



University for Peace  
Université pour la Paix



REPORT OF THE WORKING COMMITTEE  
MEETING ON:

**“PEACE EDUCATION IN AFRICA”**

ADDIS ABABA, ETHIOPIA

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## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>- 2 -</b>
<b>1.0. BACKGROUND .....</b>	<b>- 4 -</b>
<b>2.0. INTRODUCTION .....</b>	<b>- 6 -</b>
<i>2.1. Welcome Remarks</i> .....	- 6 -
<i>2.2. Introductions</i> .....	- 6 -
<i>2.3. Agenda</i> .....	- 6 -
<i>2.4. Objectives</i> .....	- 6 -
<b>3.0. PRESENTATION OF COUNTRY REPORTS .....</b>	<b>- 8 -</b>
<i>3.1. The Status of Peace Education in West Africa</i> .....	- 8 -
<i>3.2. Peace Education in Tanzania</i> .....	- 9 -
<i>3.3. Peace Education in Uganda</i> .....	- 10 -
<i>3.4. Status of Peace Education in Rwanda</i> .....	- 10 -
<i>3.5. The Status of Peace Education in Kenya</i> .....	- 11 -
<b>4.0. EMERGING ISSUES.....</b>	<b>- 14 -</b>
<i>4.1. Definition of Peace education</i> .....	- 14 -
<i>4.2. Components of Peace Education</i> .....	- 15 -
<i>4.3. Justification for a Peace Education programme</i> .....	- 17 -
<i>4.4. Available Opportunities for Peace Education in Africa</i> .....	- 18 -
<i>4.5. Challenges</i> .....	- 19 -
<b>5.0. ACTION PLAN .....</b>	<b>- 20 -</b>
<i>5.1. Stakeholders</i> .....	- 20 -
<i>5.2. Resources</i> .....	- 21 -
<i>5.3. Curriculum</i> .....	- 21 -
<i>5.4. Research Component</i> .....	- 21 -
<b>6.0. TIME FRAME AND OUTPUTS.....</b>	<b>- 23 -</b>
<b>7.0. Any other business.....</b>	<b>- 23 -</b>
<b>CONCLUSION .....</b>	<b>- 23 -</b>
ANNEXES .....	- 24 -
<i>Annex 1: List of Participants</i> .....	- 24 -
<i>Annex 2: Agenda for the Working Committee Meeting</i> .....	- 25 -
<i>Annex 3: Template for Curriculum</i> .....	- 26 -

## **EXECUTIVE SUMMARY**

The foregoing is a report from the Working Committee's meeting, which was convened by the University for Peace (UPEACE)– Africa Programme and held in Addis-Ababa (Ethiopia) from 18<sup>th</sup> to 20<sup>th</sup> December 2006. The main task to be undertaken by the Committee was to take stock of the status of Peace Education within the African systems of education and use it to guide the conception of an action plan for the integration of a broad based Peace Education programme, within the African education systems.

The idea was conceived at the International Conference on “Strategies for Peace with Development: The Role of Education, Training and Research”, which was held in Addis-Ababa 12<sup>th</sup>-14<sup>th</sup> June 2006, under the auspices of the African Union and the University for Peace – Africa Programme. At the conference, the primary role that education is destined to play in any programme that envisions sustainable development in Africa was underscored. Note was however taken of the fact that *Education for Change* must necessarily be of good quality, that is to say, an education which is responsive to the needs and aspirations of the learner community.

From this perspective, it was noted that Africa is in a period of transition, which translates into accelerated change, marked by violence in all its forms and manifestations. By virtue of possessing relevant components in its curriculum, Peace Education can add considerable value to the existing education programmes in Africa, in a way that responds to the urgent psycho-social needs of the African societies. The wish to have UPEACE – Africa Programme pioneer the development of a curriculum for Peace Education in the continent, therefore figured as one of the major recommendations of the conference and led to the formation of the current Working Committee.

The Committee consists mainly of alumni from the UPEACE, who are presently based in and are serving their countries in areas related to peace and education in Africa. It also incorporated expertise from the UPEACE staff and from the Pan-African Teachers' Centre in Lome, Togo.

The agenda for this meeting had two major concerns:

- To receive and analyze reports from selected countries, on the status of Peace Education within the various education systems. The reports were prepared by individual members of the Working Committee, with the main purpose of highlighting various elements that could justify and inform the conception and implementation of a Peace Education programme in Africa.
- To work out a concrete action plan and articulate practical recommendations that could serve as a guideline for UPEACE – Africa Programme, in the formulation of a strategic plan for the implementation of a Peace Education that is relevant and acceptable to as many stakeholders as possible within the continent

The deliberations that took place at the meeting were very rich and offered valuable insights into the various challenges and opportunities that the implementation of a Peace Education programme is likely to face within the African context. One important point that came out very clearly from the meeting was the fact that very many countries had in fact realized the need for Peace Education, as their curricula already contained various components that could easily be labeled as belonging to this particular field. However, in almost all the cases, there was still need to enhance the understanding of Peace Education from a perspective that brings out its interconnected and holistic nature and to adopt relevant methodologies that can effectively engage the learners, into appreciating and benefiting fully from such a programme. By the end of the meeting, the Committee succeeded in putting together an action plan, meant to head start the exercise.

We wish to thank all the members of the Committee and all those who contributed in any way to make the meeting a success. The journey may be long, the road rough and winding, but any step taken, faltering as it may be, constitutes an engaging process that progressively gets closer to the set goals!

## **1.0. BACKGROUND**

The primordial role that education occupies in human history has been well documented and amply recognized through the ages. It was John Dewey, the pragmatic philosopher who vividly captures this idea in his writings:

*“.....Education has been closely connected with the development of civilizations and has always been viewed as a way of bringing better life into existence.....The evolution of the society depends upon it. This is as true today as it has ever been.....” (Dewey, 1943)<sup>1</sup>*

It is, therefore, no wonder that in articulating the objectives of the Millennium Development Goals (MDGs), the UN was keen to emphasize the need for humanity to attain universal primary education for all by the year 2015<sup>2</sup>. This goal aims at having children all over the world, boys and girls alike; achieve a full cycle of primary education. The pertinence of this approach lies in the fact that, by achieving the educational objective of the MDGs, African countries will also be ensuring for themselves, the achievement of the other goals, since education essentially opens up opportunities for all and in different fields of life.

