secondly, the leaders are and should be great educators and role models. People see and imitate them so when they provide wrong models, the whole society has problems.

A participant noted problems with the definition of the Nation-State and the problems of power struggle and survival of the fittest in the world. Even though the state was imported to Africa by colonialism, it appears to be the best institution and organisation we have in the world today. If Africa is inhibited by the state, what then is next? If civil society is a fluid organisation around the state, what roles are playable in creating a balance between the state and civil society?

Another delegate drew attention to the theme of the Conference and expressed scepticism about results from the Conference because in the last forty years, many efforts have been put in, with little results. Our education programme must bring together graduates that are ready to change the way things are done, else we cannot get anywhere. The education must bring the results we are looking for.

A suggestion was made to UPEACE to inculcate in their students the notion that the human race has no natural enmity, and humanity has no hierarchy of race and colours, no inherent enmity among religious systems; but that differences are blown by religious and political elites. That people are not blamed for who they are; that relations among nation states are not natural, so are enmities. State systems and their constitutions should be seen for where they contribute to peace and development or nor. The

suggestion to develop curricula that tackle racism, prejudice and hate among peoples and nations was advanced.

Prof. Stander's Response

No strong reason for calling the programme "international" but for inclusion and not localising it to one location.

Agrarian issues: The issues are not narrowly those of development, but they touch on many different issues that address on peace and development. Africa is agrarian in development specifics, but other areas of the world have other emphases, and UPEACE try to capture this global diversity.

U Peace cannot pretend to solve the problems of the world by training people for one year, but only and surely making a modest contribution.

Education for leadership should not be confused with elitism, but good leaders are needed at every single level of society and not just from the top. This way, bad leadership at the top will hardly make a difference because the ones below will keep everything going on.

The UPEACE Rector highlighted how central the leadership training is to the entire training process of the university where they learn from the students and vice versa.

PLENARY SESSION 3: SHARING EXPERIENCES

This session was devoted to the sharing of experiences from individuals and organisations invited for the purpose. Three presentations were slated for the session. The first was from Verne Harris, the Project Manager of the Nelson Mandela Centre of Memory, the second from Hilary Mason from the Global Facilitation Network / Security Sector Reform based at Cranfield University, United Kingdom and the third one from Amara Kenneh, a student leader from Liberia.

1. Verne Harris of Nelson Mandela Centre of Memory, Johannesburg, South Africa on: "Memory and Peace: The Case of the Nelson Mandela Centre of Memory"

He started by reminding the Conference that Nelson Mandela is a symbol of peace, reconciliation and building a future for South Africa and the work of the Centre is all about him and what he stands for. For South Africans it is not about forgetting the past but transcending the past. Mandela appointed the Truth and Reconciliation Commission, which reported in 1998, and final report in 2003 to Mbeki. South Africa dealt with the past using its Truth and Reconciliation Commission.

The foundation leads to just beginning the process of memory work. Verne used power point to make presentation on the Centre of Memory stressing the importance of memory in building a future generation for peace through highlighting good works and positive values. The Centre considers memory as dialogue and the core value which Mandela has given for the Centre is "the call of justice". Mandela has always been a part of a collective which he wants represented in the collection of memory. Many sites of Mandela's lived memory in the Eastern Cape which are close to communities are underscored as part of the project. Verne introduced the Mandela Comic Series which captures the life and times of Nelson Mandela in 11 editions.

2. Hilary Mason, Global Facilitation Network, Cranfield University UK on: “Training the Military and the Security Sectors for Peace: The Role of Global Facilitation Network”.

Ms Mason introduced Conference participants to the work of the Global Facilitation Network in training personnel from the military and security sectors for peace. The core objectives of Cranfield were listed as:

- ✓ Provision of conceptual, theoretical and applied SSR knowledge.
- ✓ Provision of accredited post graduate programmes in security sector management.
- ✓ Development of institutional tools to enhance information and knowledge sharing in relevant SSR issues.
- ✓ Undertaking relevant research that advances the global SSR debate and informs policy analysis.

Ms Mason further discussed the work of the GFN, the distance learning programme and the academic programmes and curricula at Cranfield. She gave examples of a module in Security Sector Governance. She hinted that in addition to the post graduate programmes, executive short courses exist in security sector governance. She outlined the benefits of building a degree in security sector reforms and provided online contacts for those wishing to make further inquiry.

Discussion of Presentations

Prof Mboya from NEPAD opened with a Comment on Centre of Memory, pointing Verne Harris to the importance of the Mandela history, but also cautioning against the danger of making such an important project end up as a mere story instead of one that adds value to the scientific nature of the history which enables the issues to be discussed scientifically in universities. It should help the creation of a new knowledge in search of an African identity. He maintained that a presentation about Mandela should not just be an intellectual exercise because it raises emotions. The contributions of African scholars should be given important consideration. He raised more questions: Could a theory not develop out of the peoples day to day struggles out of their own identity? What has happened to the historical struggles of the people of South Africa? Could all the occurrences and the history not create and generate a theory of human behaviour? These have impacted on other African countries struggling for their identities, e.g. the DRC. He concluded that we should try and develop theories that have a basis in Africa because there are answers and lessons in Africa.

Another contributor pointed out that Hilary’s paper need provide whether the training for Police and military personnel is in contact with transition societies to provide assistance for these countries such that their work is not only theoretical. He added that Cranfield University which offers the training should be close to African countries emerging from conflict.

There was another intervention from an Algerian delegate who suggested that all over Africa, there are many intellectuals, and scientific minds. What the peoples and governments need, to him, is not training a hundreds or thousands of Africans or educating them in finding solution to our problems of peace and development. What we need, he argued, is research and what they found from our history and what lessons we can learn, and how we can tackle our problems. E.g. the history of Mandela teaches Africans that you will never get your rights unless you fight for them; and that leadership at all levels should never be taken as a gift. Self help is what rules and drives the world, based on ability to impose oneself on the world. The idea is that when we have a dispute

in any African country, it reflects on that whole region and the whole continent as well. He encouraged African researchers to furnish us with only what we do not know, such as: Why do we have conflicts and who is making them? Are there foreign fingers and are there non African hands involved? How do we deal with our situation?

