

PEACEBUILDING EDUCATION AND ADVOCACY IN CONFLICT-AFFECTED CONTEXTS PROGRAMME

PAN-AFRICAN SYMPOSIUM

on Education, Resilience and Social Cohesion -
Strengthening Education Policies and Programmes
to Achieve SDGs and Africa's Agenda 2063

1-3 June 2016

UNECA Conference Centre
Addis Ababa, Ethiopia



Federal Democratic
Republic of Ethiopia



Ministry of Education



الجمعية الوطنية للتطوير التعليمي في افريقيا
Association for the Development of Education in Africa
Association pour le Développement de l'Éducation en Afrique
Associação para o Desenvolvimento da Educação em África



ADEA Inter-country Quality Node
Peace Education



Advancing Learning. Building Peace.



TABLE OF CONTENTS

 CLICK & GO

| | |
|---|----|
| ACRONYMS | 3 |
| EXECUTIVE SUMMARY | 5 |
| 1. COMMUNIQUE | 6 |
| 2. BACKGROUND | 8 |
| 3. OPENING REMARKS | 11 |
| 4. THE ROLE OF EDUCATION SYSTEMS IN STRENGTHENING SOCIAL COHESION AND RESILIENCE | 13 |
| 5. COMBATTING VIOLENCE THROUGH QUALITY EDUCATION | 18 |
| 6. SCHOOLS FOR LEARNING AND FOR PRACTICING PEACE | 22 |
| 7. MOVING FORWARD: COMMITMENTS TO STRENGTHEN EDUCATION POLICIES AND PROGRAMMES TO ACHIEVE SDGS AND AFRICA'S AGENDA 2063 | 25 |
| 8. CLOSING REMARKS | 27 |
| ANNEXES | |
| ANNEX A: COMMUNIQUE IN ENGLISH | 28 |
| ANNEX B: COMMUNIQUE IN FRENCH | 33 |
| ANNEX C: DETAILED AGENDA | 38 |
| ANNEX D: LIST OF PARTICIPANTS | 42 |
| ANNEX E: BIOS OF SPEAKERS | 46 |



ACRONYMS

| | |
|--------|--|
| ABE | Accelerated Basic Education |
| ADEA | Association for the Development of Education in Africa |
| AET | African Educational Trust |
| AS | Harakat Al-Shabaab al-Mujahedeen (Al-Shabaab, Mujahidin Youth Movement) |
| BRMS | Basic Requirements and Minimum Standards |
| CA | Conflict Analysis |
| CEC | Community Education Committee |
| CEWERU | Somalia Conflict Early Warning Early Response Unit |
| CFC | Child-Friendly Centres |
| CFS | Child-Friendly Schools |
| CO | Country Office |
| CoC | Code of Conduct |
| CPD | Continuous Professional Development |
| CPSA | Conflict, Peace and Situation Analysis |
| CSF | Child Safe Facilities |
| CSZ | Central South Zone (Southern Somalia between Kenya and Puntland borders) |
| CtC | Child-to-Child |
| DGE | Director General of Education |
| DEO | District Education Officer |
| DfID | Department for International Development |
| EC | European Commission |
| EEPCT | Education in Emergencies and Post-Crisis Transition |
| EMIS | Education Management Information Service |
| EFA | Education for All |
| ESARO | Eastern and Southern Africa Regional Office |
| EU | European Union |
| FAO | Food and Agricultural Organization |
| FGD | Focus Group Discussion |
| FGS | Federal Government of Somalia |
| FP | Focal Point |
| FRS | Federal Republic of Somalia |
| G2S | Go-to-School Campaign |
| GoN | Government of the Netherlands |
| GPE | Global Partnership for Education |
| HLTF | High Level Task Force |

ACRONYMS

| | |
|--------|---|
| HRW | Human Rights Watch |
| ICQN | Inter-country Quality Node |
| ICRC | International Committee of the Red Cross |
| IDPs | Internally Displaced Persons |
| IGAD | Inter-Governmental Authority on Development |
| KAP | Knowledge, Attitudes and Practice |
| M&E | Monitoring and Evaluation |
| MDG | Millennium Development Goals |
| MoE | Ministry of Education (Puntland, Somaliland) |
| MoECHE | Ministry of Education, Culture and Higher Education |
| MoHDPS | Ministry of Human Development and Public Services |
| MP | Member of Parliament |
| NEZ | North East Zone (Puntland region) |
| NFE | Non-Formal Education |
| NGO | Non-Governmental Organization |
| NRC | Norwegian Refugee Council |
| NWZ | North West Zone (Somaliland region) |
| OBE | Outcomes Based Education |
| OCHA | Office for the Coordination of Humanitarian Affairs |
| PB | Peacebuilding |
| PBEA | Peacebuilding Education and Advocacy |
| PBF | Peacebuilding Fund |
| PSG | Peace and Statebuilding Goals |
| PTSD | Post Traumatic Stress Disorder |
| REO | Regional Education Officer |
| RO | Regional Office |
| SZOP | Schools as Sub-national entities of Somalia of Peace |
| SfCG | Search for Common Ground |
| SSC | Sool, Sanaag and Cayn provinces |
| SWAp | Sector Wide Approach |
| SWES | Somalia-Wide Education Synergies |
| ToT | Training of Trainers |
| TFG | Transitional Federal Government |
| UAM | Un-Accompanied Minors |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific, and Cultural Organization |
| UNHCR | Office of the United Nations High Commissioner for Refugees |
| UNICEF | United Nations Children’s Fund |
| UNSC | United Nations Security Council |
| UNSOM | United Nations Assistance Mission in Somalia |
| WCARO | UNICEF West and Central Africa Regional Office |
| WFP | World Food Programme |
| YEP | Youth Education Pack |



EXECUTIVE SUMMARY

Recognizing the crucial role of education in both driving conflict and contributing to peace, UNICEF's Peacebuilding Education and Advocacy (PBEA) programme, or "Learning for Peace", was established to strengthen resilience, social cohesion and human security in fragile and conflict-affected contexts by improving policies and practices for education and peacebuilding. From 2012 to 2016, the program has implemented in 14 countries, including 10 in Africa.

This report summarizes the lessons learned and promising practices shared at the Pan-African Symposium on Education, Resilience and Social Cohesion, held on 1 – 3 June 2016 at the United Nations Conference Centre in Addis Ababa, Ethiopia. The symposium was organized jointly by UNICEF (WCARO and ESARO) and the Association for the Development of Education in Africa (ADEA), with its Inter-Country Quality Node (ICQN) on Peace Education.

The report is organized into three substantive sections, which align to the thematic areas of the symposium: 1) Taking a Systems Approach in Education for Peacebuilding; 2) Quality Education to Combat Violence and, 3) Schools for Learning and Practicing Peace. The symposium communique crystallizes the commitment of participating African countries to improving equity and quality in education in order for systems to more strongly contribute to social cohesion, resilience, and development.

The Symposium also provided an opportunity to conduct a consultation on education for peace, in the lead up to the ADEA 2017 Triennial– known to be ADEA's flagship event and one of the most important global events on education and training in Africa – which will be held in Marrakesh, Kingdom of Morocco from 15th to 17th March 2017 with the overall theme of "Revitalizing education towards the 2030 Global Agenda and Africa's Agenda 2063".

1

COMMUNIQUE



“Pan-African Symposium on Education, Resilience and Social Cohesion Strengthening Education Policies and Programmes to Achieve SDGs & Africa’s Agenda 2063”

Addis Ababa Communiqué
3 June 2016

Preamble

We, Ministers of Education and Heads of delegations;

Having gathered in Addis Ababa, Ethiopia for a Pan-African Symposium on Education, Resilience and Social Cohesion on 1 – 3 June 2016, organised through the Ministry of Education of Ethiopia;

Appreciating the leadership offered by the Government of Ethiopia and supported by key development partners such as the Association for the Development of Education in Africa – Inter-Country Quality Node on Peace Education (ICQN) and UNICEF;

Recognising that conflicts, violence and inequities can lead to crises and impede the achievement of the Sustainable Development Goals (SDGs) in many African countries and globally;

Noting that education systems, particularly the type and quality of education provided, can either fuel marginalisation, alienation and risks of conflict and violent extremism, or contribute to social inclusion, economic development, and sustainable peace and stability on the continent;

Recognising that Africa’s Agenda 2063 underscores peace and security as a pillar in fostering a prosperous and integrated continent and that the Continental Education Strategy for Africa (CESA) 2016-2025 provides for the promotion of education for peace, social cohesion and resilience at all levels of education;

Acknowledging the role of national governments, in particular Ministries of Education, in shaping and implementing policies and programmes to realise sustainable development and peace for all African children, youth and adults;

Appreciating the support provided by key education stakeholders such as the Association for the Development of Education in Africa (ADEA), the ICQN on Peace Education, UNICEF, and other partners, whom we urge to continue their support to education for peace, social cohesion and resilience in Africa;

Building upon the Mombasa Communiqué of September 2009 and the Navaisha Communiqué of December 2012;

1

COMMUNIQUE

Agree to:

Make every effort to ensure that education systems are well equipped to offer equitable, socially-inclusive, and quality education that promotes social cohesion, resilience and peace in Africa;

Strengthening education systems:

- **Integrate** conflict and risk analyses in education policies and sector planning processes;
- **Develop and implement** conflict-sensitive, gender-sensitive and risk-informed education programmes;
- **Embrace** a participatory approach to education policies, planning, and implementation
- **Recognize** the crucial role of teachers in achieving learning outcomes and in promoting social cohesion;

Combating violence through quality education:

- **Ensure** curriculum and education services are culturally and economically relevant to local contexts, with a special focus on minorities, nomadic and other mobile communities;
- **Develop** alternative education opportunities for marginalised and at-risk adolescents and youth, such as accelerated learning programmes, technical and vocational training, and lifeskills education;

Promoting a culture of peace at school level:

- **Support** school-based programmes engaging children as agents for peace, such as school clubs, arts, and sports;
- **Take concrete** measures to ensure learning environments are safe and free of all forms of violence
- **Galvanise** the engagement of diverse community groups in the management of education services, such as inclusive parent-teachers associations (PTAs), mothers' clubs, and faith-based organisations

Strengthen collaboration, partnerships, monitoring, and resource mobilisation on education and peacebuilding;

Reinforce the ICQN on Peace Education and partners to support the realisation of the goals and the implementation of the commitments.