Sadly though, education in Africa is still encumbered by a number of factors; such as the rigidity of its system, low access and enrolment rate, low quality of teaching, a high attrition rate, content based methodologies, inadaptability of curricula to the learners' needs and environment and to new technologies imposed by globalization. Indeed, Africa is still one of the world regions where literacy rates are very low. According to a UNESCO report<sup>3</sup>, between the years 2000 and 2004, only 60% of adults of more than 15 years old were literate.

It is, however, good to note that since the adoption of the EFA (Education for All) Dakar Framework for Action<sup>4</sup> in the year 2000, remarkable progress has been recorded in the improvement of school enrolment and retention, all over the continent. Nevertheless, disparities still exist between countries, especially regarding the schooling of girls and boys and between the rich and the poor. Worse still, there are obvious indications that there is still a lot of work to be done on education systems themselves before any of them can lay claim to “quality education” in its real sense. By quality education, we mean an education that allows the learners:

1. To acquire skills and knowledge in various academic and cognitive fields.

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<sup>1</sup> John Dewey (1943) – Education and Experience , AmazonOnlineReader 2002, Copyrighted.

<sup>2</sup> United Nations (2005). *The Millennium Development Goals Report 2005*. UN: New York

<sup>3</sup> UNESCO (2005). *Education For All in Africa: Paving the Way for Action*. UNESCO Regional Office in Dakar, BREDA: Senegal

<sup>4</sup> UNESCO (2000). *The Dakar Framework for Action – Education for All: Meeting our Collective Commitments*. Adopted by the World Education Forum, Dakar, Senegal, 26-28 April 2000

2. To develop essential individual and social skills and knowledge necessary to function occupationally and socio-politically in order to develop and sustain a just and equitable society

The unique relationship between education and development featured as a main theme at the International Conference on “Strategies for Peace with Development in Africa: The Role of Education, Training and Research”, which was held in Addis-Ababa, on 12<sup>th</sup> to 14<sup>th</sup> June 2006, under the auspices of the African Union and UPEACE – Africa Programme. At the meeting, it was recognized that for tangible development to take place in Africa, there was need to develop and maintain a capacity for peace and development at all levels through training, education and research in Africa. In other words, the need to achieve quality education that takes into account the specific needs of the continent was seen as a sine qua non requirement for its development. It was this frame of mind that led to the general consensus that as a matter of necessity and urgency, Peace Education should be promoted for adoption in all educational systems in Africa. Among the general recommendations made at the conference, the following were specific to Peace Education:

- A broad-based curriculum in Peace Education and development should be produced by UPEACE and partners for African institutions at all levels, taking into consideration national peculiarities and contexts
- 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 be set up within the regional network for ease of operations
- There should be an assessment of the capacity for peace research in Africa
- Peace Education should be enshrined in national education systems with a focus on strengthening the capacities of teachers to play a role in Peace Education

In addition to these recommendations, some participants noted that there are instances of Peace Education in parts of Africa. There was, therefore, need to document and share these experiences.

As a follow up to these recommendations UPEACE was to convene a small working meeting on the status of Peace Education in Africa.

The 18<sup>th</sup> – 20<sup>th</sup> December 2006 meeting, held in Addis Ababa (Ethiopia), is therefore a follow up to the above recommendations. A small working committee was put together by the UPEACE – Africa programme and given the task of taking stock of the existing undertakings and initiatives of Peace Education in Africa, with a view to using this information as a guideline in the conceptualization of an action plan to implement a Peace Education programme within the school system in Africa.

## **2.0. INTRODUCTION**

### **2.1. Welcome Remarks**

The meeting, which took place at the Hilton Hotel – Addis Ababa, started at ten o'clock and was chaired by the Director of UPEACE – Africa Programme, Dr. Jean-Bosco Butera, who apologized to the members for the flight schedules that did not allow some of the participants to have a rest before the meeting. He was however very grateful that the Working Committee had responded quite positively to his communication with them and had duly put together a document that could be reviewed at the meeting. He extended a warm welcome to everyone present. He was particularly pleased to welcome the four UPEACE alumni members to the team: Ms. Christine Harriet Onen (Uganda), Mr. Emmmanuel Samara (Tanzania), Mr. Assouan Gbesso (Togo) and Mr. Alphonse Nshimiyimana (Rwanda). He explained that their involvement in the exercise was part of a deliberate policy through which the University for Peace plans to use its alumni as much as possible in creating a reliable network for its continental outreach programmes, being run by UPEACE -Africa Programme. He further expressed his appreciation to Dr. Lawrence Kannae – Director of Pan-African Teachers' Centre, for responding to his invitation in spite of his obviously heavy schedule and for the ready cooperation that his Centre is willing to extend to the proposed Peace Education programme. He strongly expressed the wish to have UPEACE - Africa Programme work in partnership with the Centre, noting that the already existing experience and the rich continental network of teachers at their disposal will definitely go a long way to considerably facilitate the process during the implementation phase of the programme.

### **2.2. Introductions**

Time was then given to all the members present to introduce themselves and briefly talk about their respective involvement with Peace Education in their respective countries and Africa as a whole.  
(See complete list of participants – Annex 1)

### **2.3. Agenda**

The first business to be discussed was the agenda for the meeting. Modifications, which took into account the expected inputs and outcomes of the meeting were made and a final draft, was adopted by the members present (See Annex 2 for details).

