

ADEA 2017
Triennale
Education and Training in Africa

CONCEPT NOTE ON **SUB-THEME 4**

Building Peace and Global Citizenship through Education



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1. Background

The ADEA Triennale 2017 whose theme is *“Revitalizing education towards the 2030 global agenda and the 2063 African Agenda”* provides a platform for knowledge and experience sharing towards the achievement of sustainable development in Africa. Sub -theme 4 of the Triennale on *“Building Peace and Global Citizenship through Education”* focuses on developing capacities for respect of diversity, solidarity, inclusivity, democratic culture, cooperation, and global citizenship for the promotion of rights, duties and responsibilities.

As the world focuses on the achievement of the Sustainable Development Goals (SDGs), the enhancement of a peaceful and just global society is central to this cause. The SDG No. 16 provides for the promotion of peaceful and inclusive societies for sustainable development, access to justice for all and effective accountable and inclusive institutions at all levels. The fourth SDG that aims to *“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”* spells out seven targets to guide the implementation process. Target 4.7 emphasizes the need for education to contribute towards peace, human rights and responsible citizenship at the global and national levels through Education for Sustainable Development and Global Citizenship Education (GCED).

At the continental level, the Agenda 2063, which is both a Vision and an Action Plan for development in Africa underscores good governance, democracy, social inclusion and respect for human rights, justice and the rule of law as necessary pre-conditions for a peaceful and conflict free continent.

The journey towards a peaceful and secure Africa therefore needs to focus on: provision of safe and peaceful spaces for individuals, families and communities; freedom from armed conflict, terrorism and extremism; and promotion of human and moral values based on the rejection of all forms of intolerance, irrespective of their motivations.

The Continental Education Strategy for Africa 2016-2025 (CESA 16-25) identifies the establishment of a peaceful and secure environment as one of its pillars. The Strategic Objective (SO) 10 of this strategy is on promoting peace education and conflict prevention and resolution at all levels of education and for all age groups.

The ICQN on peace education which is recognized by CESA 16-25 **“as a community of practice and a platform for policy dialogue and exchange of experiences”**¹ will coordinate this sub-theme guided by both the global and continental aspirations in promoting peace, education for sustainable development, global citizenship and also addressing the related emerging challenges such as radicalization and violent extremism.

Specific activities for the sub-theme will mainly aim to develop ownership at the country level and will leverage on new knowledge and lessons learnt at the national and global levels to facilitate implementation (replication and scale-up) in African countries.

¹ Continental Education Strategy for Africa 2016-2025, Pg26...

2. Issues related to peace and social cohesion in Africa

The African Ministers of Education and Training, under the auspices of the African Union developed a Common African Position Paper (CAP) as their contribution to the Post 2015 debate. The paper was mainly informed by the results of the self-evaluation by African Countries on achievements EFA Goals and the evaluation of the Second Decade of Education for Africa (2006-2015). One of the 10 priority areas identified for the region was education for sustainable development (ESD) and global citizenship education (GCED).

A continental paper developed by ADEA on this area emphasizes the need to develop a “customized” GCED that reflects Africa’s value system in order to promote true nationalism without losing sight of globalization. This will in turn facilitate regional integration necessary to harness the social economic opportunities and strength for enhanced development. The paper also underscores entrenching of GCED inside and outside the formal education and training system. Some of the interventions cited towards promoting ESD and GCED were skills development, strengthening of governance and accountability and enhancement of country led policy and technical dialogues.

This sub-theme will provide a forum for interrogation of successful practices in promoting ESD and GCED as envisioned in the CAP.

Both the Agenda 2063 and CESA 16-25 take cognizance of radicalization and violent extremism as one of the major challenges in the continent. While education has gained prominence among policy makers and practitioners as a means for conflict prevention it is also used as vehicle for extremists to disseminate their ideologies and recruit supporters (Resolution 1624 of the UN Security Council). The role of education therefore needs to be harnessed in favour of promoting values that counter radicalism and extreme violence. Interventions involve the provision of safe learning environments for learners to hold interfaith and intercultural dialogue in order to facilitate appreciation and respect for diversity. It also entails empowering individuals to use critical thinking to reject any views on the legitimacy of violence as a means to achieve ideological objectives.

The preparatory work and activities during the Triennale under this sub-theme will thus focus on exploring and engaging with promising practices to address, this emerging challenge.