Agreed and signed this 3rd Day of June 2016, Addis Ababa, Ethiopia

Burundi, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of Congo, Ethiopia, Kenya, Liberia, Mali, Nigeria, Sierra Leone, Somalia, South Sudan, and Uganda.

BACKGROUND



2.1. Background on UNICEF and the PBEA programme

The UNICEF Peacebuilding Education and Advocacy (PBEA) programme is a four-year \$150 million initiative established in 2012. Funded by the Government of the Netherlands (GoN), the programme aims to strengthen resilience, social cohesion and human security in fragile and conflict-affected contexts by improving policies and practices for education and peacebuilding¹.

PBEA represents a continuation of the work of UNICEF and the GoN to implement education programming in conflict-affected and emergency settings. However, the specific focus on peacebuilding means that the PBEA programme is the first within UNICEF that explicitly aims to work on factors giving rise to conflict by utilizing social services such as education to support peacebuilding. It has focused on achieving five key outcomes:

1. Increase inclusion of education into peacebuilding and conflict reduction policies, analyses and implementation.
2. Increase institutional capacities to supply conflict-sensitive education.
3. Increase the capacities of children, parents, teachers and other duty bearers to prevent, reduce and cope with conflict and promote peace
4. Increase access to quality and relevant conflict-sensitive education that contributes to peace.
5. Contribute to the generation and use of evidence and knowledge in policies and programming related to education, conflict and peacebuilding.

Table 1: UNICEF PBEA Implementing Countries

| PBEA TARGET COUNTRIES | | | | |
|--|--|------------------------------|------------|-----------------------|
| West & Central Africa | East and Southern Africa ² | Middle East and North Africa | South Asia | East Asia and Pacific |
| Chad, Côte D'Ivoire, Democratic Republic of Congo, Liberia, Sierra Leone | Burundi, Ethiopia, Somalia, South Sudan, Uganda, Kenya (via Dadaab refugee camp) | Palestine, Yemen | Pakistan | Myanmar |

1. UNICEF (2014) 'About.' Learning for Peace; <http://learningforpeace.unicef.org/about/learning-for-peace/>.

2. Kenya is also included via support to the Dadaab refugee camp to address cross border conflict risks associated with Somali refugees.

2

BACKGROUND

2.2. Background on ADEA and the ICQN on Peace Education

The Association for the Development of Education in Africa (ADEA) is a forum for policy dialogue on education policies and a partnership between African education and training ministries in Africa and their technical and funding partners. Founded in 1988, at the instigation of the World Bank, it has evolved into a pan-African institution based within the African Development Bank (AfDB). ADEA works to empower African Ministries of Education and make development agencies more responsive to the concept of national ownership by strengthening policy dialogue between governments and agencies. Its activities also enhance institutional and technical capacities within Africa by establishing networks for the sharing of information and the dissemination of successful strategies and innovations.

The Inter-Country Quality Node on Peace Education (ICQN-PE) was formed as a result of a Ministerial Conference hosted by ADEA in June 2004 for post conflict or fragile states. In September 2009, the first meeting of the ICQN Peace Education was organized and funded by the Association for Development of Education in Africa in collaboration with the Ministry of Education, Kenya. The ICQN Peace Education recognizes Peace Education as a proactive and preventative measure to conflict and violence in society. It conducts policy dialogue, research, analysis and documentation on promising practices to promote peace education, capacity development, and intra-African exchanges of expertise.

2.3. Symposium Objectives and Methodology

The three-day Pan-African Symposium on Education, Resilience and Social Cohesion, held at the United Nations Conference Centre in Addis Ababa, Ethiopia convened to provide a platform to share experiences and lessons learned on supporting education for peacebuilding. The symposium focused on how inclusive, equitable, and innovative education policy and programs can contribute to sustainable peace and development across the continent, with the goal of sharing evidence and best practices from across Africa. It was attended by Ministers of Education and Heads of Delegation from 14 African countries, including conflict-torn states.

The symposium sought to develop concrete recommendations on how to strengthen education policy and programs to support sustainable peace and development across the continent. It also aimed to provide evidence to inform both public funding and donor strategies and investment priorities. Throughout the three days, participants linked their discussions to broader educational agendas, including the post-2015 Sustainable Development Goals (SDGs) and Africa's Agenda 2063, both of which include specific targets for education and peace, and make an explicit link between education and peacebuilding.

Research and evidence covered three large thematic areas: 1) integrating conflict-sensitive lens into education sector analyses and plans; 2) education quality to combat violence and violent extremism and 3) schools for learning and practicing peace. Each thematic area included plenary presentations and discussions, paired with small break-out sessions, known

2

BACKGROUND

as Deep Dives – which offered opportunity to explore key issue in depth. Each Deep Dive session were chaired by a Minister of Education or Head of Delegation, and moderated by a technical expert. At the end of each thematic area, Deep Dive ministerial chairs shared key reflections and take-away points with Symposium participants. This feedback was used to establish commitments and key action points that fed into the final communiqué.

2.4. Organization and Intended Use of this Report

This report synthesizes the major themes and lessons learned at the symposium and outlines key recommendations. It aims to establish the empirical base for the commitments agreed upon by the Ministers and Delegations of the 14 countries represented.

Section 1 discusses the importance of taking a systems approach foster the role of education in strengthening social cohesion and resilience. Section 2 focuses on educational quality to combat violence and Section 3 discusses good practices for creating safe learning environments and practicing peace at school.

3

OPENING REMARKS



The opening speakers reminded us that conflict is a threat to education and an impediment to meeting larger development goals, including the Sustainable Development Goals and the African Union's Agenda 2063. They touched on important issues and set the tone for the rest of the Symposium, stressing how countries could learn from one another, share good practices and collaborate on areas of mutual concern, even while recognizing the need to be conscious of country's diverse social and educational contexts.

- **Brenda Haiplik, Senior Education Advisor (Emergencies) at UNICEF in New York** reminded us that “there can be no sustainable development without peace, and no peace without sustainable development.” She emphasized the threat that conflict represents for education: a child in a conflict is twice as likely to be out of school, compared to other developing countries, and stated that conflict, fragility and insecurity are the most important development challenges of our time. She also reiterated the commitment that UNICEF has made to supporting education for peacebuilding, including the Learning for Peace program, and affirmed that the symposium is an opportunity to “celebrate achievement and share lessons learned.”
- **Mr. Darius Mogaka Ogutu, Director Policy, Partnerships and East Africa Community Affairs in the Ministry of Education in Kenya, representing the ICQN on Peace Education**, stressed how timely the symposium was, bringing together diverse partners to share lessons and learn from one another as countries are deliberating how to best implement the 2030 Sustainable Development Goals, and Africa's long-term development framework Africa 2063: The Africa We Want. He reminded us that Goal 4 of the Sustainable Development Goals commits all countries to creating “inclusive and equitable” education, and Goal 4.7, commits countries to creating education systems that promote a “culture of peace and nonviolence” and “global citizenship.” Similarly, the 2016-2025 implementation framework of long-term development framework, Africa 2063: The Africa We Want, provides for peace education and conflict prevention at all levels of education through formulation of policies for peace education.
- **Mr. Shem Bodo, representing Oley Dibba Wadda, ADEA Executive Secretary**, welcomed members on behalf of the Association for the Development of Education in Africa (ADEA), and its Inter-Country Quality Node (ICQN) on Peace Education, which promotes peace education through formulation of inclusive national policies, grounded in African values and strategies. He reminded us that while education can imparts skills, knowledge, values

3

OPENING REMARKS

and attitudes to children so that they can contribute to their countries' safety, security and development, inequality in education can also lead to or exacerbate conflict. He stressed that the symposium was an opportunity for all involved to deepen their engagement at policy and technical levels in education and peacebuilding, for further engagement with ADEA 2017 Triennial in Morocco.

- **His Excellency Dr. Martial De-Paul Ikounga, the African Union Commissioner for Human Resources, Science and Technology**, urged participants to redefine the image of social cohesion, stating that just like one twig can be easily snapped, but a bundle of sticks together as a broom would not break, the vision for social cohesion in Africa is one of unity that cannot be torn apart. He framed the Symposium within the 12 objectives of the African Union's Continental Education Strategy for Africa 2016-2025 agenda, stating that the plan is closely linked to many of the topics the Symposium, including the development of human capital, regional cooperation, gender equality, and investing in teachers and youth. He stated that the agenda requires investing in youth and that teaching "peace to children is an important way to invest in youth."
- **In the keynote address, His Excellency, Shiferaw Shigute, the Minister of Education of Ethiopia**, discussed the impressive progress Ethiopia has made in terms of educational access over the past few decades, from roughly 8,000 schools 35 years ago to over 35,000 schools today. He stressed that education is a crucial pillar of society, in that education leads to health by preventing children from gender-based violence or joining armed groups, development, by combatting poverty and contributing to economic development, and stability, by contributing to equality and countering intolerance. His Excellency discussed the crucial links between peace, social cohesion, and resilience, stressing that education systems must not only address education after emergencies but also the factors that create crises. He emphasized the role that education plays in linking humanitarian responses and development, as the education system both creates social cohesion and renews social links when they break down.