A contributor from CCR Uganda asked Ms. Hilary Mason whether as a result of her training and the work of the GFN at Cranfield, she has been able to turn the military away from killing, which is their main mandate. The contributor was unhappy with practices of some peacekeepers whom she thought often violate the rights of women, and sometimes chased away civilians in danger needing help, engaged in looting, etc. She also asked whether from Hilary's experience, she could confirm the claim that women combatants behave and act more peacefully than their male counterparts in battle.



The Chairman asked to know the content of the curriculum. What are the soldiers and Police taught?

Dr Donald Chimankire, Institute of Development Studies, University of Zimbabwe, making a comment on African research, argued that experience shows that African scholars do quality research but the reports are not taken seriously. In addition, research is expensive and African governments do not invest in research. Only those who pay get the work done, and they have their agendas. ECA once commissioned a research into alternatives to SAP, but many African governments did not take the work seriously. There is need to discuss synergies between African scholars and their governments.

Another participant asked how the work of Hilary and the GFN can be related to militias in Africa and DDR programmes on the continent? What is the experience in impacting militias and soldiers with the message of peace?

The content of the syllabus was criticised by a participant as too wide. She emphasised the importance of law in the training because ignorance of the law is a cause of the lack of peace. This explains why many public and private stakeholders including Police act against the law because they do not know about it. The history and trauma of slavery in Africa was identified as an inhibition to development. We need a code of conduct for the police and military in handling vulnerable groups. They also need to know about cultural and ethnic diversity in the continent and the need to change strategy when engaged in communities based on cultures. They also need training in gender, how to deal with women they meet and to know that women are not instruments to be exploited for small money.

Dr Gofwen from Jos University commented on Mr Harris presentation because it touches on the contributions of Africa to social theory. Africa was hitherto presented as making no contribution to theory and social discourse. Before independence, the issue was that of revolutionising politics with Marxism as base theory and based on the working class. Fanon and Cabral used Marxism but came up with different conclusions. Mandela stands classical on which we can theorise about how his experience and life translate to social theory. First, he made it clear that the struggle was his life. He combines revolution and peace, believing in a method, but concluded on peace. African leaders lack principles, but

Mandela contradicts the desire by African leaders to perpetuate themselves in power. This needs to be extended and documented for future generations of Africans.

Response from Presenters

Harris made 3 responses. First, he linked the related issues from the discussion and highlighted the significance of Steve Biko's Black consciousness. The archive has been reduced to a place of story and safety, but the Mandela Centre would be a place of memory not just safety, he insisted.

He also responded to the caution from the gentleman from NEPAD, pointing out that this is why the foundation is rooted in dialogue as it is above any one person or institution. He also queried why scientific interpretation should be privileged above stories, when indeed scientific interpretation is itself another way of story telling. The Centre for Memory must also privilege the voice of the people.

Hilary responded by mentioning transition societies and referred to societies where work has been done. Training and education are only one aspect of creating peace, are critically important, and agrees that much more work needs to be done. She explained that Cranfield is not involved in physically training the police but they can be assisted with tools and skills.

Hilary shed more light on the syllabus which she explained is best captured by the strategic syllabus: introduce actors, government actors, MOD, intelligence institutions, the rule of law and all actors in security sector management, how government institutions work together, the disconnect from not sharing information, how foreign governments have worked together and the problems arising, how institutions can work together, sequencing like where do you start, embracing government actors to work together, case studies that have happened, where it has worked and where it has not, the role of NGOs, what academics can contribute. Much of it is educating the UK military and how best to work with NGOs amidst their desire not to work with them.

Militias do not feature highly on the GFN priority. The courses would touch on them, but no specific model is devoted to them. Time is spent publishing various books on police reforms, and DDR, which looks at the role of militias. This is an agenda for the future perhaps.

The Chair summarised the session by highlighting the challenges the AU faces in matching peace with development, an issue he had been discussing with the Rector of UPEACE. The meeting rose at 4.20pm for coffee and tea break and returned at 5.00pm.

3. Amara Kenneh, student leader, University of Liberia on: "Youth and Conflict Resolution: The Case of the University of Liberia".

This was an experience-sharing session devoted to the role and work of youths, specifically student leaders in conflict prevention and management. It was a specific case of how conflict was resolved in the University of Liberia with 16,000 student population. Politicians have a reputation of using the campus and its students to advance their selfish interests. The university is the only government university in Liberia with three student political parties.

Conflict began with the move to appoint a new President for the university on the recommendations of a Search Committee setup by government. Some of the students and faculty members opposed a new candidate and preferred the one who had been

acting. The faculty members and student body was divided, along the lines of ethnicity, just in line with the demarcations that define the wider Liberian conflict. Candidates opposed to the attempt to name a different candidate protest demanding that the appointment be reversed. The university teachers stopped teaching as mark of their protest, and this gap ignited the interest of the students, and this interest soon turned violent. The UNMIL sent in an anti riot contingent to restore law and order.

Religious bodies on campus came together to intervene in the brewing conflict knowing that an escalation of the conflict would spell doom for the fragile peace process in Liberia. A Student Mediation Committee was set up. In the final analysis, the mediation led to the acceptance of the new appointee to the position of President by the university teachers and students. In addition, free and faire elections were held for the student union government with support from UNMIL, Liberian Electoral Commission and other public bodies. It was declared the most transparent in history of the university. The success was linked to the entire peace process of the Liberian nation and a bonding factor between religions, gender, etc.

Ethnicity, bad governance and religious intolerance were identified as the most destabilising factors in Liberia. The students have a vision to establish forums and mechanisms to attract students to discuss all three factors and to suggest ways of resolving them. Conclusions will be used to approach the government for implementation. Major scholars from the main religions will be invited to discuss and give lectures to diffuse bad feeling lasting over a century.

The Chairman thanked the presented for showing how youths can come together to overcome division and enhance peace in the university setting. The presentation was discussed by Conference participants.

Discussion

The FAWE delegate wished the presentation should address young people who did not go to school, and who become child soldiers, child mothers etc. She gave the example of a young mother of 16 in Uganda, with 3 children who was abducted and turned to a sex slave by rebel soldiers. She returned to the community later but could have no future. She called on the AU should look at the situation of girls like this.