### **2.4. Objectives**

It was generally accepted that the main purpose of the meeting was:

- To receive and analyze the reports from selected countries, on the status of Peace Education within the various education systems (these reports had been prepared by individual members of the Working Committee, with the main purpose of highlighting various elements

that could justify and inform the conception and implementation of a Peace Education programme in Africa

- To work out a concrete action plan and articulate practical recommendations that could serve as a guideline for UPEACE – Africa Programme, in the formulation of a strategic plan for the implementation of a Peace Education programme that is relevant and acceptable to as many stakeholders as possible within the continent. This would be considered at three different levels: pre-primary and primary school level, secondary school level and tertiary level.

### **3.0. PRESENTATION OF COUNTRY REPORTS**

Members of the Working Committee, who had been given assignments of taking stock on the status of Peace Education in their respective countries, were asked to present these reports as follows:

- Mr. Assouan Gbesso - The Status of Peace Education in West African Countries
- Mr. Emmanuel Samara - Peace Education in Tanzania
- Ms Onen Christine Harriet - Peace Education in Uganda
- Mr. Alphonse Nshimiyimana - Status of Peace Education in Rwanda
- Dr. Phoebe Nyawalo - The Status of Peace Education in Kenya

#### **3.1. The Status of Peace Education in West Africa**

- Mr. Assouan Gbesso briefly gave an overview of education in Africa, and then analyzed the link between education, conflict and peace in Africa. He went on to justify the need for the introduction of Peace Education in West African systems of education.
- He then gave a brief definition of Peace Education and what can be the possible contents of a holistic Peace Education programme and connected it to the relevance it had to the needs of the African societies, such as:
  - inter-state conflicts,
  - inter-ethnic conflicts,
  - HIV/AIDS pandemic,
  - rising poverty and globalization, etc
- Through an analysis of education systems in West Africa, Mr. Gbesso explained how education in most countries in West Africa had undergone a number of evolutions and modifications. The idea that education should conform to the needs of the society is already in people's consciousness and therefore presents itself as an opportunity that can be exploited
- A number of West African countries have felt the need for reorienting the education systems. He mentioned the case of Liberia that has introduced notions child's rights, peace and global intercultural education, and basic education for all in their curricula.
- According to Mr. Gbesso's presentation, the very few formal Peace Education initiatives undertaken at the central level in West African countries are done by countries in post-conflict reconstruction phases that intend to re-build social cohesion and set foundations for lasting peace.
- Many initiatives are also taken at the level of higher education, by universities and colleges. Generally, the Anglophone countries, with Nigeria in lead can be said to be advancing in this area more than their Francophone counterparts.
- He made a brief case study of Togo's school curriculum to show a case where components that can easily be categorized under Peace Education curriculum already exist but under a different label. In Togo,

the subject called “Moral and Civic Education” is a good example. Its main aim is to develop a number of knowledge, skills and attitudes that compare to those that are also targeted by Peace Education.

- His conclusion was that these kinds of initiatives within the existing curricula could very well serve as entry points for a proposed Peace Education project.
- Finally, he mentioned a good number of initiatives taken by NGOs across the region that can be exploited. He concluded his presentation by outlining the challenges encountered in the field by initiators of Peace Education programmes, which underlined the need for capacity building in the region.

### **3.2. Peace Education in Tanzania**

In analyzing the education system in Tanzania, Mr. Emmanuel Samara stated that from an external point of view, Tanzania is seen as one of the rare countries in Africa that can be rated as a peaceful nation. However, according to him, the situation on the ground demonstrates a completely different story – it is a case of negative peace for most of its citizens. The need for Peace Education in Tanzania is as real as it is for any conflict/post conflict country. He noted that:

- Tanzania is witnessing considerable internal inter-ethnic violent conflicts. There is also school violence associated with destruction of institutional property and the beating up of teachers. Corruption, political violence and the conflicts caused by cultural beliefs also abound. All these create the need for Peace Education in the school curriculum in order to equip the learners with skills and knowledge to achieve and maintain peace
- Elements of Peace Education such as human rights and responsibilities, cultural practices, economic and social development do exist in primary and secondary education programmes, although those programmes are not named “Peace Education”.
- Civics syllabus in use in Tanzanian’s schools has most components of Peace Education. Even the methodologies proposed for use in the programme and the skills, values and attitudes it seeks to develop are quite similar to those in Peace Education
- The only snag that is hampering the effectiveness of the programme is the fact that the Tanzanian schooling system is geared towards the exam and competition between individuals for the few available places within the various educational institutions. This approach conflicts with the skills and spirit of cooperation and partnership espoused in Peace Education methodology
- Since they are examinable subjects, Civics Education and others that have curricula akin to that of Peace Education, seem more focused on shaping the learners for their final examinations, rather than preparing them to face the challenges of their future life.
- Finally, Mr. Samara mentioned a few efforts made by non-governmental organizations towards the development of Peace Education in Tanzania and the fact that considerable progress has already been done to commit the government into engaging certain

NGOs like HUREPI to spearhead the implementation of the Peace Education within the school system

### **3.3. Peace Education in Uganda**

In her analysis on Peace Education in Uganda, Ms. Christine H. Onen presented Uganda as a country that has been going through internal conflicts for the past 36 years. The country too had been involved in a number of regional conflicts such as the ones in Democratic Republic of Congo (DRC) and Rwanda, and has been subjected over long periods to dealing with huge numbers of both internally and externally displaced persons. These events have greatly put physical and psychological strains on the people and the country's capacity to function at its maximum. Her presentation brought out the following information on the Ugandan education system:

- a reform is currently going on in the education system as a whole, and that the Ugandan education system had captured some major broad goals aimed at creating national unity.
- Uganda also offers a case where elements of Peace Education already exist within the syllabus, although under different appellations. This is not reflected only in the content of the curriculum but also in the proposed methodologies for use in the learning settings. It was noted, for instance, that the current pedagogical trend is from teacher-centered methodologies to learner-centered approaches
- As examples of Peace Education initiatives, Ms. Onen mentioned two universities that have modules/departments of conflict studies. Several other initiatives are being conducted by different NGOs such as Save the Children and the Norwegian Refugee Council.
- Though certain NGOs have developed manuals in Peace Education, yet the challenge is that these programmes are not accredited by the central government, nor are they examinable. The challenge is how to balance the need for Peace Education skills within the society and at the same time, satisfy the rigid demands of a school system based on elimination practices.
- Other challenges include the lack of reference materials, financial constraints, supply of qualified teachers and poor working conditions for these teachers.