4

THE ROLE OF EDUCATION SYSTEMS IN STRENGTHENING SOCIAL COHESION AND RESILIENCE



The first thematic area, entitled “The role of education in strengthening social cohesion and resilience: a systems approach,” stressed the importance of taking a systems approach to understand the link between education on one hand and peace, conflict, social cohesion and resilience on the other. Education has crucial linkages to a society’s social, economic and political spheres. As such, it is central to identity formation and can promote cohesive societies and contribute to state-building. On the other hand, education can undermine these processes as well. For instance, inequitable provision of services or biased curriculum and teaching methods can reinforce existing exclusion and stereotypes. So, what needs to be in place for education to be a driver of peace not conflict?

4.1. The role of education in building social cohesion and sustaining peace

To frame subsequent discussions, the first plenary presentation in this thematic area, by **Alan Smith, UNESCO Chair in Education at the University of Ulster**, discussed the role education plays in peacebuilding, social cohesion and resilience.

First, in post-conflict settings, education provides a peace dividend, a concrete and highly visible indicator that conflict is over. As a valued social service, education is a legitimizing mechanism for the government. However, the presenter urged policymakers to realize that the window of opportunity for education to constitute a peace dividend is often small. Citizens can often become disillusioned when they do not see the benefits of education in their own communities. If education systems only serve certain groups in society, others will become alienated. Indeed, education inequalities can become drivers of conflict, a point elaborated further in other plenary sessions.

In the long term, education plays a critical role in forming citizens and nation-building. The presentation urged policymakers to ask: Is the education system inclusive? Does the curriculum reflect various groups or does it imply that only certain ethnic groups, tribes, or language groups can be full citizens? And do local communities have a say in their children’s education, even at the school level? Marginalization in the education system, either in curricular content or in school management can trigger disenfranchisement.

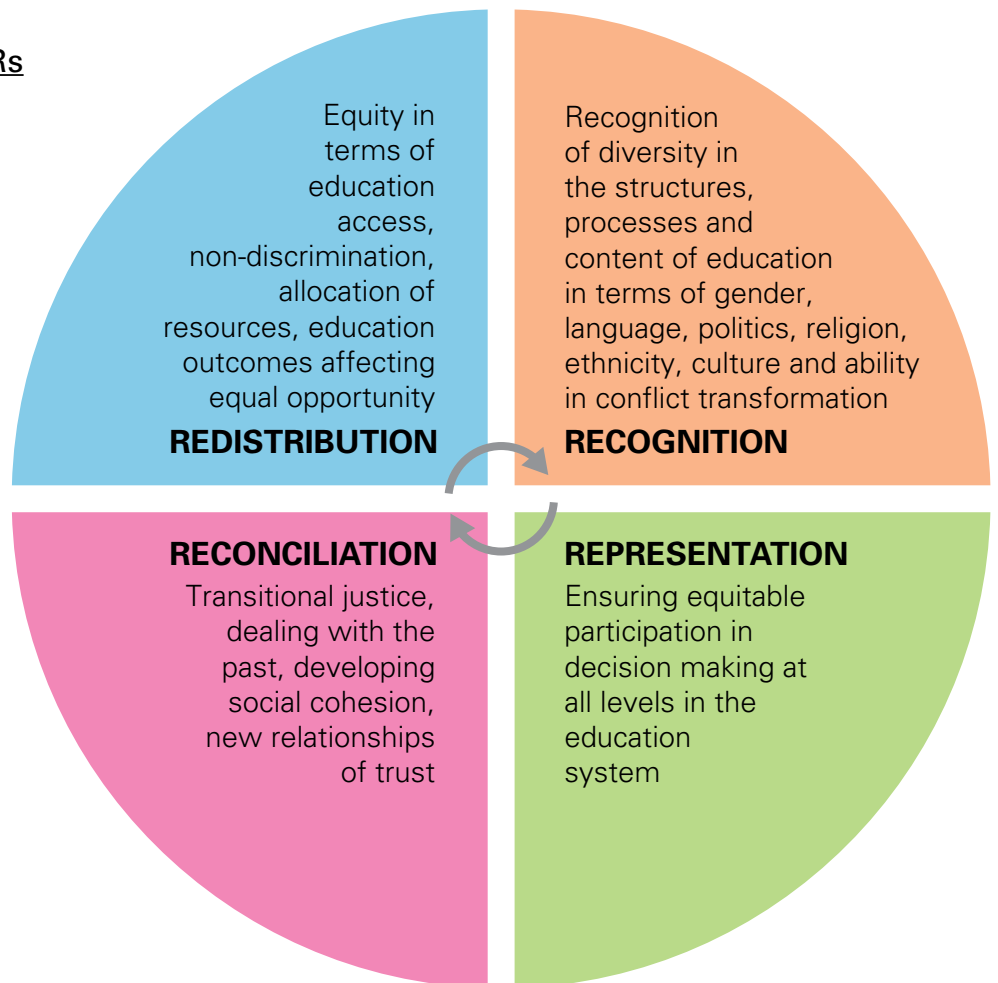
In practical terms, Alan Smith pointed to the role that teaching history can play in helping restore inter-group trust. He reminded us that groups will continue to tell their version of history in their communities, and so the history curriculum is important in validating groups’ experiences and coming to terms with the past.

4

THE ROLE OF EDUCATION SYSTEMS IN STRENGTHENING SOCIAL COHESION AND RESILIENCE

Alan Smith also highlighted that while most interventions are focused on the individual level, these programs are typically costly and may not reach large numbers of children – hence the need to work on system-wide policy reforms.

Is Change Happening? An Analytic Framework: 4Rs



4.2. Educational inequality as a driver of conflict

In the second plenary presentation, **Dr. Mario Novelli and Gabrielle Daoust, from the University of Sussex**, presented findings from a comparative research project on education and inequality in Kenya and South Sudan. Dr. Mario Novelli pointed to a PBEA-funded study carried out by FHI360 which found that education inequality is linked to the outbreak of conflict: in education systems with high rates of inter-group inequality in educational attainment, conflict was more than 2.5 times more likely to happen than in those with equal educational attainment. Moreover, he highlighted that peace education (as a subject matter) alone is insufficient, and can even be counterproductive in isolation – because if the root of the conflict is unequal access to economic, political and social rights, then we cannot treat conflict as only an individual or interpersonal phenomenon.

4

THE ROLE OF EDUCATION SYSTEMS IN STRENGTHENING SOCIAL COHESION AND RESILIENCE

In addition, through qualitative interviews in South Sudan, the University of Sussex team also explored the question of how education contributes to inequality and creates grievances that drive conflict. Working closely with the Ministry of Education in South Sudan, the team found that existing approaches to planning were missing important factors driving inequalities, including curricular relevance for pastoral communities and language of instruction. Although planning often includes a gender lens and is sensitive to inclusion of those with special needs, the sources of difference in communities studied were not gender or disability; rather, poorer, pastoral communities, and adolescents felt excluded and poorly served by the educational system. A key takeaway was that education planners need to pay attention to various dimensions of identity recognition and resource distribution.

“Inequalities perpetuated via education contribute to conflict, rather than conflict merely interrupting education”

Mario Novelli

4.3. Including conflict into education sector planning

In a plenary presentation on incorporating a crisis-sensitive lens in education sector planning, **Morten Sigsgaard, Assistant Programme Specialist at UNESCO’s Institute of International Education Planning**, argued that “We can’t keep responding to crises...aid needs to anticipate crises not just wait for them to happen.” He presented the lessons that UNESCO IIEP has learned in its work with countries to implement conflict-sensitive and risk-informed education planning. The key idea was that countries can better prevent and prepare for crises through conflict-sensitive and risk-informed education sector planning. The new education sector guidelines by the Global Partnership for Education (GPE) recognize that education has to be sensitive to context, including conflict and disaster, and has to pay attention to disparities, including equity.

The presentation and discussion emphasized that conflict-sensitive and risk-informed approach must not be tacked onto the end of an education sector plan, but rather, must be incorporated throughout the plan and conducted from the very initial phases of the planning process.

A multi-country panel discussion featuring **Raoul Kone, Deputy Director of Cabinet in the MoE of Cote d’Ivoire, Valere Munsya, Coordinator of the Permanent Secretariat for Support and Coordination of the Education Sector at the MoE in DRC, and Setotow Yimam, UNICEF Ethiopia**, was organized to share lessons from their experience integrating conflict analysis into sector planning. The panel discussion offered rich examples of the benefits of conducting a conflict analysis of the education sector within national planning processes. In Cote d’Ivoire and in DRC, the conflict analyses commissioned by UNICEF under the PBEA programme, fed into the national Education Sector Analysis, Education Sector Plan, and Education

4

THE ROLE OF EDUCATION SYSTEMS IN STRENGTHENING SOCIAL COHESION AND RESILIENCE

Management Information System. In Ethiopia, a conflict analysis was carried out in four of the most disadvantaged regions, in partnership with the Addis Ababa University and Interpeace. The study found a number of issues that could be drivers of conflict, including disparities in access both between and within states, a lack of representation in the history and civics curriculum, a curriculum not relevant to certain communities' lifestyles, selective use of mother tongue language, a lack of teachers, particularly those who speak their language. These findings were then used to inform education policies.