There are also young female combatants who returned after war and all they are skilled for is combat. Governments should develop educational programmes that address the needs of these young mothers. The children should be given opportunities to study and not be stagnated with narrow skills like tailoring and brick laying etc.



The NEPAD delegate asked whether the curriculum at the University of Liberia has changed over the years, and whether students have done anything to demand for changes in the curriculum and management of the university. He noted that education had been identified as the future of the continent and should be made sustainable.

A young delegate talked on the danger of manipulating students by politicians and factional leaders in Africa. He used the example of the Darfur Peace Agreement (DPA) which was denounced by students in Khartoum and Darfur, all referred to as pro Abdu Waheed protests, being one of the factional leaders. There was manipulation of the

students. This was a reactionary and unbecoming behaviour from the students. The protests came one day after the DPA was signed and it brought up questions of how the students knew the content of the Darfur Peace Agreement and began to protest it so early. He also questioned where they got the slogans they were chanting so early in the day. Students need to develop their own critical minds and not agree to be manipulated?

The Chair saw these people who use and manipulate students and young people as spoilers and they come in different forms and shades. They are also found in many different conflict situations.

Mr Dickson Ogwang from Uganda addressed the problem of youth violence which was seen as huge danger for the future. Young people have grown to see violence as fun, normal and something that should be promoted. In Uganda for instance, children know only violence and nothing else. We can only generate a new generation of people in Africa that hate and oppose violence. Thus, our view of peace building should go beyond the post graduate level to the primary grassroots level so that children may learn better ways of responding to conflict.

A participant from Malawi asked whether there are any traditional mechanisms of conflict management in Liberia that can be used to make peace. Second, have there been efforts to reach out to former child soldiers and children traumatised by war? He thinks that developing curricula for primary schools does not go far enough, but should reach the informal areas where children do not have opportunities for formal education.

Prof Murindwa from Makerere University appreciated the role of youths in making peace. Uganda presents mixed cases of children experiencing both peace and conflict, as the present violent conflict in the country is confined to the north of the country. Makerere University, he hinted, is having conflicts engineered by students from Nairobi. The Ugandans have discovered the trend and are unhappy. Some have suggested that students from Kenya should not be admitted. Some of the people need not be manipulated but react spontaneously based on their understanding of the phenomenon from angry youths. The external influence sometimes may only come in to reinforce what is happening.

Response from the Presenter

Mr. Kenneh stated that history shows that division in Liberia and among the students is based on the lines of ethnicity and governments in the past did nothing to heal the wounds of division. The leadership has encouraged dialogue and interaction between students. Liberia is deeply divided from its 14 years of crisis. The peace process has to be sustained and if the good work is not done, things will turn around. The UN programme is doing little to rehabilitate those combatants that were demobilised from the war. Programmes aimed at healing the lines of division should be put in place.

The curriculum of the University of Liberia, he responded, has not changed. However, he announced that he had discussed with the Vice President (Academic) how peace studies can be entrenched in the curriculum. Even the appointment of the President of the University is inflamed by tribal sentiments.

Mr. Kenneh concluded his presentation by explaining that engaging the ex combatants is not an easy task. His group have started at the University of Liberia and hope they can make a difference. A group of Ex-combatants who call themselves "Free Thinkers" have been engaged on UN scholarship; and they have been approached to assist and they have promised assistance. They need incentive else they turn violent since they speculate a lot more than believing in reality. The process of confidence building is what

we are doing now. The most trust worthy ones are the Varsity Christian Fellowship and the Muslim Association, who are called God-fearing people that do not cheat. They have been used to promote dialogue and negotiation in the university.

DAY 2, TUESDAY 13 JUNE 2006: WORKING GROUPS

The activities of the Conference continued in the three working groups. The details are attached as appendixes.

DAY 3, WEDNESDAY 14 2006

PLENARY SESSION 4: REPORT FROM WORKING GROUPS

The third day of the Conference was devoted to defining a framework for action from the Conference. The Plenary Session in the morning was co-chaired by Julia Marton-Lefèvre and Beatrice Njenga head of Division of Education, AU. All three working groups from the previous day presented their reports followed by a discussion. Details are contained in the reports of the working groups attached as Appendices 1, 2 and 3. The suggested amendments to the group presentations have also been captured in the working group reports.



The African Union Commission announced to that the Commission will present the key conclusions and recommendations of the Conference to the AU Council of Ministers and subsequently to the Assembly of Heads of State and Government. After its adoption, it should then become a working document for member-states of the AU.

A contributor suggested that the meeting should explore and look out for best practices all over the continent. University centres involved in peace and conflict education should be identified and encouraged, and gaps should be filled.

Another contributor requested that in drawing up any peace education programme for Africa, the diversity of African experiences should be considered.

Dr Anderson Shankanga, Director of the Institute of Peace, Leadership and Governance at Africa University, Mutare, Zimbabwe, suggested that UPEACE should institute the preparation of a compendium of relevant institutions and programmes and distribute the information to support efforts at implementing activities relating to the outcomes of the conference.

PLENARY SESSION 5: PRESENTATION OF CONFERENCE REPORT

The report of the Conference was presented in a session on the third day after lunch. The session was chaired by His Excellency, Ambassador Mohamed Sahnoun. The report was discussed and adopted by the Conference after amendments were made.

PLENARY SESSION 6: CLOSING CEREMONY

The closing ceremony followed the adoption of the Conference report. The session was also chaired by Ambassador Sahnoun. A vote of thanks was given by Assong Undah, one of the Conference participants on behalf of all the participants, thanking the organisers of the Conference, Dr. Butera and his staff, for all their efforts to ensure the success of the Conference. The UPEACE Rector also seized the opportunity to thank the UK Department for International Development for its financial support and for its representative's participation in the Conference.

The Commissioner for Social Affairs at the African Union, H.E. Advocate Bience Gawanas made closing remarks to the Conference. She thanked UPEACE for collaborating with the AU to organise the Conference and reiterated the important role of education in developing human resources and a culture of peace and development. She reaffirmed the link between culture and education and the need to address issues of poverty and development on our way to achieving peace in Africa. She assured the Conference that the proceedings and recommendations of the Conference will be presented to the relevant ministers of Africa, especially those of education. After the statement, the Minister declared the Conference closed.