### **3.4. Status of Peace Education in Rwanda**

Mr. Alphonse Nshimiyimana in presenting the current situation of Peace Education in Rwanda stated that as a result of the genocide, Rwanda is a special case, in that it made the people become conscious of the important role that education can play both negatively and positively in the area of peace and peacebuilding. Genocide involved all categories of individuals (men, women, religious leaders, teachers, etc.). The fact that the entire elite fully participated is a proof that violence must have been deeply imbedded in the entire Rwandan society and that the education system must have been part of the process. Several pertinent observations came from the report:

- In the Rwandan case, the genocide led to the government's awareness of the need for Peace Education and the subsequent acknowledgement that in order to reverse the negative trends that had led to it, nothing would be more effective than using the school/education institutions to propagate the necessary skills and knowledge to a wide cross section of the Rwandese population
- It was noted that there are two programmes implemented at the level of primary schools that are very close to Peace Education. These are Civics Education and Moral Ethics. At the secondary level, there is a course on political education. All these initiatives are implemented through participatory methods and are skills-based curricula
- At the level of higher education (tertiary level), there is at the National University of Rwanda, a course in Gender and Development and a Centre for Conflict Management that conducts research on peace related issues and gives relevant training
- However, it was pointed out that there was still need for the present curriculum to be enhanced to cover crucial areas like HIV/AIDS, ecological concerns, etc. which make the Peace Education get a holistic outlook
- There is need to harmonize the Peace Education curriculum with those of traditional subjects within the school system so that, contradictions arising from value incompatibilities between the different contents and especially with the methodology(ies) used should not arise.
- A controversial issue worth mentioning, concerns the solidarity camps. These are compulsory for University going students is meant to train the learners who will be the country's future elite in acquiring peaceful skills of leadership and living together. However, the fact that the skill of using firearms is also taught, has been seen in some quarters as incompatible with the espoused values of Peace Education. There is need for mechanisms for reconciling such deep-rooted contradictions between different value systems.

### **3.5. The Status of Peace Education in Kenya**

The report on the status of Peace Education in the Kenyan Education system was presented by Dr. Phoebe Nyawalo. She started off by giving a functional definition of Peace Education as process of developing knowledge, skills, attitudes, behaviors, values that enable learners to:

- Identify and understand sources of local and global issues and instill positive sensitivities to these problems
- resolve conflicts and to attain justice in a non-violent way
- live by universal standards of human rights and equity by appreciating cultural diversity, respect for the earth and for each other

She noted that like all African nations, Kenya is a country of many cultures, languages and peoples and has close to fifty different distinct groups of people. Moreover, like is the case with most of the African countries, it is still a developing country and is characterized by poverty, bad governance, man made and natural catastrophes. Under these conditions, especially given the lack of political will to equally distribute the little wealth that exists, conflict

has become the order of the day, both in its structural form and sometimes overt form. It is notable, however, that since independence, there was a clear government policy to use education as a tool in development and for national cohesion. Education, therefore, took up the two themes as primary goals and has evolved over the years in attempts to be more and more relevant to its set ideals. The last sessional paper 2005<sup>5</sup> states the following goals for education:

- Development, management, organization, and delivery of education and training services in Kenya will be guided by the philosophy of "Education and Training for Social Cohesion as well as Human and Economic Development
- The focus of various sub-sectors of education will be on the acquisition of life-skills and life-long learning
- Emphasis will be on the provision of holistic quality education and training that promotes education that involves both cognitive and affective domains
- Instilling values such as patriotism, equality, peace, security, honesty, humility, love, respect, tolerance, cooperation and democracy through education and training will be critical
- Quality and relevant education and training for Kenya will also address emerging challenges such as respect for human rights, drug and substance abuse, corruption, violence and social exclusion.
- It sees education for the 21st century as taking a significantly different trend from the past as they will be addressing globalization issues such as environmental concerns, technology and terrorism
- It sees education as a tool for tackling issues of parity and calls for the necessity to take affirmative action to compensate for historical and emerging inequalities and disparities in all areas of Kenyan national life including gender
- It therefore advocates for an education and training that promotes sustainable development, peace and social justice

These goals stated above, have so far eluded the education system in Kenya, despite being one of the African countries with the highest literacy numbers in the continent. The most cited reason for this failure has been the fact that the changes in the education system notwithstanding, it still does not conform to the realities and needs of the society and therefore calls for more reflective work to be done on it.

It was duly noted that components of Peace Education have always existed in the Kenyan curriculum. Subjects such as Civic Education, Social Ethics, Agriculture, Health Science, Religious Education and lately Environmental Education have always featured, both in the upper Primary and Secondary sections of the Kenyan School curricula. The school system in Kenya also gives a lot of emphasis on extra-curricular activities, which involves culture, sports and all types of creative arts. However these subjects have often been taught in isolation from each other. They lack the proper focus and have been dogged by the use of inappropriate methodologies. Sometimes, their contents have been censured and distorted to serve the interests of the government of the

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<sup>5</sup> Sessional Paper 2005 – Kenya Institute of Education, Ministry of Education

day. Even in cases of no state interference, Kenyan education system with its heavy emphasis on examinations, do not give the schools and teachers enough room to appreciate the value of life skill education. Besides, Kenya has always wrongly assumed that because they have never had a full blown state of war, like most other countries within the continent, Peace Education is not a priority as such.

The latest sessional paper cited above, mentions major components of Peace Education that should guide future changes of the Kenyan education system. This gives lots of hope that even at the top level, there will be room to develop a curriculum that borrows heavily from Peace Education curriculum.