The four deep dive sessions under Thematic Area 1 discussed the following topics:

- Gender, education and peacebuilding
- Youth participation in education systems to foster empowerment and constructive citizenship
- The role of teachers in peacebuilding from a systems perspective
- Crisis-sensitive education sector planning: country experiences and lessons learnt

4.4. Key lessons learnt

The plenary discussions and four deep dive sessions under Thematic Area 1 highlighted a number of key issues and lessons learnt that can enrich education policies and programmes in Africa.

Ensuring a Participatory Approach in education policies and programmes

Engaging local stakeholders and communities helps to ensure that they are represented in the goals and content of an education sector plan. In South Sudan, Ministry and UNICEF officials also found that a broadly “consultative process in curriculum development enhances ownership.” In sharing their experience, UNICEF and Ministry officials from Uganda explained their process of community engagement, which included mobilizing schools and communities, using data to map disaster-prone areas within districts, creating disaster management committees at school level and forming conflict and disaster risk management clubs and extensive training of stakeholders.

The Need for Data, Monitoring and Evaluation

Having accurate data disaggregated at different levels is paramount. In his plenary, Alan Smith pointed to the need for reliable data in order to diagnose and address inequalities; he explained that data must be collected at sub-national level to disaggregate where inequalities are and who is most disadvantaged. He also reminded participants that even at the sub-national level, regions can also mask inequality across people with different backgrounds. It goes without saying that data collection can be expensive and requires high levels of capacity. It is important to think about how to collect accurate data, what agency or unit is most appropriate to collect this data, and who has the independence, technical expertise and credibility to collect and present data to hear the critiques that are coming from the data.

4

THE ROLE OF EDUCATION SYSTEMS IN STRENGTHENING SOCIAL COHESION AND RESILIENCE

The Role of Teachers in education for peacebuilding

The role of teachers in achieving learning outcomes and in promoting social cohesion is crucial. In terms of education sector planning, the session recognized that the vast majority of the recurrent educational budget is spent on teachers, and quality education relies on qualified and trained teachers.

Teacher recruitment may be particularly difficult in post-conflict settings. For example, Mr. Mohamed Sesay, from the Ministry of Education, Science and Technology of Sierra Leone, explained that in Sierra Leone, many teachers left the country due to the conflict, leading to the employment of large number of underqualified, untrained teachers, and many who were not willing to work in rural parts of the country. In this context, teacher training was an essential element of educational system strengthening and part of a broader peacebuilding project. In response, the country created five teacher training colleges and trained teachers on peacebuilding, gender and other issues.

In addition, participants recognized that teachers can be victims or perpetrators of violence. In group panels, some countries discussed how issues of peace were incorporated into teacher governance and accountability policies. For example, some countries have increased penalties for teachers who engage in any form of gender-based violence.

Gender, education, and peacebuilding

Given the relationship between gender and peacebuilding, the need to bring in gender analysis and gender-sensitive strategies from the initial stages of planning. While females are critical to societal development, a gender lens must not focus exclusively on females; rather, there is an interdependence of male and female roles.

4.5. Links with the Symposium communique

The experiences and lessons learnt shared under thematic area 1 led to the following commitments, enshrined in the Symposium communique.

Strengthening education systems:

- Integrate conflict and risk analyses in education policies and sector planning processes;
- **Develop and implement** conflict-sensitive, gender-sensitive and risk-informed education programmes;
- **Embrace** a participatory approach to education policies, planning, and implementation
- **Recognize** the crucial role of teachers in achieving learning outcomes and in promoting social cohesion;

5

COMBATTING VIOLENCE THROUGH QUALITY EDUCATION



One of the areas identified by UNESCO's Education for All Global Monitoring Report 2011, entitled 'the Hidden Crisis in Education', was the low quality of education, including curriculum and learning that is not relevant to local needs, poor teaching quality, overcrowding of schools, limited learning of basic skills around literacy and numeracy, and alternative education opportunities – essentially making the case that 'poor education quality' contributes to children being out of school and creates vulnerabilities and inequities that can lead to violent conflict.

Discussions in this thematic area explored how relevant quality education that is socially inclusive can address pressures of marginalizing children, adolescents and youth in Africa and can better address vulnerabilities that expose them to risks of exploitation, poverty, negative practices such as crime, or recruitment into armed groups.

5.1. Preventing violent extremism through education

In a plenary presentation, **Dr. Mario Novelli** explored the link between countries' security agendas and development agendas, raising an important critique about the ways in which security agendas' have narrowed education's purpose to security, rather than peace and prosperity broadly.

Citing the case of Iraq and Afghanistan, where part of the United States' strategy was building schools for winning hearts and minds. However, as a result, schools became politicized, making them targets of attack.

Exploring the question of what happens when security becomes the driving rationale for education, Novelli laid out some important and disturbing implications. First, he suggested that security rationales could have a negative impact on sustainability, as money comes in during times of conflict and then suddenly moves away when geopolitical conditions or national policies change. He also warned that security rationales could divert resources, as money moved from other sectors to the security sector.

"Approaches to countering violent extremism tend to focus on the individual, rather than looking at the society that produced the terrorist. Instead, we must ask: why is it that so many young people want to join armed groups?"

Mario Novelli

5 COMBATting VIOLENCE THROUGH QUALITY EDUCATION

More broadly, echoing ideas from the first day, Novelli urged us to address underlying issues in vulnerable communities. He emphasized that we cannot understand violent extremism simply by trying to identify the few bad apples – rather, we must examine the structural and political marginalization that make individuals turn to violence rather than productive change through the political system.

A panel discussion on preventing violent extremism through education was organized, with the following speakers: **Dr. Dorcas Kiplagat from Arigatou International – Kenya; Lydia Ruprecht from UNESCO HQ; Moumine Traore from the Ministry of Education in Mali; Laurent Dihoulne from the Ministry of Education in Chad; and Ismail Junaidu from the Ministry of Education in Nigeria.** Several education interventions contributing to the prevention of violent extremism were discussed. In Kenya, Arigatou runs programming with both inter-faith and intra-faith groups. In Mali, the Ministry of education is focused on increasing equal access through school construction, Accelerated Learning Programs and school feeding. In addition, it has also targeted Islamic Schools, by creating a National Commission to improve Islamic schooling. In Chad, the government has pursued a three-pronged approach by: 1) reaching out to out of school children; 2) focusing on employability and 3) more closely regulating Quranic schools and placing government teachers in Quranic schools. UNESCO HQ is building on its work around Global Citizenship Education to develop tools and approached on preventing violent extremism through education. It has developed a Teacher's Guide on PVE and is in the process of facilitating policy dialogue that will lead to the production of a guide for education policy makers.

One of the concerns raised was importance of ensuring education for employment and employability, and how to do this given the costs of vocational education. Similarly, the panel emphasized the importance of incorporating civics into education, ensuring youth can learn how to work through civil society to make change, rather than resorting to violence.

The four deep dive sessions under Thematic Area 2 discussed the following topics:

- Pastoralism and education – promoting equity and social inclusion
- Addressing adolescents and youth vulnerabilities through quality and alternative education opportunities
- Protecting education from attack
- Transforming attitudes and practices about violence against children in and around schools

5.2. Key lessons learnt

The plenary discussions and four deep dive sessions under Thematic Area 2 highlighted a number of key issues and lessons learnt that can enrich education policies and programmes in Africa.

5 COMBATting VIOLENCE THROUGH QUALITY EDUCATION

Educational relevance and school quality

Quality education is key in helping to prevent the risk for violent extremism. Relevance, in particular is critical in addressing root causes and avoiding alienation.

Novelli highlighted that there are at least 25 million pastoralists in East Africa, and research points out that these communities' experiences in the education system may spur conflict, as they feel marginalized by a system where the curriculum is irrelevant to their life and does not recognize their culture or ways of life. Similarly, a specialized deep dive discussion on pastoralists in Ethiopia and South Sudan recommended that national curriculum be adapted to the context of pastoralists.

Comprehensive Life-Skills education

Although substantial global discourse revolves around the importance of developing students' critical thinking, Alan Smith argued that critical thinking alone is not enough. In isolation, it can even lead to conspiracy thinking. Rather, critical thinking must be paired with mutual understanding, empathy and learning to deal with complexity. Indeed, some research suggest that boys subscribing to certain forms of masculinities are more susceptible to extremism, when they powerless, disrespected, or unable to achieve what they believe they deserve. In terms of their emotional needs, there is need to develop students' empathy and help children see themselves as part of the same global community.

Addressing Adolescents and Youth's Distinct Education Needs

Sessions focusing on Liberia, Burundi and Cote d'Ivoire presented examples of innovative programming that targets adolescents and youth. In Somalia, an innovative program involved out of school youth in the process of curriculum review by facilitating consultations with the community, including teachers and fellow youth. This captured their views which feed into the review/reform process.

In panel discussions, a number of countries explained how out-of-school youth and particularly, those who were involved in conflict, needed targeted programming. For example, representatives from the Central African Republic explained that there are at least 6,000 to 10,000 youth who have been associated with armed groups who need specialized targeting, through alternative education programs, as it is not feasible or appropriate to place them in school with much younger children.

School clubs have been very effective in many contexts at engaging youth. For example, in the Ivory Coast, representatives realized that much of the violence the country faced in 2000 and 2010 were led by student unions and the school was implicated in larger political struggles. To help address the issue, they created peace clubs to catalyze the energy of youth. And in Burundi, where student unions were active, a youth empowerment initiative engaging out of school youth in interactive theatre and creative arts, Youth Peace Clubs, sports, and peace-based debates to channel youth activism in a positive manner.