PRESS CONFERENCE

After the closing ceremony, the media was addressed and briefed about the Conference, its theme and sub-themes, the methodology, its objectives and the participants. The session was chaired by Ambassador Mohamed Sahnoun, and attended by the Rector of UPEACE, the Director of the



UPEACE Africa Programme, Dr. Beatrice Njenga of the AU Commission and the General Rapporteur. The Conference outcomes and recommendations were communicated to the media after which questions were taken.

Appendices:

- 1: Report of Working Group 1 on_Generating Human Resources to Prevent Conflict, to Build Peace and to Advance Development**
- 2: Report of Working Group 2 on Mobilising Society for Peace and Development**
- 3: Report of Working Group 3 on Post Conflict Strategies for Peace and Development**
- 4: Conference Concept Paper**
- 5: List of Participants**
- 6: Conference Agenda**

APPENDIX 1 REPORT OF WORKING GROUP 1

Theme: Generating Human Resources to Prevent Conflict, to Build Peace and to Advance Development

Chair: Professor Tirussew Teferra

Rapporteur: Richard Akum

Opening

The presenters explored the linkages between education, peace, security and development and the central role teachers play in their realization. Dr. Kannae highlighted the problems faced by educational systems in Africa in producing, developing and retaining qualified teachers with a focus on primary and secondary schools. Problems highlighted included the lack of comprehensive selection criteria for recruiting teacher trainees into teachers' training colleges, the non-harmonization and inadequacy of content, quality, substance and orientation of educational systems across the continent, and the lack of an adequate enabling environment for maintenance of quality teacher practice and continued professional development.

Paper Presentations

Three presentations were made. The first was by Dr. Lawrence Kannae on Producing the Qualified Teachers Required for Education and Training for Peace and Development.

The second paper was by Assouan Gbesso titled Education, Development and Peace in Africa: The Peace Education Opportunity. Mr. Gbesso examined the inextricable linkages between poverty, education and development, highlighting the structural, gender, health care and economic problems which enhance the problems of education on the continent. The non-inclusion of peace education in the educational curricular or its haphazard application was also picked for focus.

The third paper was presented by Dr. Adebayo Olukoshi on Building Capacity for Peace Research in Africa. The presentation evidenced the challenges faced in higher education peace research in Africa within the broad changing context of conflict structures, actors, dynamics and post conflict reconstruction. He highlighted the lack of preparedness of university institutions to face new peace research challenges and the haphazard and uncoordinated continental response to meeting the deficiencies in peace research.

The group identified priority areas for future peace research, specific policy recommendations and formulation of a strategic framework for the fusion of research, training, policy and practice in the area of education for peace and development in Africa.

1. Research Priority in Peace Studies was outlined as follows:

- a) The rehabilitation of former child soldiers and other ex-combatants.
- b) The role of psychology, counselling and guidance in healing processes.
- c) The transformation of knowledge and research into pedagogic and didactic tools which can be used at all institutional levels of learning.
- d) The assessment of alternative ways to integrate peace research into curricular of educational systems in Africa.
- e) Situation assessment of capacity for peace research in Africa.

There was need to:

- Re-emphasize the revalorization, utilization and strengthening of human capacity for peace research in Africa.
- Allocation of greater resources for education.
- Resources need to be invested in library facilities.
- Resources need to be directed towards developing and strengthening peace research methodologies.
- Strategies need to be developed for deepening work around areas of negotiation methodologies and humanitarian emergencies (with a focus on the role of security establishments in securing the peace after complex emergencies)

Recommendations

1. Educational institutions ought to deal with a profound understanding of social movements and the politics of war (with a concentration on its causes, effects and transformation) ought to be included in syllabi.
2. There is the need for the establishment of a policy on child soldiers in Africa.
3. Emphasis ought to be placed on traditional models of conflict prevention and resolution from a comparative analytical perspective.
4. Didactic materials and pedagogic strategies should be developed by African education specialists taking cognizance of the African reality (specifically customs and values) with the view to infuse better these values in peace education.
5. Policies ought to emphasize disparity reduction, inclusiveness and equitable resource allocation. Educational policy dialogue between academics, practitioners and policy makers ought to be encouraged.
6. Teacher education should be decentralized, taking it closer to local communities, with the development of structures for distance learning to serve the function of professional development through refresher programs.
7. Leadership should be encouraged both at the individual and communal levels. Peace education ought to be taken to the community at large including non-formal and informal sectors as well (adult education and community level).
8. The professionalization of teacher training and the profession of educators ought to be encouraged.
9. Policy on creating an enabling environment to motivate and retain qualified teachers in their educational systems.

Strategic Framework

The group expressed the necessity to start off with a shared vision of peace and peace education which harmonizes local, regional and continental perspectives. Governments are acknowledged to play a central role in the educational development of their societies, as education has been accepted as a primordial in the quest for development and peace. A strategic framework will therefore incorporate the strengthening and facilitation of collaboration between research institutions, enhancing regional and continental collaboration through the development of effective communication between cross border groups and communities.

There is the need for the establishment and maintenance of collaborative networks of researchers, policy makers and practitioners. That way, the potential of Africa's many teachers' unions could be tapped in the development of future policy relating education to peace and development in Africa.

There is the need to develop centres of excellence, where best practices could be shared across national communities and between education professionals from across the continent.

On the continental level, the African Union should develop a peace education and research agenda which will be the hallmark of its education policy.

AU and UPEACE should receive these recommendations and take the fore in the identification of local partners for its implementation. They should be made available to heads of state.

APPENDIX 2 REPORT OF WORKING GROUP 2

Theme : Mobilising Civil Society for Peace and Development
Chair: Professor Abdalla Bujra
Rapporteur : Assong Julius Undah

Opening

This group was concerned with questions related to the mobilization of civil society for the achievement of peace and development in Africa. Participants were overly concerned with the definition of time frames for the achievement of objectives. Four presentations were made and the discussions generated resulted into a number of suggestions.