Finally, it is encouraging to note that Projects such as the one under consideration encourage networking and sharing of experiences across the continent. This will open avenues where countries like Kenya, maybe able to benefit from examples (specifically from the post-conflict contexts in Africa) that will lead them to appreciate and re-evaluate their commitment to Peace Education.

## 4.0. EMERGING ISSUES

### 4.1. Definition of Peace education

Peace education is a unifying and comprehensive concept that seeks to promote a holistic view of education. However, its relevance is inextricably part of and is highly dependent on contextual specificity. UNESCO literature states that Peace Education is more effective and meaningful when adopted according to the social and cultural context and the needs of a country. It should be enriched by its cultural and spiritual values together with the universal human values. It should also be globally relevant. Given such a framework, it is hard to find a universally accepted definition. As such, Peace Education is characterized by its many definitions. Here are some definitions taken from Peace literature:

*“Peace education is an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures” - R. D. Laing (1978)<sup>6</sup>*

*“Peace education is holistic. It embraces the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values. It is based on philosophy that teaches love, compassion, trust, fairness, co-operation and reverence for the human family and all life on our beautiful planet” - Fran Schmidt and Alice Friedman (198)<sup>7</sup>*

*“Peace education is skill building. It empowers children to be creative and adopt non-destructive ways to settle conflicts and to live in harmony with themselves, others, and their world . . . Peace building is the task of every human being and the challenge of the human family” - Fran Schmidt and Alice Friedman (1988)<sup>8</sup>*

These different definitions were debated on by the Committee and it was finally agreed that for practical purposes, a functional definition given here below be adopted by the committee for the time being:

Peace Education is process of developing knowledge, skills, attitudes, behaviors and values that enable learners to:

- identify and understand sources of local and global issues and acquire positive and appropriate sensitivities to these problems
- resolve conflicts and to attain justice in a non-violent way
- live by universal standards of human rights and equity by appreciating cultural diversity, respect for the earth and for each other

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<sup>6</sup> UNESCO PUBLICATION – A Teacher’s Guide to Peace Education, New Delhi 2001.  
<http://www.ncte-in.org/pub.htm>

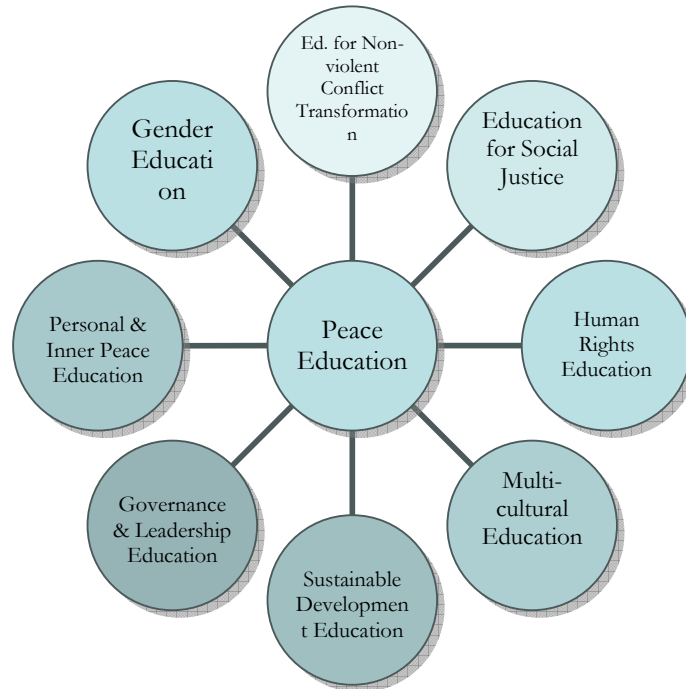
<sup>7</sup> ibid

<sup>8</sup> Ibid

## **4.2. Components of Peace Education**

With the advent of Western education in Africa, it was generally assumed that once a person acquired the prescribed cognitive skills, they would be able to function optimally as a useful member of his community. History has taught us how far this is from the truth! Some of the worst crimes against the African people in recent years have been committed by the educated elites. The main aim of Peace Education, as has been stated earlier, is to add value to the existing systems of education, in order to ensure that it becomes relevant to real life experiences of the learners, in their quest to create a just and equitable society.

On this note, members of the Committee noted that indeed children are in many ways aware of their environment and of the social/political issues that affect their daily lives. Moreover, the disorder of the world around them is reflected in school in many ways. Schooling simply intervenes in an ongoing educational process whereby they learn attitudes, skills and knowledge, which they will require to function as responsible members of their societies. What is interesting is the fact that, the very skills that are needed to address the local/global crisis are the very same qualities required to function in school settings. This means that the schools and other educational institutions can effectively become social arenas, which model how the ideal world ought to be. In order to achieve this, the school will need a curriculum where the content and the methodology are equally important and where a holistic view of education is entrenched to ensure the acquisition of specific knowledge, skills, behavior and attitudes. Below is a chart depicting the different components of such a curriculum, as was suggested by the members of the working meeting.



1. Human Rights Education– The rights of the child, women’s rights, the Universal Declaration of Human Rights, civil and political rights, respect for elders, etc.
2. Education for Non-violent Conflict Transformation: non-violence, effects of war, conflict resolution, conflict management, mediation, etc.
3. Education for Social Justice: issues of globalization, economic issues like fair trade, poverty, gender & development, gender equity
4. Multi-cultural Education: cultural and racial prejudice, stereotypes and discrimination, tackling problems of language and ethnicity
5. Sustainable Development Education: health issues, human security, environment degradation, sustainable ways of living
6. Governance & Leadership Education: democracy, citizenship, civics, electoral process, participation, civil society, media
7. Personal & Inner Peace Education: self confidence, inter-personal qualities, compassion
8. Gender Education: gender roles in peacebuilding and gender equity

In addition to the diagram, another important component of Peace Education is the learning methodology. Unlike the traditional approach, where not much thought was given to this component, Peace Education proponents put stress on a type of methodology that reinforces and models the skills and attitudes being targeted. To fully integrate the skills, attitudes etc., the way of learning is deemed to be as important as what is being learnt. In this way the school settings become authentic social contexts for experiential learning. It was therefore agreed that the methodology to be adopted should be learner-centered (i.e. participatory, interactive and cooperative learning). It is also

important to use the traditional methods of value education like story telling, modeling, etc.