5

COMBATTING VIOLENCE THROUGH QUALITY EDUCATION

Context-Specific Programming to support Safe Schools

In a deep dive session on protecting schools from attack, respondents reminded us that there is no single blueprint for success - for example, in some schools, having armed guards on school premises makes sense to protect school grounds, whereas in other cases, armed guards heighten vulnerability to attack. Nigeria presented their comprehensive strategy. To address the effects of conflict, the Ministry of Education adopted a comprehensive approach, implementing a Safe Schools Program that includes money in state budgets for perimeter fences around schools, adopting a new curricular policy that contributes to the prevention of violent extremism, infusing peace and security themes into education, incorporating religious and nation-building into the secondary curriculum, and incorporating peace education, conflict resolution and disaster planning approaches into education planning. They have developed teacher and facilitator guides on peacebuilding, including a training unit for pre-service teachers, and are developing specialized curriculum for internally displaced persons (IDPs) to address their unique challenges, including the fact that many are in multi-grade classrooms.

In the Central African Republic (CAR), schools are often subject to looting of materials, food or firewood, and occupation on the part of forces, including peacekeeping missions as well. Representatives discussed how this is a very delicate issue, as there are times when community invites army to their community and give them the school for protection, but this also means that children cannot go to school. In response, they have advocated for a shift in policy from allowing UN peacekeepers in schools to making them doing patrols around schools.

Another concrete action that countries can take to ensure their schools are safe spaces is by signing and implementing the Safe Schools Declaration, which commits signatories to creating safe schools, and not using schools for military barracks.

5.3. Links with the Symposium communique

The experiences and lessons learnt shared under thematic area 2 led to the following commitments, enshrined in the Symposium communique.

Combatting violence through quality education:

- **Ensure** curriculum and education services are culturally and economically relevant to local contexts, with a special focus on minorities, nomadic and other mobile communities;
- **Develop** alternative education opportunities for marginalised and at-risk adolescents and youth, such as accelerated learning programmes, technical and vocational training, and lifeskills education;

6

SCHOOLS FOR LEARNING AND FOR PRACTICING PEACE



The third thematic area, “Schools for Learning and for Practicing Peace” focused on in-school approaches and interventions such as teaching pedagogies, curriculum reform, school management and community participation. Global evidence shows that the ‘type of education’ received by children and adolescents can either promote bias and intolerance or build cultures of respect and tolerance so that societies learn to live together in peace.

6.1. Child-Friendly Education and Peacebuilding

In a plenary presentation, **Brenda Haiplik, UNICEF Headquarters**, reviewed UNICEF’s model of Child-Friendly Schools, which serves as an entry-point for advancing the goals of peacebuilding in schools. She emphasized that for learning to take place, schools must be safe and effective learning environments. She also pointed to the importance of curriculum reform in terms of promoting inclusion of students, and the role of extracurricular activities in promoting mutual understanding, and the potential for using schools as a community level entry point that can bring divided communities together and fracture healed wounds and build trust between communities.

Child-Friendly Education supports quality through the promotion of inclusiveness, gender sensitivity, tolerance, dignity and personal empowerment. Though the model may differ from country to country, in every culture, a child-friendly school provides child-centered education in a safe, healthy and holistic environment.

“How do we make education work ‘risk-informed’ and ‘fit-for-purpose’?
How can we leverage education so that it contributes to the mitigation of conflict causes, as well as resilience and sustainability? ”

Brenda Haiplik

The four deep dive sessions under Thematic Area 3 discussed the following topics:

- Comprehensive curriculum reform to ensure conflict-sensitivity and contribute to peacebuilding
- Early learning: planting the seeds of resilience and social cohesion
- Co-curricular activities: building a culture of peace through arts and sports
- Fostering community participation in education to promote social cohesion

6

SCHOOLS FOR LEARNING AND FOR PRACTICING PEACE

6.2. Key lessons learnt

The plenary discussions and four deep dive sessions under Thematic Area 3 highlighted a number of key issues and lessons learnt that can enrich education policies and programmes in Africa.

Creating a Participatory Learning Environment

A child-friendly school is one aligned to children's rights. The key principles of this school environment are: child-centeredness, inclusivity, democratic participation, and safe learning spaces. On this note, deep dive presentations focused on infusing the curriculum with ethics as part of a comprehensive peacebuilding approaches.

Co-curricular activities, in the form of arts, sports and clubs were frequently highlighted as one of the most successful practices for peacebuilding at the school level. For example, many of the participating countries created Peace Clubs or School-Community Associations. In South Sudan, a deep dive highlighting South Sudan's approach to mainstreaming peacebuilding found that "co-curricular activities are key carriers of peacebuilding values and messages."

Cote d'Ivoire representatives presented their model of peace clubs as a good practice of the impact clubs can make in school. After the post-election crises in the Cote d'Ivoire, schools became a site of violence between students and unions, and many schools still face issues with violent gangs at school. The PBEA program established Peace Messenger Clubs in primary and secondary schools, trained students and teachers in conflict management, and engaged youth in dialogues about peace. Evaluations showed that the training helped young people to change their behaviors and become role models for others. Learn more about the Peace Messenger Clubs [here](#).

Curriculum Reform

Countries stressed the importance of incorporating key values, such as respect, empathy, responsibility and reconciliation throughout the curriculum, consider language of instruction, work with faith-based organizations, promote fundamental freedoms, and promote civic engagement. For example, in South Sudan, the national curricular framework was based on a conflict analysis to specifically address peacebuilding and social cohesion. It included an extensive consultative process, and was built on goals of promoting human rights, gender equality, national citizenship, life-long learning, and environmental responsibility. Discussions emphasized the need to complement curricular reform with an implementation plan and teacher training to assure that the system is prepared for implementation. Discussions also touched on the importance of ensuring language of instruction is inclusive, and conducting curricular review in Islamic schools as well.

Engaging Diverse Community Groups

Another idea that emerged from this thematic area was the importance of creating strong linkages between the school and community. In Nigeria, the government successfully worked with local school actors to ensure that school safety was seen as a community-wide concern so that parents and community members became engaged in monitoring student movement.

6

SCHOOLS FOR LEARNING AND FOR PRACTICING PEACE

Early Learning

Additionally, a deep dive session explored the role that early childhood education can play in promoting community interactions and enhancing social cohesion. For example, in Uganda, an early childhood education programming found that ECD centers enhanced social cohesion as they a platform where children of different origins could interact peacefully. Because ECD is typically provided by private providers or civil society, ECD programming has space for flexibility and innovation – for example, the ECD program in Uganda strengthened collaboration between three major faith-based organisations, which was not common in the formal sector.

6.3. Links with the Symposium communique

The experiences and lessons learnt shared under thematic area 3 led to the following commitments, enshrined in the Symposium communique.

Promoting a culture of peace at school level:

- **Support** school-based programmes engaging children as agents for peace, such as school clubs, arts, and sports;
- **Take concrete measures** to ensure learning environments are safe and free of all forms of violence
- **Galvanise** the engagement of diverse community groups in the management of education services, such as inclusive parent-teachers associations (PTAs), mothers' clubs, and faith-based organisations

7

MOVING FORWARD: COMMITMENTS TO STRENGTHEN EDUCATION POLICIES AND PROGRAMMES TO ACHIEVE SDGS AND AFRICA'S AGENDA 2063



The symposium topics were closely linked to other educational agendas, including the African Union's Continental Education Strategy for Africa 2016-2025 and ADEA's work to strengthen educational policies and programs to achieve Africa's Agenda 2063, and particularly its goals for peace and peace education. This section briefly summarizes the importance of the symposium to broader educational agendas.

7.1. The African Union's Continental Education Strategy for Africa 2016-2026

Dr. Yohannes Woldetensae, Senior Education Expert, African Union Commission, presented the African Union's Continental Education Strategy for Africa (CESA 2016-2026), which is a ten-year framework for educational development in the continent that is in line with the AU's long-term vision for development Africa 2063. The mission of CESA 16-25 is: "Reorienting Africa's education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels."

The CESA 2016-2025 includes objectives for: quality, access, gender, peace education and finance. The speaker explained that, "it is expected that governments will incorporate the CESA into their national educational plans," because the successful implementation of CESA will enable Africa to have human capital for sustainable development. Most important to the work of the symposium, CESA 2016-2025 includes a specific strategic objective which encourages governments to "promote peace education and conflict prevention and resolution at all levels of education and for all age groups."

7.2. ADEA Triennial 2017 and ADEA's consultative meeting on Peace and Global Citizenship Education

Mamadou Ndoye, ADEA and Mary Kangethe, ICQN and Ministry of Education, Science and Technology, Kenya, reported on the accomplishments of the ICQN's consultative meeting on Peace and Global Citizenship Education in Libreville, Gabon, and the preparations for the Triennial 2017 in Morocco. Ndoye explained that the upcoming Triennial will be exceptional because the main issues considered at the meeting will not be the formulation of policies,

7

MOVING FORWARD: COMMITMENTS TO STRENGTHEN EDUCATION POLICIES AND PROGRAMMES TO ACHIEVE SDGS AND AFRICA'S AGENDA 2063

but rather, the challenges confronted in implementation. Some of the key questions that will be explored at the Triennial include: How can we plan in relations to local context? How can we reinforce the institutional and technical capacity of education officials? How do we explore the possibility of using available funds to achieve more than anticipated? And how do we steer this process? He explained that we have the opportunity to link our work to two larger education agendas, Africa's Agenda 2063 and the Sustainable Development Goals 2030, which overlap to a great extent. Nonetheless, he stated, "the challenge is how do we transform those commitments into action to really transform our continent."

For her part, Kangethe urged all in attendance to actively participate and contribute to the ADEA's Triennial 2017, explaining that the preparation aims to be inclusive and participatory. Country delegations can share their case studies and research documents to enrich the discussion to participate in the Triennial. They are also seeking examples of projects that can be scaled up.