Synopsis of Presentations

The first paper by Prof. Jannie Malan was on the Training Needs of NGOs and Civil Society; the second paper was on the Mobilization of Community-based Informal Education for Peace and Development and was delivered by Mr. Peter McOmalla; Mrs Oury Traore presented the third paper on The Role of Women in Peacebuilding. Mr. Masse Lo presented the fourth paper titled with perspectives on the Building of African Capacity for Peace: Foundations for Africa's Future Leadership.

The presentations were discussed, after which the group made the following recommendations.

- 1 The AU and regional organizations are urged to assist in the production of educational, training and research tools on peace and conflict for the benefit of schools, civil society and the general public. This curriculum should also include gender and human rights education.
- 2 The search for dialogue in conflict situations should be the responsibility of the stakeholders. The search for dialogue should include an analysis of the role of multi national corporations, MNCs, and a thorough identification of the proponents and opponents of peace. This is critical to peace building.
- 3 Conflict is part of social change and the ubiquity of it in the world does not make the African case exceptional. What, however, distinguishes it is the absence of an institutional capacity for peace notably the inability of African governments to peacefully resolve political and economic issues. A discourse should be developed that enshrines a culture of sustainable peace which stands aloof of political manipulation.
- 4 Peace education should necessarily pass through the sharing of experiences with the prime objective of making peace an essential part of development. Formal and informal peace education should increasingly become part of mainstream education. To achieve this, more funds should be allocated by governments for this and time frames for their realization should also be defined.
- 5 There is the need to convert people into peace makers. This requires the search for alternative ways of resolving conflicts which involve the improvement of the skills of facilitators to enable them overcome their personal challenges.
- 6 The role of the media is vital in peace education. Thus there is the need to strengthen the media as an instrument of peace education with an emphasis on community radios and continental media houses capable of disseminating and exchanging peace initiatives across the continent. The AU is urged to set up an African media body capable of promoting peace education.

- 7 There is the need to support women to play a significant role in peace building and the establishment of a culture of peace. Their capacities should be enhanced through training, education etc. Examples of the positive and often crucial role of women in peace building and negotiation should be highlighted and shared as best practices worthy of emulation. The AU and regional organizations are urged to urgently promote this idea.
- 8 The need to strengthen capacity of all African institutions, including civil society groups, to undertake peace research should focus on the following:
- a) The root causes and dynamics of conflict.
 - b) The role of culture as an indigenous mechanism for conflict transformation and resolution.
 - c) The different modalities for post conflict processes of development.
 - d) The role of external as well as internal actors in conflict and peace building.
- 9 Peace education should be enshrined in national educational systems with a focus on strengthening the capacities of teachers to play a role in peace education.
- 10 Linkages should be created with the Diaspora towards their increased participation in peacebuilding, peace education and development in Africa.
- 11 A code of conduct should be formulated to regulate the performance of civil society groups and NGOs. It is urged the AU assist in the realization of this.
- 12 There is the need to build the leadership capacities of future leaders from amongst the youth. It is believed that the leader is the cause and every other thing is the effect, hence the importance of leadership development for peace and development. Capacity building and research should be enhanced in laying the foundations of that future leadership. It is suggested that UPEACE and the AU assist in supporting and integrating initiatives in personal and leadership development, especially those initiated by the youths.
- 13 UPEACE is urged to consider holding an annual Conference on the issues of education for peace and conflict resolution and management. Further, UPEACE is encouraged to promote partnerships between itself and CSOs/NGOs including youth and women's organizations throughout the continent.

APPENDIX 3
REPORT OF WORKING GROUP 3:

Theme: Post Conflict Strategies for Peace and Development

Chair: Dr. Monica Juma
Rapporteur: Alemayehu Eyasu

Opening

The Chair of the group, Dr. Monica Juma opened deliberations by stating the the purpose of the discussion which is the integration of education for peace in post-conflict reconstruction; and the education and training needs, all aimed to establish and sustain good governance. The outcome expected of the group's deliberations would be a framework for action based on recommendations from the discussions. Presenters were then called upon to present their papers.

Paper Presentations

The first presenter was Dr. Naison Ngoma from the African Union on the theme "Education for Peace in Post Conflict Countries: A Preview of the African Union Draft Framework Post Conflict reconstruction and Development".

He began his presentation by defining post Conflict reconstruction (as it appeared in the AU framework), and proceeded to examine the principles that inform the Peace and Post Conflict Reconstruction and Development (PCRD) Policy Framework of the African Union, and finally dwelt on the draft policy's indicative elements.

After defining PCRD he indicated that capacity building including training and education was an overarching principle of the policy with in the African vision of renewal and sustainable development envisaged in the short (emergency), medium (transition) and long term (development) phases with a scope encompassing six constitutive/indicative elements namely:-

- i. Security- calls for the building of the human resource capacity of the security sector.
- ii. Humanitarian/emergency assistance- provides for the provision for training and skills development to facilitate the integration of affected populations such as unemployed youth, women, ex-combatants, refugees and IDPs.
- iii. Socio-economic reconstruction and development- seeks to address the gap between relief and development, build human resource capacity at local and transnational levels for policy development, needs assessment, planning, implementation, monitoring, and evaluation of programs and activities.
- iv. Political Governance and transition- emphasizes on political participation, transparency, accountability, separation of powers, creation of civil service, the rule of law and independent civil oversight.
- v. Human rights, justice and reconciliation- seeks to create and bolster capacity of the judiciary through education as well as advocates the inclusion of human rights, justice and reconciliation components in the curricula.
- vi. Women and gender- provides for gender training and sensitization to protect fairer sex from the perpetuation of their abuse in post-conflict area.

Dr. Ngoma concluded his presentation by underlining the great challenges that lie in the implementation of the policy, and described the PCRD as a framework intended to

provide a comprehensive response to the challenge of transition facing the African Continent in general and post conflict countries in particular.

The second presentation was by Ms Oury Traore on the topic “Post conflict Strategies for Reconstruction: The Need for an Integrated Approach”.

The paper largely draws from the experience of The West Africa Network for Peace Building (WANEP), an African NGO operating in West Africa. The paper outlined the nature and scope of conflicts in Africa. It highlighted the complex and multidimensional nature of conflicts, adding that conflicts could only be addressed through an integrated and holistic approach. It further elaborated on the nexus of peace and development.