Other issues related to peace and social cohesion that will be of concern for this sub-theme include: promising practices in the monitoring and measurement of outcomes and impact of peace initiatives; identification of traditional methods for addressing conflicts that can complement formal strategies, an exploration of the relationship between religion and conflict, effective pedagogical approaches for promoting behavior change and promising practices in psychosocial interventions/trauma management in education institutions. The concept of integrating conflict sensitive approaches in education policies and programmes will also be explored. The practices will cut across all levels of education.

3. Purpose, objectives and expected outcomes

The overall goal of the sub-theme is to promote peaceful co-existence and responsible citizenship through education for mutual understanding within and among human groups including the ability to

live together in peace and solidarity while ensuring respect for diversity, democracy and the exercise of human rights for all and by all. The objectives are to:

- Identify and document best practices for addressing global citizenship, radicalisation and violent extremism and other emerging issues in promoting peace through education implementation in Africa and the rest of the world;
- Raise the voices of children and young people on their perceptions and views on peace and global citizenship in Africa and use them (children and young people) to make '*a call to action*' by the political leadership with specific interventions based on their messages;
- exhibit best practices and lessons learnt on, identification of actionable, scalable and promising practices in promoting global citizenship, addressing radicalisation and violent extremism and enhancing education for sustainable development to promoting peace through education in Africa and the rest of the world;
- Hold a side panel discussion on best practices and lessons learnt on promoting peace through education during the Triennale.

To achieve this objective, the ICQN Secretariat will work together with the country Focal Points, WGNFE, ICQN-LNL, ICQN-ECD, WGTP, WGBLM and WGEMPS at the preparatory stage and also the delivery of the theme activities during the Triennale.

The expected outputs from the sub-theme are:

- Country ownership of the process of identification, documentation and implementation of the best practices and lesson learnt by countries;
- Identification of actionable, scalable and promising practices that promote continental and global citizenship as well as peaceful coexistence through education, for sustainable development.
- A platform for children and young people to express their views in promoting peace in Africa created;
- Engagement of the political leadership at the country and continental level with a specific '*call to action*' based on the messages by children and young people;
- Knowledge sharing and collaborative action on issues of peace amongst African countries promoted.

4. Preparatory Work

Strategy 1: Virtual consultation with ICQN Peace education member countries

The ICQN-PE coordinators will liaise with the member countries through the Focal points to obtain reports on ongoing peace education initiatives and interventions as indicated in the ICQN Action Plan developed in a regional workshop at Lukenya Getaway, Kenya, 2013. Based on the reports provided, selected countries will be supported to make comprehensive documentation of their work and make

presentations in platforms such as the ADEA/UNICEF regional symposium to be held in Addis Ababa in June 2016. This will serve as preparation for sharing the interventions as best practices for implementing peace and responsible citizenship education in the region.

Strategy 2: Hold Consultative forums to identify and document best practices in promoting peace through education in Africa and the rest of the world

A consultative forum will be held in Kenya (there is a need to discuss with the secretariat the venue and the targeted participants), for the East African region, bringing together Ministry of Education officials, political leadership, development partners, parliamentarians, the academia, civil society organisations, faith based organisations and the private sector.

The Ministries of education will be the convener. This will act as a preparatory process for countries to hold internal consultations with their stakeholders regarding participation in the Triennale. The ICQN-PE will leverage on this meeting to concretise participation by the countries in the region on the Sub-theme and also plan for the inter-country peace procession.

Members of the ICQN will also participate in the consultative forums for other regions to consolidate the best practices on Sub-theme 4. The selected host countries for the forums are; Senegal (West Africa), DRC/Gabon (Central Africa), Morocco (North Africa) and Angola (South Africa). Participants of the consultative meetings will be drawn from Ministries of Education, development partners and other key stakeholders in education.

These forums will culminate into a regional consultative forum in Egypt where the best practices to be showcased for the sub-theme in the Triennale will be selected.

Strategy 3: Side meeting during the symposium on peace education at Addis Ababa

The symposium will be held in Addis Ababa from 1st - 3rd June 2016. It will be organised by ADEA through ICQN PE and UNICEF ESARO and WCARO. A side meeting for the Ministry representatives and partners will serve to interrogate the best practices that will be proposed for the Triennale under sub-theme 4. The side meeting will also be used to clarify details of the inter-country peace campaign.