7.3. Links with the Symposium communique

The discussions on the CESA and ADEA led the following commitments, enshrined in the Symposium communique.

- **Strengthen** collaboration, partnerships, monitoring, and resource mobilisation on education and peacebuilding;
- **Reinforce** the ICQN on Peace Education and partners to support the realisation of the goals and the implementation of the commitments.

8

CLOSING REMARKS



- In her closing remarks, **Brenda Haiplik, Senior Education Adviser (Emergencies), UNICEF Headquarters**, highlighted that UNICEF is fully committed to supporting governments in Africa and the world to developing education systems that contribute to peace. She mentioned some of her personal key takeaways from the symposium: education for peace must be context specific, there is no single blueprint for success; the role of youth is critical – we must view youth as resources and opportunities, and as critical to transformation. She also reiterated that education sector planning can be a mechanism of transformation from Education in Emergencies to resilient systems. Community engagement is also critical – peacebuilding requires synergies with local communities and partnerships with other Ministries, including Finance, Defense, Youth and Social Affairs. Finally, she also raised the point that education for peace offered the opportunity incorporate indigenous knowledge and homegrown African educational programming into approaches. She concluded by stating that “For me personally, this has been a huge learning experience and an incredible journey. The PBEA program went beyond business as usual. Let us go forward together, and let us not forget the human face; education for peacebuilding cannot wait.”
- For his part, **Darius Mogaka Ogutu, Director Policy, Partnerships and East African Community Affairs, Ministry of Education, Kenya, representing the ICQN** celebrated the achievements of the symposium. He explained that the communiqué signed at the Symposium has committed Ministries to meet certain standards and and he urged representatives to “live up to the spirit of this document.”
- On behalf of ADEA, Mr. **Shem Bodo**, stated that through the hard work of all involved and through its ICQN on Peace Education, ADEA commits to supporting the actions laid out in the communiqué. The outcomes of the symposium will feed into the work of the upcoming ADEA Triennial.
- In his concluding remarks, **His Excellency, Deng Deng Hoc Yai, the Minister of Education in South Sudan** reminded participants that as members of the United Nations and African Union, “it is our duty to implement the UN charter, and implementing the UN charter means promoting global peace and security,” which requires all stakeholders to make every effort to prevent conflict and when conflict does occur, to bring it to an end. He remarked that the work of the symposium would contribute to that goal, and that participants will leave and live as “champions of peace”.

ANNEXE 1

Communiqué in English

**“Pan-African Symposium on Education, Resilience and Social Cohesion
Strengthening Education Policies and Programmes to Achieve SDGs & Africa’s Agenda 2063”**

**Addis Ababa Communiqué
3 June 2016**

Preamble

We, Ministers of Education and Heads of delegations;

Having gathered in Addis Ababa, Ethiopia for a Pan-African Symposium on Education, Resilience and Social Cohesion on 1 – 3 June 2016, organised through the Ministry of Education of Ethiopia;

Appreciating the leadership offered by the Government of Ethiopia and supported by key development partners such as the Association for the Development of Education in Africa – Inter-Country Quality Node on Peace Education (ICQN) and UNICEF;

Recognising that conflicts, violence and inequities can lead to crises and impede the achievement of the Sustainable Development Goals (SDGs) in many African countries and globally;

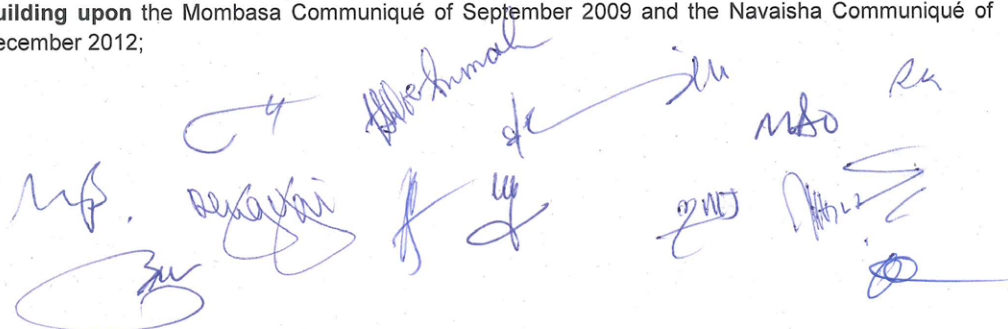
Noting that education systems, particularly the type and quality of education provided, can either fuel marginalisation, alienation and risks of conflict and violent extremism, or contribute to social inclusion, economic development, and sustainable peace and stability on the continent;

Recognising that Africa’s Agenda 2063 underscores peace and security as a pillar in fostering a prosperous and integrated continent and that the Continental Education Strategy for Africa (CESA) 2016-2025 provides for the promotion of education for peace, social cohesion and resilience at all levels of education;

Acknowledging the role of national governments, in particular Ministries of Education, in shaping and implementing policies and programmes to realise sustainable development and peace for all African children, youth and adults;

Appreciating the support provided by key education stakeholders such as the Association for the Development of Education in Africa (ADEA), the ICQN on Peace Education, UNICEF, and other partners, whom we urge to continue their support to education for peace, social cohesion and resilience in Africa;

Building upon the Mombasa Communiqué of September 2009 and the Navaisha Communiqué of December 2012;

A collection of approximately ten handwritten signatures in blue ink, arranged in a loose horizontal line across the bottom of the page. The signatures vary in style and legibility, representing the various ministers and heads of delegations mentioned in the text above.

Agree to:

Make every effort to ensure that education systems are well equipped to offer equitable, socially-inclusive, and quality education that promotes social cohesion, resilience and peace in Africa;

Strengthening education systems:

- **Integrate** conflict and risk analyses in education policies and sector planning processes;
- **Develop and implement** conflict-sensitive, gender-sensitive and risk-informed education programmes;
- **Embrace** a participatory approach to education policies, planning, and implementation
- **Recognize** the crucial role of teachers in achieving learning outcomes and in promoting social cohesion;

Combatting violence through quality education:

- **Ensure** curriculum and education services are culturally and economically relevant to local contexts, with a special focus on minorities, nomadic and other mobile communities;
- **Develop** alternative education opportunities for marginalised and at-risk adolescents and youth, such as accelerated learning programmes, technical and vocational training, and lifeskills education;

Promoting a culture of peace at school level:

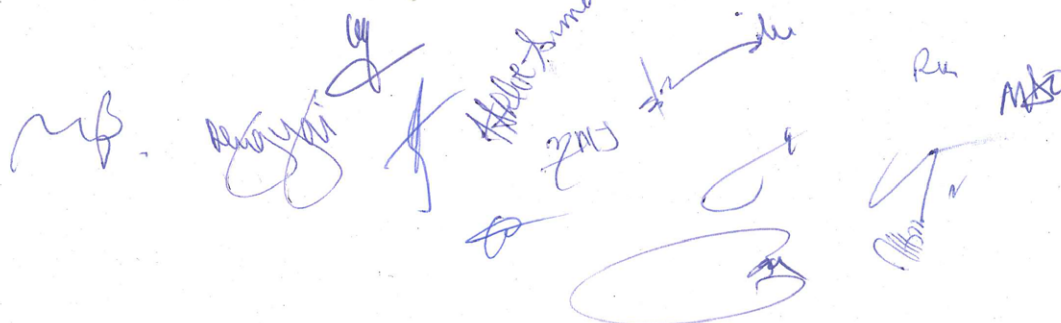
- **Support** school-based programmes engaging children as agents for peace, such as school clubs, arts, and sports;
- **Take concrete** measures to ensure learning environments are safe and free of all forms of violence
- **Galvanise** the engagement of diverse community groups in the management of education services, such as inclusive parent-teachers associations (PTAs), mothers' clubs, and faith-based organisations

Strengthen collaboration, partnerships, monitoring, and resource mobilisation on education and peacebuilding;

Reinforce the ICQN on Peace Education and partners to support the realisation of the goals and the implementation of the commitments.

Agreed and signed this 3rd Day of June 2016, Addis Ababa, Ethiopia

Burundi, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of Congo, Ethiopia, Kenya, Liberia, Mali, Nigeria, Sierra Leone, Somalia, South Sudan, and Uganda.




BURUNDI

NAME/NOM: H.E. Dr. Jamière NDIRAHISHA

SIGNATURE: 

COTE D'IVOIRE

NAME/NOM: Raoul KONE

SIGNATURE: 

KENYA

NAME/NOM: DARIUS MOKAKA Ochiyo.