The presentation underscored the significance of understanding the root causes of conflicts as a basis for developing strategies. As causes are complex and context specific, sound research through baseline studies, need assessments are needed to get the root causes that can inform policies. The paper emphasized that policies must inform inclusive, flexible, holistic, parallel and multi-level interventions. She also emphasized the need for:-

- a. Short term measures in the case of dealing with refugees, to include provision of social services, etc.
- b. Medium term while dealing with rehabilitation of local infrastructure.
- c. Long term intervention regime require in rebuilding of institutions, peace education and strengthening governance.

By way of outlining strategies for post-conflict reconstruction, the presenter singled out the following points as crucial:-

- a. Effecting coordination and establishing partnerships.
- b. Employing multi-level and multi-sectoral approaches.
- c. Using the media to promote the importance of post-conflict programs
- d. Tailoring training to the leadership and communities.
- e. Undertaking social reintegration and reconciliation as well as effect timely intervention.
- f. Integrating peace education with human rights education.
- g. Strengthening good governance and supporting advocates of peace.
- h. Integrate women and youth in peace building processes.
- i. Strengthening the justice and security system.

Professor Michelo Hansungule presented the third paper on “Education and training Needs for Establishing and Sustaining Good Governance”.

The paper began by providing a holistic definition of education on the basis of insights from Mahatma Ghandi, Nelson Mandela and Jomo Kenyatta. The presenter opined that a synergetic definition of education that integrates traditional and modern systems in the context of peace education is essential.

The paper identified education and training needs that have to be fulfilled to establish and sustain good governance in Africa as:-

- a. Resources (Human and Material resources)- education, particularly education for good governance in Africa, is severely constrained by lack of human resources as

well as school infrastructure in primary, secondary, training colleges and universities.

- b. Political Will - lacks at both national and international levels to implement norms and standards already agreed to such as making education universal, compulsory and free. Institutional weakness is corroborated by failure to implement decisions on human rights protection.
- c. Lack of international cooperation and assistance particularly on human rights.

Consequently, the major problems that require solution include:-

- a. developing financial capacity to teach governance and human rights
- b. creating the political will to implement several international instruments on human rights and good governance

Finally, Professor Hansungule recommended that resources be devoted to educating the child as a matter of priority owing to lack of resources. He expected outcome of the investment on children who are the tomorrow of society.

Discussion on the Paper Presentations

Participants deliberated on the following issues:-

- Comprehensiveness of the AU's draft PCRDR policy to fully address African problems on post conflict reconstruction and provides a mandate for strategies for peace education
- The role of endogenous knowledge and contextualization of concept as well as practice of conflict resolution and PCRDR.
- Provisions of policy framework on local ownership and participation.
- Policies should be targeted towards urban as well as rural settings in Africa
- The significance of religious education and civic education was stressed.
- Educating peace at formal, informal, non-formal and professional levels.
- The need for capacity building in peace and conflict research.
- The multidisciplinary nature of peace education and gaps in curricula.
- External influence on security sector reform in Africa was noted.
- The role of academia in strategizing for peace with development and its engagement with other actors.
- Time frame with which to carry out required interventions.
- Curriculum development and standardization for peace education.
- Issues of good governance as applied to strategies for peace with development need to be entrenched in peace education.
- Collaboration and networking of various actors and stakeholders in the field.
- Raise awareness and the need for sensitization of society for peace.
- Integrating theoretical and practical aspects of conflict and peace building in interventions

Framework of Action (Way Forward)

After the presentations and the discussions, the recommendations made by the group include:

- As the PCRDR is a comprehensive continental policy document, regions/countries need to draft their own policy based on this broader framework in a manner that addresses their specific needs and interests.

- Indigenizing peace education and security sector reform in Africa.
- Promote local ownership and participation of society in peace and conflict interventions through approaches which are inclusive and context specific
- Employ local knowledge and experiences (traditional ways) together with modern practices in peace and conflict situations.
- Develop and standardize curricula for education for peace.
- Provide for education and training at various levels and scopes viz. formal, informal, non-formal, professional as well as from elementary through tertiary levels
- Undertake sensitization and awareness campaigns using the media and other vehicles benchmarking best experiences from other interventions such as HIV/AIDS.
- Advocate for the reduction of military personnel and resources in Africa
- Apply multi-sectoral and multi-level approaches to peace based on research and need analysis.
- Develop capacity for early warning and early response.
- Mobilize local resources for education and training on peace, human rights and governance.
- Sensitize and mobilize people for implementation of existing conventions and other legal frameworks on human rights.
- Focus on the education (in peace) of a child while maintaining the balance with other age groups.
- Promote collaboration and networking among various organizations through existing as well as new structures.
- Development and use of databases and other local communication channels for experience sharing, information disseminating and sharing for the public as well as the academia.
- Production and distribution of publications for information, policy advocacy, sensitization and mobilization purposes.

APPENDIX 4: CONFERENCE CONCEPT PAPER

International Conference on “Strategies for Peace with Development in Africa: The Role of Education, Training and Research”

Within the context of the Africa Programme now being implemented by the University for Peace and its African partners, an **International Conference is being convened in Addis Ababa in June 2006 on “Strategies for Peace with Development: the Role of Education, Training and Research.”** The Conference is co-organized by the African Union and the University for Peace. It will focus attention across Africa on the challenge of integrating policies to attain peace with those aimed at achieving sustainable development. It is anticipated the Conference will identify specific lines of action to strengthen and mobilize education, training and research in practice to build the foundations of peace and development.

1. THE CONTEXT

In accordance with its mission from the UN General Assembly, the University for Peace should become, in the words of Secretary General Kofi Annan its Honorary President, “the centre of a worldwide movement of education for peace.” To meet this challenge, UPEACE is therefore implementing an integrated programme composed of three mutually-reinforcing elements:

- teaching “face to face” at its headquarters in Costa Rica and in other locations through both graduate level programmes and short courses;
- establishing regional programmes and networks for capacity building and collaboration with selected universities, NGOs and other partners for teaching, training and research on peace-related issues;
- launching the “UPEACE International Knowledge Dissemination Programme.” This utilizes education and information technologies, (DVD, CD ROM and the Internet), to provide teaching materials, knowledge and skills on critical peace-related issues to institutions of learning and individuals across the world.