Peace research (and more specifically action-based research) is a very important component of Peace Education as it is through such activities that the curriculum will evolve to respond to specific needs of the local/global realities.

### **4.3. Justification for a Peace Education programme**

From the presentations done on the status of Peace Education, as it exists within the selected countries' education systems, several elements that justify the need to have Peace Education as a continental programme were singled out:

- The need for political education to respond to the transition period that most African countries are undergoing (e.g. the democratization of the social and political structures)
- The need to be in step with sound education ideologies that advocate holistic approaches
- Countries in Africa are either in states of structural/overt conflict, post conflict, reconciliation process and/or are experiencing political/social and economic instability. The general need for cultures of peace therefore constitutes a most urgent need in almost all the countries
- The articulated need for providing quality education in Africa as expressed in most development instruments and national documents provide a strong incentive for African governments to restructure and institute positive changes in their education systems. This can easily be linked with declarations such as UNESCO's Education for All programme<sup>9</sup>, achievement of Universal Primary Education as stipulated in the Millennium Development Goals (MDGs)<sup>10</sup> and the Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010)<sup>11</sup>. This also coincides with the proposed African Union Second Decade of Education for Africa (2006-2015)<sup>12</sup>.
- Education has been recognized in many continental/international arenas as being one most important tool to be used in the prevention of conflicts and through which sustainable development process of African countries may be assured.
- Through education, it is possible that peace programmes that target a wide population can be elaborated and implemented, with a long term perspective to achieve such goals as cultivating inclusive citizenship,

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<sup>9</sup> See UNESCO (2000). *The Dakar Framework for Action – Education for All: Meeting our Collective Commitments*. Adopted by the World Education Forum, Dakar, Senegal, 26-28 April 2000

<sup>10</sup> PNUD (2004). *Les Objectifs du Millénaire pour le Développement: Progrès, Revers et Défis*. ONU : New York

<sup>11</sup> UNESCO (2000). *UNESCO – Mainstreaming The Culture of Peace*. Paris: France. Available at <http://www.unesco.org/cp>

<sup>12</sup> African Union (2006). *Second Decade of Education for Africa: Aide Memoire on First Meeting of Working Groups*. Department of Human Resources, Science and Technology: April 2006. Available at <http://www.africa.union.org>

‘de-segregating the mind’ and building a culture of tolerance. In short, education can be a tool to respond to states of oppression through a process that nurtures and sustains peaceful co-existence

- Colonial education that has hitherto continued to be the system of education in vogue in most African countries, did not focus on the development of the local population, but rather was largely geared towards the production of manpower that could continue to respond to and serve imperial interests. Peace Education will finally add value to the different education systems in Africa, so that they are more responsive to the local needs.
- Language and ethnic differences have been sources of conflicts in many African countries because people do not have the skills to deal with intercultural differences. By giving the children the necessary skills to solve inter cultural conflicts, Peace Education will finally respond to the language and cultural problems that have for a long time, undermined and deterred development initiatives in Africa.
- It was interesting to note that the different countries, whose systems of education were examined, were at different levels of engagement with Peace Education at that particular point in time. Networking and exchanging experiences will not only make Peace Education have a contextually rich learning framework but also it could considerably reduce the costs that are otherwise spent by each country in isolation for training, research and curriculum development. It is time that Africa not only works hard at drawing from its own resources in order to solve the monumental problems facing them at home, there is also need to strategize the pooling together of these resources for more cost effective service delivery.

#### **4.4. Available Opportunities for Peace Education in Africa**

In the course of analyzing the presentations, several opportunities that can be used to advance forward the Peace Education agenda were identified as follows;

- Most of our countries and the AU have recognized the important role that quality education and peace have to play in the development of all African countries
- Almost all countries seem to have recognized the importance of Peace Education as a key component of their education systems, as the existing curricula all show presence of Peace Education elements
- The amount of work that has already been done by the Civil Society Organizations in the area of Peace Education gives a leverage, which can serve as an entry points to the proposed programme.
- Many reforms are being done in the Education Systems of most countries, to take into consideration the challenges of the new world order
- Experience shows that many initiatives on Peace Education come from post-conflict countries, and this applies to many countries in Africa

## 4.5. Challenges

Several factors were identified as possible challenges that a venture such as the implementation of Peace Education will most likely confront:

- Lack of political will in cooperating with the selected team.
- Lack of an appropriate and comprehensive Peace Education Curriculum that is well adapted to the local needs.
- Lack of coordination and collaboration between different initiators of Peace Education programmes.
- Unclear goals, objectives and unadapted methodologies
- Limited participation of women in Peace Education programmes, and the risk of the programme responding only partially to local conditions.
- Lack of financial resources to fully implement the proposed programmes
- Lack of proper understanding and interest in Peace Education by all the stakeholders.
- Lack of capacity in the area of peace education within the continent
- Lack of reference and relevant research materials for teaching purposes
- Lack of interest in the area of Peace Education in countries such as Tanzania, which considers themselves peaceful countries, yet where structural violence that leads to negative peace does exist
- Status of ambivalence concerning national acceptance and accreditation. The fact that some countries may never accept Peace Education per se as an examinable subject, may often mean that it does not receive due weight within the school/college setting. And on the other hand, if made to be an examinable subject, it may mean that the learning will focus more on the theoretical aspects than the practical ones and encourage all the negative methodologies that are not compatible with Peace Education
- The methodologies currently used in formal learning situations found in the schools under consideration, conflict with the Peace education methodology. Whereas in traditional learning settings, competition among learners is encouraged, through grading, Peace Education methodology puts more emphasis in cooperative learning, critical inquiry, discovery method, etc.