SIGNATURE: 


LIBERIA

NAME/NOM/NOME: FELICIA SACKLEY DOB-SUMAIT

SIGNATURE: 

MALI

NAME/NOM: Dr. Moumine TRAORE

SIGNATURE: 

NIGERIA

NAME/NOM: PROFESSOR ISMAIL JUNABU

SIGNATURE: 

REPUBLIQUE CENTRAFRICAINE

NAME/NOM: ABOUBAKAR MOUKADAS-NOURE

SIGNATURE: 

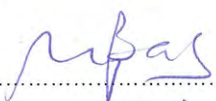
REPUBLIQUE DEMOCRATIQUE DU CONGO

NAME/NOM: MUMSYA DZOLORBIERBE

SIGNATURE: 

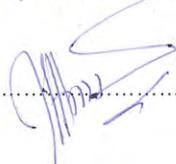
SIERRA LEONE

NAME/NOM: Dr. Minkailu Bah

SIGNATURE: 

SOMALIA

NAME/NOM: HE. AHMED HASSAN YUSUF

SIGNATURE: 

SOUTH SUDAN

NAME/NOM: Hon. Deng Deng Hoc Yai

SIGNATURE: 

TCHAD

NAME/NOM: DIHOULNE LAURENT

SIGNATURE: 

UGANDA

NAME/NOM: Dr. Yusuf-K.K. Nsubuga

SIGNATURE: 

ANNEXE 2

Communiqué in French

**“Symposium pan-africain sur l’Education, la Résilience et la Cohésion Sociale :
Renforcer les politiques et programmes en matière d’éducation pour réaliser les ODD et
l’agenda 2063 de l’Afrique”**

**Communiqué d’Addis Abeba
3 juin 2016**

Préambule

Nous, Ministres de l’Education et chefs de délégation ;

Nous, réunis à Addis Abeba en Ethiopie, au symposium pan-africain sur l’éducation, la résilience et la cohésion sociale du 1^{er} au 3 juin 2016, organisé en collaboration avec le Ministère de l’Education de Ethiopie;

Appréciant le leadership du gouvernement d’Ethiopie et soutenus par les partenaires au développement comme l’Association pour le Développement de l’Education en Afrique (ADEA) – Pôle de Qualité inter-pays sur l’éducation pour la paix (PQIP) et l’UNICEF;

Reconnaissant que les conflits, la violence, et les inégalités peuvent engendrer des crises et empêcher la réalisation des Objectifs Durables pour le Développement (ODD) dans de nombreux pays africains et dans le monde;

Notant que les systèmes éducatifs, particulièrement le type d’éducation et la qualité de l’éducation, peuvent soit renforcer la marginalisation, l’aliénation et les risques de conflits et d’extrémisme violent, soit contribuer à l’inclusion sociale, au développement économique, à la paix durable et à la stabilité sur le continent ;

Reconnaissant que l’Agenda 2063 de l’Afrique identifie la paix et la sécurité comme étant un pilier majeur pour la prospérité et l’intégration du continent et que la Stratégie Continentale de l’Education pour Afrique 2016 – 2025 participe à la promotion de l’éducation pour la paix, la cohésion sociale, et la résilience à tous les niveaux de l’éducation ;

Reconnaissant le rôle prépondérant des gouvernements nationaux, en particulier les ministères chargé de l’Education, dans l’élaboration et la mise en œuvre de politiques et de programmes pour la réalisation du développement durable et de la paix pour tous les enfants, les jeunes, et les adultes africains ;

Appréciant le soutien apporté par les acteurs-clés du secteur de l’éducation, comme l’ADEA, le PQIP sur l’Education pour la paix, l’UNICEF, et les autres partenaires, à qui nous demandons de poursuivre leur appui pour la paix, la cohésion sociale et la résilience en Afrique;



Nous appuyant sur le communiqué de Mombassa de septembre 2009 et le communiqué de Navaisha de décembre 2012;

Nous accordons pour:

Fournir tous les efforts pour s'assurer que les systèmes éducatifs sont bien outillés pour offrir une éducation équitable, inclusive et de qualité, qui fasse la promotion de la cohésion sociale, la résilience et la paix en Afrique ;

Renforcer les systèmes éducatifs:

- **Intégrer** l'analyse des conflits et des risques dans les politiques éducatives et les processus de planification sectorielle ;
- **Développer et mettre en œuvre** les programmes éducatifs sensibles aux conflits, au genre, et aux risques ;
- **Adopter** une approche participative concernant les politiques, la planification et la mise en œuvre d'interventions en matière d'éducation ;
- **Reconnaître** le rôle central des enseignants pour l'atteinte des objectifs d'apprentissage et pour la promotion de la cohésion sociale ;

Combattre la violence à travers la qualité de l'éducation:

- **S'assurer** que les curricula et les services éducatifs sont adaptés au contexte local et sont pertinents culturellement et économiquement, avec une attention particulière aux minorités et aux nomades et autres communautés mobiles ;
- **Développer** des opportunités d'éducation alternatives pour les adolescents et jeunes marginalisés et à risque, comme des programmes d'apprentissage accéléré, l'enseignement technique et la formation professionnelle, et l'éducation aux compétences de vie courante ;

Promouvoir une culture de la paix à l'école:

- **Appuyer** les programmes scolaires impliquant les enfants en tant qu'agents de changement pour la paix, comme les clubs scolaires, et les activités artistiques et sportives;
- **Prendre des mesures concrètes** pour s'assurer que les environnements d'apprentissage sont sécurisés et exempts de toutes formes de violence ;
- **Mobiliser** l'engagement de différents groupes communautaires pour la gestion des services éducatifs, comme les associations de parents d'élèves, les clubs de mères, et les organisations confessionnelles ;

Renforcer la collaboration, les partenariats, le suivi et la mobilisation des ressources pour l'éducation pour la paix ;

Renforcer le PQIP et les partenaires pour appuyer la réalisation des objectifs et la mise en œuvre des engagements.



Handwritten signatures and initials in blue ink at the bottom of the page, including names like 'Mombassa', 'Navaisha', and various initials.

Adopté et signé ce jour 3 juin 2016, Addis Abeba, Ethiopie.

Burundi, Côte d'Ivoire, Ethiopie, Kenya, Liberia, Mali, Nigeria, Ouganda, République centrafricaine, République démocratique du Congo, Sierra Leone, Somalie, Sud Soudan, Tchad.

BURUNDI

NAME/NOM: H.E. Dr. Janvier NDIRAHISHA

SIGNATURE: 

COTE D'IVOIRE

NAME/NOM: Raoul KONE

SIGNATURE:

ETHIOPIA

NAME/NOM:

SIGNATURE:


KENYA

NAME/NOM: Darius Mwakaka Oluoti


SIGNATURE: 

LIBERIA

NAME/NOM: FELICIA SACKRY DOSSUMAH

SIGNATURE: 

MALI
NAME/NOM: *Dr Moumine TRAORE*

SIGNATURE: 

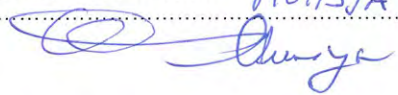
NIGERIA
NAME/NOM: *PROFESSOR ISMAIL JUNAIDU*

SIGNATURE: 

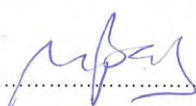
REPUBLIQUE CENTRAFRICAINE
NAME/NOM: *ABOUBAKAR MOUKADAS-NOURE*

SIGNATURE: 

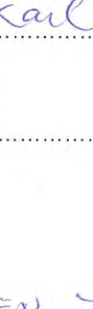
REPUBLIQUE DEMOCRATIQUE DU CONGO *MUHYA MOLODIBIEBE*
NAME/NOM:


SIGNATURE:


SIERRA LEONE
NAME/NOM: Dr. Minkaru Bah

SIGNATURE: 


SOMALIA
NAME/NOM: H.E. AHMED HASSEN YASSAR

SIGNATURE: 

SOUTH SUDAN
NAME/NOM: Hon. Deng Deng Hoc Yai

SIGNATURE: 

TCHAD
NAME/NOM: DIHOULNE LAURENT

SIGNATURE: 

UGANDA
NAME/NOM: Dr. Yusuf -K.K. Nsubuga

SIGNATURE: 

ANNEXE 3

Detailed agenda



Association for the Development of Education in Africa



ADEA Inter-country Quality Nodes
Peace Education



Pan African Symposium on Education, Resilience and Social Cohesion

June 1-3, 2016

UNECA, Addis Ababa, Ethiopia

Programme

Day 1

| | |
|---------------|---|
| 8.00 – 9.00 | Arrival and registration |
| 9.00 – 9.50 | <p>Welcome and introduction Ministry of Education, Ethiopia</p> <p>Opening Remarks <i>Brenda Haiplik</i>, Senior Education Adviser (Emergencies), UNICEF HQ <i>Darius Mogaka Ogutu</i>, Director Policy, Partnerships and East African Community Affairs, Ministry of Education, Kenya <i>Oley Dibba Wadda</i>, ADEA Executive Secretary <i>Martial De-Paul Ikounga</i>, African Union Commissioner for Human Resources, Science and Technology</p> <p>Keynote address <i>Shiferaw Shigute</i>, Minister of Education, Ethiopia</p> |
| 9.50 - 10.00 | <p>Review of agenda, objectives, format <i>Charles Mwaniki</i>, Assistant Director of Education, Ministry of Education, Science & Technology, Kenya</p> |
| 10.00 - 10.30 | <p>Coffee Break and Media Conference</p> <p>Thematic Focus 1: The role of education in strengthening social cohesion and resilience: a systems approach</p> |
| 10.30 - 10.45 | <p>Thematic Focus Overview <i>Jennifer Hofmann</i>, UNICEF WCARO</p> |
| 10.45 - 11.15 | <p>Plenary presentation: The role of education in building social cohesion and sustainable peace <i>Alan Smith</i>, University of Ulster</p> |
| 11.15 - 11.45 | <p>Plenary presentation: Promoting equity and social cohesion through conflict-sensitive education sector management and governance <i>Mario Novelli</i>, University of Sussex <i>Gabrielle Daoust</i>, University of Sussex <i>Victor Dut Chol</i>, Ministry of General Education and Instruction, South Sudan</p> |
| 11.45 - 12.15 | Plenary Q&A |
| 12.15 - 12.45 | <p>Plenary presentation: Crisis Sensitive Education Sector Planning - Safety, resilience and social cohesion <i>Morten Sigsgaard</i>, UNESCO International Institute for Education Planning</p> |
| 12.45 - 12.55 | Group Photo |
| 12.55 - 2.00 | Lunch Break |
| 2.00 - 3.00 | <p>Panel discussion: Country lessons learnt on integrating conflict analysis into education sector planning</p> <p>Panelists <i>Raoul Koné</i>, Ministry of Education and Technical Secondary Education, Côte d'Ivoire</p> |



Federal Government of Ethiopia



Ministry of Education



Association for the Development of Education in Africa



AIEA Inter-country Quality Node
Peace Education



LEARNING FOR PEACE
Advancing Learning. Building Peace.