2. UPEACE AFRICA PROGRAMME

A key element in the world-wide extension of the UPEACE programme has been the launching of a major programme of education for peace in Africa with initial support from the Netherlands. This programme was designed through extensive consultations by the UPEACE Africa team during 2002 in an initial ten countries across the continent (Ethiopia, Liberia, Mozambique, Nigeria, Rwanda, Senegal, Sierra Leone, South Africa, Sudan, and Uganda) and with a number of key African regional and sub-regional organizations, leaders and experts. The priorities and the activities to be undertaken were then determined by a group of African scholars and experts at a Conference held in Maputo in October 2002 with the support of Netherlands and Denmark.

The main substantive activities of the Africa Programme are:

1. Academic teaching.
2. Training programmes for civil society.
3. Research: strengthening African research, its dissemination and use.
4. Peace Education: mobilizing society for peace.
5. The Information Dimensions: inventories, databases, and networks for the dissemination of knowledge.
6. Media and Communications: the news media and conflict.
7. The linkage of policy and research.

This programme is now being implemented with support from Canada, Netherlands, Norway, Sweden and Switzerland. A number of activities have so far been launched across Africa with very positive results including for example:

- curriculum development workshops (Durban, South Africa 2003, Abuja, Nigeria 2003, Kampala , Uganda 2003, Jos and Benin City, Nigeria 2005)
- short training courses targeted to specific issues – e.g. Short Course on Justice, Human Rights and Peace, Addis Ababa, August 2005
- research on issues related to peace building – e.g. analysis of the need for institutional reform to support the peace process in Sudan.
- dissemination of knowledge – e.g. training of academics from 30 countries at a workshop in Zambia to use pilot packages of curricular materials drawn from the UPEACE graduate programme on Gender and Peace-building.

3. INTERNATIONAL CONFERENCE ON PEACE WITH DEVELOPMENT:

As part of its graduate teaching programme, UPEACE has undertaken research and curriculum development on the complex linkages between economic and social development and peace. This reflects a growing recognition that poverty cannot be eradicated and economic development cannot be sustained in an environment of violence and conflict. Conversely, economic progress, which offers employment and the hope of a better life, plays a key role in sustaining peace while economic interests can also be major drivers of conflict.

It is more and more explicitly recognized that the prevention and management of conflict is a critical pre-condition for sustained economic and social development in Africa (AU, NEPAD) and the G8 Africa Action Plan 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 order to focus attention and action on this critical interface between peace and development and particularly, to identify specific opportunities to mobilize education, training and research in this sense, the University for Peace is joining hands with the African Union to convene an international Conference in Addis Ababa in June 2006 on the topic: “**Strategies for Peace with Development in Africa: the Role of Education, Training and Research.**”

Discussions on the Conference started some time back when the then Secretary General of the Organization of African Unity (OAU) , H.E. Mr. Amara Essy, met in June 2002 with a UPEACE delegation composed of H.E. Ambassador Mohamed Sahnoun, Member of

the UPEACE Council and Senior Adviser on the Africa Programme and Martin Lees Rector of UPEACE. It was agreed in principle that OAU was ready to co-sponsor such a Conference.

More recently, a UPEACE delegation led by the New Rector, Ms Julia Marton-Lefèvre and composed of Amb. Sahnoun, Dr Jean-Bosco Butera, Director of UPEACE Africa Programme and Ms Tsion Tadesse, Programme Assistant, met H.E. Alpha Omar Konare, Chairman of the African Union Commission who did reiterate his support for the organization of the Conference.

The Conference will have two main objectives:

- to focus policy attention on strategies to integrate peace with development: to ensure that measures to reduce poverty, to generate employment and to promote economic and social progress are mutually reinforcing policies to reduce violence and conflict and to build peace and good governance;
- to identify specific needs and targeted follow-up activities where education, training, research and the dissemination of knowledge can be focused to advance peace and development.

4. PRELIMINARY AGENDA

It is proposed to have the following agenda for the Conference. Further consultations may result in some modifications:

Day 1: Keynote Statements and General Debates on:

1. Strategies to Integrate the Building of Peace with Sustained Development;
2. Creating Economic Opportunity and Employment to build Stability and Peace;
3. African Approaches to building Peace and Social Solidarity;
4. Foundations for a culture of Peace in Africa.

Day 2: Working Group Discussions: Entrenching the Culture of Peace

Working Group 1: Generating the Expert Human Resources to Prevent Conflict, to Build Peace and to Advance Development.

- Producing the qualified teachers required for education and training for peace and development;
- Integrating education for peace and development into national education systems;
- In-service training for officials of regional and sub-regional organizations;
- Training the military and security sectors for peace
- Building Capacity for Peace Research in Africa

Working Group 2: Mobilising Society for Peace and Development.

- Training needs of NGOs and civil society;

- Mobilising community-based, informal education for peace and development;
- Women in Peacebuilding in Africa;
- Preparing future generations: “Foundations for Africa Future Leadership”.

Working Group 3: Post Conflict Strategies for Peace and Development

- Integrating education for Peace in post conflict reconstruction
- Education and training needs to establish and sustain good governance
- Supporting the education for peace in Africa: the role of the international community

Day 3: Plenary Discussion to define the Framework for Action.

1. Review of specific proposals from Working Groups;
2. Research priorities to support sound policies for peace and development;
3. Action proposals and recommendations.