Strategy 4: Inter-country peace campaign

The Inter-Country Quality Node on Peace Education will conduct an inter-country peace campaign in South Sudan, Kenya, Liberia, Cote D'Ivoire, Democratic Republic of Congo and Senegal as a build-up activity culminating into an inter-country peace procession in Dakar, Senegal during the Triennale. The theme of the campaign will be:

“Promoting peace in Africa through education; Making the voices of children and young people heard”

The campaign will involve the following activities:

- Development of guidelines for the inter-country peace campaign
- Identify schools to participate in the campaign
- Selected schools to develop peace messages expressed in drama, music and art.
- Package the peace messages on a banner to highlight children and young people's views and perceptions on peace and conflict
- Based on the messages developed by children and young people, a petition will be developed 'as a call to action' and presented to the political leadership by the young people.
- Engage national media to publicize the Peace torch campaign
- Engage the political leadership during the campaign
- Hold peace processions in the capitals of participating countries
- Hold peace education forum where pupils and students make presentations
- Plant trees and create peace zones in Schools
- Hand over the banner to the political leadership as a way of seeking their commitment to promoting peace.

Strategy 5: Activities during the Triennale

a) Exhibition of best practices

The ICQN-PE will coordinate the exhibition of best practices and lessons learnt on promoting global citizenship, addressing radicalisation and violent extremism and enhancing education for sustainable development to promoting peace through education in Africa and the rest of the world. This will be in form of short videos, photographs brochures, posters and teaching and learning materials on peace education. The WGNFE, ICQN-ALN, ICQN-ECD, WGTP, WGBLM and WGEMPS will support the ICQN to deliver this target by providing materials related to this Sub-theme.

b) Side meeting on peace education

A side meeting on peace education will be held during the Triennale to deliberate on effective peace education practices and experiences in African countries and beyond. Key innovative practices will be share and a discussant will be used to guide a plenary on the presentations. The focus of the presentations will be focused on the implementation rather than the conceptualization of the innovations and will centre on the development of concrete steps by government towards achieving SO 10 of the CESA 16-25.

c) Inter-country peace procession in Dakar, Senegal

This will serve as the climax to the peace campaign and will entail the following activities;

- Hold a peace procession in Dakar with the banners from the participating countries culminating
- Selected items with peace messages by children and young people from all the countries involved in the campaign will be displayed during the procession
- Handing over the banners with peace messages to the chief guest/political leadership from Senegal
- Prepare a petition ("*a call to action*") based on the messages developed by children and young people from different countries that will be presented to the political leadership by the young people at the end of the peace procession

5. Collaboration with other ICQNs and Working Groups

WGEMPS: There is extensive work (research, policies and programmes) done by international and regional organisations relating to whole systems approach to peace building through education(focusing on governance, equity, resilience), curriculum based interventions and emerging challenges in peace building. The WGEMPS will support the ICQN-PE with background comprehensive information and data from these interventions for the identification and documentation of the best practices.

WGCORED: Conflict sensitive journalism is critical to reinforce the peace values and attitudes acquired in learning institutions. In this regard, ICQN-PE will liaise with WGCORED to identify best practices by media in this area. WGCORED will also support the advocacy work of the sub-theme including facilitating media briefing sessions at the country level to enhance political good will and publicity. The WG will also assist in designing IEC materials for exhibition during the Triennale.

ICQN-ECD: Evidence shows that integrating peace education into Early Childhood Development

Education provides forms the foundation for development of personal peace as it enhances socialemotional development, appreciation of differences and capacity for empathy. AS African countries grapple with mainstreaming ECDE into public education, it is imperative to ensure effective integration of emerging issues such as peace-building into the curriculum. ICQN-ECD will support this sub-theme in identifying practices at the ECD level that focus on promoting peace, including interventions in post crisis situations.

WGHE will support this sub-theme in identifying practices at the Higher Education level that focus on conflict sensitivity in the structure and delivery of Higher Education, integration of peace building skills into the higher Education curriculum, co-curricular interventions for promoting peace and skills development for possible incorporation in the inter-country campaign, exhibition and panel discussion.

Peace education requires experiential pedagogy to facilitate development of skills, values and attitudes among learners. This calls for effective training of teachers (through pre-service and inservice) and provision of suitable teachers' and learners' resource materials. The ICQN-PE will work with **WGTP** and the **WGBLM** to identify promising practices in capacity development of teachers on behavior-change/lifeskills programmes on peace.

6. Post Triennale activities

The ICQN PE will undertake the following activities to facilitate further action from the Triennale:

- 1) Develop a clear list of focal points (based on interactions during the consultative forums and during the Triennale) responsible for taking forward the sub-theme activities at the country level.
- 2) Document specific strategies identified during the Triennale (on the sub theme), including countries that showed interest in taking up the practices
- 3) Develop methodological note linking the strategies and Agenda 2030, CESA 16-25.
- 4) At the ICQN Level, incorporate the strategies in the ICQN work plans
- 5) Develop clear monitoring framework that is linked to the ADEA reporting framework.



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