## **5.0. ACTION PLAN**

It was resolved at the meeting that the present team would continue with the next phase of the programme with Dr. Nyawalo as the Coordinator. This phase which will involve preparations for a pilot study, will be composed of the following tasks:

- Complete the various reports on the status of Peace Education in their respective countries, by adding information from more sources and especially making available the current curricula in use in the countries under consideration
- Start work on the three different levels of the curricula (pre-primary and primary level, secondary level and tertiary level)
- Moderate the first draft of the curriculum with experts on educational curriculum and the research team
- Produce the final draft and set an agenda for the June 2007 conference
- Present the curriculum at the June 2007 conference and prepare for the piloting phase

Four countries were selected as targets for the piloting project: Tanzania, Mozambique, Togo and Sierra Leone.

In preparing for this next phase, it will be necessary to take into account several important elements that will be necessary for accomplishing the various tasks mentioned above:

- Stakeholders
- Resources
- Adapted curriculum
- Research component

### **5.1. Stakeholders**

Stakeholders, whose good will and/or participation will be necessary during the next phase of the project, were identified. It was necessary to take note of them in order to strategize for their involvement in good time. They are as follows:

- Government Ministries of Education
- Inter-Governmental agencies like the AU
- Media
- Teachers Associations
- Religious leaders
- Youth and parents' associations
- Civil Society Organizations

- Association of African Universities
- Global Partnership for the Prevention of Armed Conflict. (GPPAC)

## **5.2. Resources**

The following resources were identified as necessary:

- Human Resource: UPEACE Alumni, Professionals in the area of Peace Education and Curriculum Development, multi-disciplinary professionals and researchers.
- Financial Resources: UPEACE and other partners

## **5.3. Curriculum**

It was resolved at the meeting that the present team will divide themselves into groups and work at three different levels:

- Pre-primary/Primary level: Dr Phoebe Nyawalo and one more teacher from a Southern African country
- Secondary level: Mr. Emmanuel Samara, Mr. Alphonse Nshimiyimana and Mr. Assouan Gbesso
- Tertiary level: Dr. Tony Karbo and Ms. Christine Onen Harriet

A template for the curriculum is attached in Annex 3.

## **5.4. Research Component**

The team will need to work with data from the countries where the piloting project will be eventually carried out. This will provide them with valuable data that will enable them to know what has already been done locally, in terms of Peace Education curriculum, materials and expertise and what else needs to be done for each particular case. Since this data will be crucial in adapting the draft curricula to each country's realities, there is an urgent need to have the research done as early as possible during the preparation stage. The research should capture the following elements:

- Looking at studies that have been done on Peace Education in Africa i.e. the literature review
- Needs assessment as far as teachers' capacities are concerned (capacity building assessment). This will involve getting data from the Teachers' Training Institutions with a view to assessing any need for capacity building for the piloting phase.
- Finding out if they have resources and a conducive working environment
- Finding what type of curriculum exists within the systems being considered, has some closeness to a Peace Education curriculum and how it can be adapted to make it as holistic as possible

It was suggested that the research team will comprise two people, of which one should be an expert on curriculum development while the other will at least have an educational background. They will also offer expert services to the different groups writing the curriculum, in reviewing their drafts before they can be adopted by UPEACE – Africa Programme for onward transmission.

## **6.0. TIME FRAME AND OUTPUTS**

The Working Committee worked out and agreed on a time frame complete with specified activities and outputs, which need to be accomplished at each stage of the preparation period. See details in the table below:

	<b>Activity</b>	<b>Time/Deadline</b>	<b>Output</b>
1	Fieldwork	8 January - 15 February 2007	Data Collected (Report)
2	Drafting the Curriculum	16 February – 2 March 2007	Draft Curriculum at the three levels of Education
3	Needs Assessment		
	Identification of researchers	January 11 – 31, 2007	Researchers identified
	Drafting of ToRs for researchers	January 10	TOR
	Field Work and data analysis	February - April 7, 2007	Draft report
4	Expert Review Workshop	7 - 9 May 2007	Proposed Curriculum draft
5	Stakeholders Conference	June 27 – 28	Final Curriculum
6	Pilot Planning Meeting	29 – 30 June 2007	Draft Plan

## **7.0. Any other business**

- The suggestion, that the proposed curriculum draft will be translated into French and Portuguese, before it goes to the Stakeholders Conference, was unanimously adapted by the committee.
- It is also recommendable that it was necessary to start thinking about the translation of documents for the June conference, since there will necessarily be three linguistic groups represented.

## **CONCLUSION**

Once again the Director of UPEACE Africa programme took time to thank everyone for the three days' work and assured the team that UPEACE will continue to financially support the proposed activities of the proposed programme, up to and including the projected June 2007 conference. The onus is therefore on the team to meet deadlines and put in the necessary time and effort to produce quality outputs.

After him, all the members present took turns in giving their words of appreciation. The four members belonging to the University for Peace alumni said they were extremely grateful that they could still be in touch with the institution and that they felt particularly honored to have been asked to take part in a programme of this nature.

Dr. Lawrence Kannae, Director, Pan-African Teachers Centre praised the outcome of the meeting and assured everyone of Pan Africa Centre for Teachers' support.

The meeting ended at 15.50 pm on Wednesday 20<sup>th</sup> 2006.