5. TARGET AUDIENCE

- The Bureau of the Conference of Ministers of Education of the African Union
- Education Policy makers from members of the Peace and Security Council of the African Union (Permanent Secretaries, Director Generals, Vice-Chancellors, etc...)
- Regional Economic Communities
- Regional Civil Society Organisations
- Pan African Association of Teachers
- Partner Universities and Research Centres
- International Partners
- AU Officials
- UPEACE Officials

Addis Ababa, February 2006
UPEACE Africa Programme

APPENDIX 5: ATTENDANCE LIST

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APPENDIX 6: CONFERENCE AGENDA

Strategies for Peace with Development in Africa: The Role of Education, Training and Research

International Conference, June 12 -14, 2006, Addis Ababa, Ethiopia

AGENDA

MONDAY, JUNE 12, 2006	
8:00 to 8:30	Registration
PLENEARY SESSION 1: OPENING	
8:30 to 9:30	Opening Statements <ul style="list-style-type: none"> • Julia Marton-Lefèvre: Rector, University for Peace • H.E. Dr. Sintayheu Woldemichale, Minister of Education, Ethiopia • H.E. Patrick Mazimhaka, Deputy Chairman, African Union Commission Group Photo
09:30 to 09:50	Tea Break
09:50 to 10:10	Election of Bureau Adoption of Agenda
PLENARY SESSION 2: PRESENTATIONS	
10:10 to 10:30	African Approaches to Building Peace and Social Solidarity. Dr. Tim Murithi, Centre for Conflict Resolution, University of Cape Town.
10:30 to 10:50	Nexus of Peace and Development in Transition Societies in Africa: Strategies to link Peace Building and Sustainable Development. Dr. David Francis, University of Bradford.
10:50-11:30	Discussion
11:30-12:00	Developing a Curriculum for Peace and Development Prof Simon Stander, University for Peace
12:00 to 12:30	Discussion
12:30 to 14:00	Lunch
AFTERNOON SESSION: SHARING EXPERIENCES	
14:00 to 14:30	The case of the Nelson Mandela Centre of Memory. Verne Harris, Project Manager, Memory and Peace. Nelson Mandela Centre of Memory
14:30 to 15:00	Training the military and the security sectors for Peace: the role of the Global Facilitation Network Ms Hilary Mason, Cranfield University, UK
15:00 – 15:30	Discussion
15:30 – 16:00	Tea Break
16:00 to 16:30	Youth and Conflict Resolution: The Case of the University of Liberia. Mr. Amara A. Kenneh, Student Leader.
16:30-17:00	Discussion
18:30 to 20:30	Reception : Sheraton Hotel

DAY TWO : WORKING GROUP DISCUSSIONS : ENTRENCHING THE CULTURE OF PEACE	
WORKING GROUP 1	
	<p>Generating the Expert Human Resources to Prevent Conflict, to Build Peace and to Advance Development</p> <ul style="list-style-type: none"> • Chair: Professor Tirussew Teferra • Rapporteur: Richard Akum
09:00 – 09:30	Producing the qualified teachers required for education and training for peace and development. Dr. Lawrence Kannae: Executive Secretary, Pan African Teachers Association.
09:30 – 10:00	Discussion
10:00 – 10:30	Education, Développement et Paix en Afrique. L'éducation à la Paix, une opportunité. Mr. Assouan Gbesso, Fondation Togolaise pour la Paix
10 :30 – 11 :00	Discussion
11 :00 – 11 :30	Tea Break
11 :30 – 12 :00	Building Capacity for Peace Research in Africa. Dr. Olukoshi Adebayo, Executive Secretary, CODESRIA.
12 :00 – 12 :30	Discussion
12:30 – 14:00	Lunch
AFTERNOON SESSION	
14:00 – 15:00	Discussion
15:00 – 16:00	Break and Compilation of Report
16:00 – 17:00	Adoption of Working Group Report
WORKING GROUP 2	
	<p>Mobilizing Society for Peace and Development</p> <ul style="list-style-type: none"> • Chair: Prof Abdallah Bujra, Executive Director, Development Policy Management Forum (DPMF) • Rapporteur: Assong Julius Undah
9:00 – 09:30	Training needs of NGOs and Civil Society. Professor Jannie Malan: ACCORD.
09:30 – 10:00	Discussion
10:00 – 10:30	Mobilizing Community-based, Informal Education for Peace and Development. Mr. Peter McOmalla, Executive Director: HUREPI.
10:30 – 11:00	Discussion
11:00 – 11:30	Tea Break
11:30 – 12:00	Women in Peace Building in Africa. Ms. Oury Traore, Programme Manager, WANEP
12:00 – 12:30	Discussion
12:30 – 14:00	Lunch

AFTERNOON SESSION	
14:00 – 14:30	Building Africa Capacity for Peace: Foundation for Africa Future Leadership. Masse Lo: LEAD Africa.
14:30 – 15:00	Discussion
15:00 – 16:00	Break and Compilation of Report
16:00 – 17:00	Adoption of Working Group Report
WORKING GROUP 3	
	Post Conflict Strategies for Peace and Development
	Chair: Dr. Monica Juma Rapporteur: Alemayehu Eyasu
09:00 – 9:30	Integrating Education for Peace in Post Conflict Reconstruction. Dr. Naison NGOMA, African Union Commission.
09:30 – 10:00	Discussion
10:00 – 10:30	Education and Training Needs to Establish and Sustain Good Governance. Professor Michelo Hansungule, Centre for Human Rights, University of Pretoria.
10:30 – 11:00	Discussion
11:00 – 11:30	Tea Break
11:30 -12:00	Post Conflict Reconstruction: The Need of an Integrated Approach Ms Oury Traore, Programme Manager, WANEP
12:00-12:30	Discussion
12:30 – 14:00	Lunch
AFTERNOON SESSION	
14:00 – 15:00	Discussion
15:00 – 16:00	Break and Compilation of Report
16:00 – 17:00	Adoption of Working Group Report
19:30 – 22:00	Cultural Evening
DAY Three: Plenary Discussion to Define the Framework for Action	
<ul style="list-style-type: none"> ▪ Co-Chairs: Julia Marton-Lefèvre, Rector, University for Peace ▪ Dr. Beatrice Njenga, Head of the Division of Education, African Union Commission 	
09:00 – 09:15	Presentation from Group One by Richard Akum
09:15 – 09:45	Discussion
09:45 – 10:00	Presentation from Group Two by Assong Julius Undah
10:00 – 10:30	Discussion
10:30 – 10:45	Presentation from Group Three by Alemayehu Eyasu
10:45 – 11:15	Discussion
11:15 – 11:45	Tea Break
11:45 – 12:45	Compilation of the Report
12:45 – 2:00	Lunch
Afternoon Session	
2:00 – 2:30	Presentation and adoption of the report and framework of action
2:30 – 3:00	Discussion
3:00 – 3:30	Closing Ceremony By H.E. Advocate Bience Gayanas AU Commissioner for Social Affairs
3:30 – 4:30	Press Conference