### **ANNEXES**

#### **Annex 1: List of Participants**

<b>No.</b>	<b>Last Name</b>	<b>First Name</b>		<b>Organization</b>	<b>Position</b>	<b>Country</b>	<b>City</b>	<b>Contact Details (Physical Address, P.O.Box, Tel., Fax, Cell, E-mail, Website)</b>
1	Abebe	Tsion Tadesse	Mrs.	Africa Pogramme, University for Peace	Programme Assistant	Ethiopia	Addis Ababa	P.O.Box 2794 code 1250, Tel: +251 11 6180991, Fax: +251 11 6180993, e-mail: tabebe@upeace.org
2	Nshimiyimana	Alphonse	Mr.	Centre for Conflict Management, National University of Rwanda	Researcher	Rwanda	Butare	P.O.Box 56, Butare, Rwanda, Tel: +250 08589268, E-mail: mphonse@yahoo.fr
3	Butera	Jean-Bosco	Dr.	Africa Pogramme, University for Peace	Director	Ethiopia	Addis Ababa	P.O.Box 2794 code 1250, Tel: +251 11 6180991, Fax: +251 11 6180993, e-mail: jbbutera@upeace.org
4	Samara	Emmanuel	Mr.	Tanzania Teachers' Union (TTU) & HUREPI TRUST	Regional Secretary (TTU) and Programme Director (HUREPI TRUST)	Tanzania	Musoma	P.O.Box 1225, Musoma, Tanzania. Tel: + 255 784-275210 E-mail: samaraema@yahoo.co.uk
5	Gbesso	Assouan	Mr.	Togolese Foundation for Peace	Coordinator	Togo	Sokode	BP. 34 Sokode, Tel: + 228 912 20 97, Fax: + 228 550 02 11, E-mail: coordination@togopeace.kabissa.org, Website: www.togopeace.kabissa.org
6	Getachew	Rahel	Mrs.	Africa Pogramme, University for Peace	Administration and Finance Assistant	Ethiopia	Addis Ababa	P.O.Box 2794 code 1250, Tel: +251 11 6180991, Fax: +251 11 6180993, e-mail: rgetachew@upeace.org
7	Onen	Christine Harriet	Ms.	Norwegian Refugee Council	Project Coordinator, Youth Education Project (YEP)	Gulu	Uganda	P.O.Box 780, Gulu, Uganda, Tel: +256 471 32420, Telefax: +256 471 32632, Mobile: + 256 772 711774/611043, E-mail: onen.christine@nrc.org.ug
8	Kannae	Lawrence	Dr.	Pan African Teachers' Centre	Director	Togo	Lome	Executive Director, B.A 13117, Tel: +228 222 2547, Fax: +228 222 1411, E-mail: patc@patc-cpae.org, lawrencekannane@yahoo.co.uk, website: www.panafrica.ws
9	Karbo	Tony	Dr.	Africa Pogramme, University for Peace	Programme Officer	Ethiopia	Addis Ababa	P.O.Box 2794 code 1250, Tel: +251 11 6180991, Fax: +251 11 6180993, e-mail: tkarbo@upeace.org
10	Nyawalo	Phoebe Akinyi	Dr.	Africa Pogramme, University for Peace & University of East Africa, Kenya	Lead Evaluator (UPEACE Africa Programme)	Kenya	Kisumu	P.O BOX 29, Tel No: +254 (0)726627162, E-mail: phoebedar@yahoo.com

## **Annex 2: Agenda for the Working Committee Meeting**

### **Monday 18<sup>th</sup> December 2006**

<b><u>Time</u></b>	<b><u>Topic</u></b>
<b>10:00- 11:00</b>	<ul style="list-style-type: none"> <li>• Welcome and preliminary remarks by Director – UPEACE Africa Programme</li> <li>• Consensus on the Agenda</li> <li>• Session for Members introduction</li> </ul>
<b>11:00- 11:30</b>	<b>Coffee/Tea Break</b>
<b>11:30– 13:00</b>	Emerging Issues from the Reports – presentations by members of the committee followed by discussions <ol style="list-style-type: none"> <li>1. West Africa by Mr. Assouan Gbesso</li> <li>2. Tanzania by Mr. Emmanuel Samara</li> </ol>
<b>13:00– 14:00</b>	<b>Lunch</b>
<b>14:00– 17:00</b>	Cont'd Emerging Issues ... <ol style="list-style-type: none"> <li>3. Uganda by Ms. Christine Onen harriet</li> <li>4. Rwanda by Mr. Alphonse Nshimiyimana</li> <li>5. Kenya by Dr. Phoebe Nyawalo</li> <li>6. Lessons Learnt from the documented experiences – General Discussion</li> </ol>

### **Tuesday 19<sup>th</sup> December 2006**

#### Planning for Action

<b><u>Time</u></b>	<b><u>Topic</u></b>
<b>9:00- 10:30</b>	Mobilization for Peace Education in the Continent - What needs to be done? <ul style="list-style-type: none"> <li>• Stakeholders</li> <li>• Resources</li> <li>• Curriculum</li> <li>• Research component</li> </ul>
<b>10:30- 11:00</b>	<b>Coffee/Tea Break</b>
<b>11:00– 12:30</b>	Setting achievable goals
<b>12:30– 14:00</b>	<b>Lunch</b>
<b>14:00– 17:00</b>	Putting together the report

### **Wednesday 20<sup>th</sup> December 2006**

#### Planning for action continued

<b>Time</b>	<b>Topic</b>
<b>9:00- 10:30</b>	Presentation and approval of the Report
<b>10:30- 11:00</b>	<b>Coffee/Tea Break</b>
<b>11:00– 12:30</b>	Setting a time frame for action
<b>12:30– 14:00</b>	<b>Lunch</b>
<b>14:00– 17:00</b>	Any other Pending business

### **Annex 3: Template for Curriculum**

The draft curriculum will cover two/three school years at a reasonable frequency of three periods a week i.e. forty minutes per lesson. The curriculum could also be mainstreamed into the existing subjects already on the timetable.

The curriculum for each level will have the following components:

1.0

Introduction

Objectives of Education at that particular level

The goals of Peace Education at that particular level

Table of Content showing the topics and sub-topics divided into sections that show progression according to each grade egg. Year 1. etc.

2.0

Each grade level/section should explicit the content of the following:

General Objectives

Name of Unit

Topic

Specific Objectives/Learning output

Content

Suggested learning/teaching experiences (methodology in terms of learners activities)

Resources to be used

Evaluation/reinforcement