Valère Munsya, Ministry of Primary and Secondary Education and Initiation for New Citizenship, Democratic Republic of Congo
Setotow Yimam, UNICEF Ethiopia

3.00 - 3.30

Plenary Q&A

3.30 - 4.00

Coffee Break

4.00 - 5.00

Deep Dive 1: Gender, education and peacebuilding

Leisa Gibson, UNICEF ESARO

Judy El-Bushra, UNICEF HQ

Rosette Nanyanzi, Ministry of Education, Science, Technology and Sports, Uganda

Moderator: Leisa Gibson, UNICEF ESARO

Deep Dive 2: Youth participation in education systems to foster empowerment and constructive citizenship

Marleen Renders, UNICEF Somalia

Cynthia Aka Douabelé, UNICEF Burundi

Dweh Miller, Ministry of Education, Liberia

Moderator: Shem Bodo, ADEA

Deep Dive 3: The role of teachers in peacebuilding from a systems perspective

Mario Novelli, University of Sussex

Mohamed Sesay, Ministry of Education, Science and Technology, Sierra Leone

Moderator: Nicolas Reuge, UNICEF WCARO

Deep Dive 4: Crisis-sensitive education sector planning: Country experiences and lessons learnt

Yusuf Nsubuga, Ministry of Education, Science, Technology and Sports, Uganda

Monica Llamazares, UNICEF Uganda

Neven Knezevic, UNICEF ESARO

Moderator: Morten Sigsgaard, UNESCO IIEP

5.00 - 5.30

Reflections and key takeaways

5.40 - 7.30

Ethiopian Cultural Event

Day 2

Thematic Focus 2: Combatting violence through quality education

8.45 - 9.00

Thematic Focus Overview

Neven Knezevic, UNICEF ESARO

9.00 - 9.20

Plenary presentation: Questioning the boundaries - The role of education in preventing violent extremism

Mario Novelli, University of Sussex

9.20 - 10.00

Panel discussion: Country strategies for addressing violent extremism in Africa through the education sector

Mustafa Yusuf Ali, Arigatou International, Kenya

Lydia Ruprecht, UNESCO HQ

Ismail Junaidu, Nigerian Educational Research and Development Council, Nigeria

Moumine Traoré, Ministry of National Education, Mali

Laurent Dihoulne, Ministry of National Education and Vocational Training, Chad

10.00 - 10.30

Plenary Q&A

10.30 - 11.00

Coffee Break

11.00 - 12.15

Deep dive 1: Pastoralism and education - Promoting equity and social inclusion to mitigate risks and build peace

Patta Scott-Villiers, Institute for Development Studies



Special Support and Inclusive Education Directorate, Ministry of Education, Ethiopia
 Darragh Minogue, UNICEF Ethiopia
Moderator: Camille Baudot, UNICEF ESARO

Deep dive 2: Addressing adolescents and youth vulnerabilities through quality and alternative education opportunities

Elizabeth King, New York University
 Felicia Doe-Sumah, Ministry of Education, Liberia
 Marleen Renders, UNICEF Somalia & Ministry of Education Puntland, Somalia
Moderator: Mohamed Fall, UNICEF Central African Republic

Deep dive 3: Protecting education from attack - mitigating risks and impacts of conflict

Magdalene Anene-Maidoh, Federal Ministry of Education, Nigeria
 Celeste Staley, UNICEF Central African Republic
Moderator: Brenda Haiplik, UNICEF HQ

Deep dive 4: Transforming attitudes and practices towards violence against children in and around schools - Linkages to learning outcomes

Angela Nakafero, Gender Focal Point Ministry of Education, Science, Technology and Sports, Uganda
 Irene Naiga, UNICEF Uganda
 Jonathan Bunting-Williams, UNICEF Sierra Leone
 Cinthia Aka Douabelé, UNICEF Burundi
Moderator: Emmanuelle Abrioux, UNICEF Ethiopia

12.15 - 12.45

Reflections and key takeaways

12.45 - 2.00

Lunch Break

2.00 - 2.30

Plenary presentation: AU strategies on education, peace and security

Mahama Ouedraogo, Acting Director for Human Resources, Science and Technology, African Union Commission

Thematic Focus 3: Schools for learning and for practicing peace

2.30 - 2.45

Thematic Focus Area 3 overview

Mary Kangethe, ICQN and Ministry of Education, Science and Technology, Kenya

2.45 - 3.15

Plenary presentation: Child-Friendly Education for Peacebuilding

Brenda Haiplik, UNICEF HQ

3.15 - 4.30

Deep dive 1: Comprehensive curriculum reform to ensure conflict-sensitivity and promote social inclusion and equity

Suchith Abeyewicreme, Ministry of Education, Science and Technology, Kenya
 Deng Deng Hoc Yai, Ministry of Education, South Sudan
 Tizie Maphalala, UNICEF South Sudan
 Chantal Bajinyura, Ministry of Basic and Secondary Education, Technical and Vocational Education and Training, and Literacy, Burundi
Moderator: Inge Vervloesem, UNICEF WCARO

Deep dive 2: Early learning - Planting the seeds of resilience and social cohesion

Felicia Doe-Sumah, Ministry of Education, Liberia
 Jane Afoyocan, UNICEF Uganda
Moderator: Charles Mwaniki, ICQN

Deep dive 3: Co-curricular activities - Promoting a culture of peace through school clubs and sports

Christophe Koffi, Ministry of Education and Technical Secondary Education, Côte d'Ivoire
 Daniel Baheta, UNICEF Kenya
 Beatrice Agola, teacher, Kenya
 Steward Francis Kutiyote, Ministry of Education, South Sudan
Moderator: Nicolas Reuge, UNICEF WCARO



Federal Government of Ethiopia



Ministry of Education



Association for the Development of Education in Africa



ADEA Inter-country Quality Nodes Peace Education



Advancing Learning. Building Peace.

Deep dive 4: Fostering community participation in education to promote social inclusion and cohesion

Issa Issakha Charfadine, Ministry of National Education and Vocational Training, Chad

Martin Omagor, Ministry of Education, Science, Technology and Sports, Uganda

Joseph Biagné, Ministry of Education and Technical Secondary Education, Côte d'Ivoire

Moderator: *Monica Llamazares*, UNICEF Uganda

4.30 - 5.00

Coffee Break

5.00 - 5.30

Reflections and key takeaways

5.30 - 7.30

Dinner Gala at Radisson Hotel

Day 3

Moving forward: Commitments to strengthen education policies and programmes to achieve SDGs and Africa's Agenda 2063

8.45 - 9.00

Introduction to the Day

Mary Kangethe, ICQN and Ministry of Education, Science and Technology, Kenya

9.00 - 10.30

Development of action plan and policy statement

Mary Kangethe, ICQN and Ministry of Education, Science and Technology, Kenya

10.30 - 10.45

Coffee Break

10.45 - 12.30

Introduction to ADEA Triennale 2017 and Report of the ADEA consultative meeting for Central Africa on peace and global citizenship education

Mamadou Ndoye, ADEA

12.30 - 1.30

Lunch Break

1.30 - 3.00

Analytical work for the ADEA Triennale 2017: next steps

Mamadou Ndoye, ADEA

Charles Mwaniki, ICQN and Ministry of Education, Science and Technology, Kenya

3.00 - 3.10

Inter-ministerial actions moving forward to integrate lessons and evidence to education policy and programmes

Mary Kangethe, ICQN and Ministry of Education, Science and Technology, Kenya

Charles Mwaniki, ICQN and Ministry of Education, Science and Technology, Kenya

Neven Knezevic, UNICEF ESARO

Jennifer Hofmann, UNICEF WCARO

3.10 - 3.20

Signing of inter-ministerial communique and commitment to build on lessons and evidence

Ministers

Mary Kangethe, ICQN and Ministry of Education, Science and Technology, Kenya

Shem Bodo, ADEA

Neven Knezevic, UNICEF ESARO

Jennifer Hofmann, UNICEF WCARO

3.20 - 4.00

Closing Remarks

Brenda Haiplik, Senior Education Adviser (Emergencies), UNICEF HQ

Darius Mogaka Ogutu, Director Policy, Partnerships and East African Community Affairs, Ministry of Education, Kenya

Oley Dibba Wadda, ADEA Executive Secretary

Shiferaw Shigute, Minister of Education, Ethiopia

ANNEXE 4

List of participants



Pan African Symposium on Education, Resilience and Social Cohesion

June 1-3, 2016

UNECA, Addis Ababa, Ethiopia

List of Participants

Academic and Research Institutions

Elisabeth Buckner (Ph.D.), Visiting Assistant Professor,
Teachers College, Columbia University

Elisabeth King (Ph.D.), Associate Professor of
International Education,
New York University

Henrietta Patta Scott-Villiers (Ph.D.), Research Fellow,
Institute of Development Studies

Gabrielle Daoust, Associate Tutor at Department of
International Relations,
Sussex University

Prof. Mario Novelli, Professor of the Political Economy of
Education,
Sussex University

Prof. Alan Smith, UNESCO Chair in Education,
Ulster University

ADEA

Oley Dibba Wadda
Executive Secretary

Lawalley Cole,
**Coordinator of ADEA Working Group on
Communication for Education and Development
(WGCOMED)**

Mamadou Ndoye
International Education Expert

Shem Okore Bodo
Senior Programs Officer

African Union Commission

Calixte Aristide Mbari
Senior Political Officer, Department for Political Affairs

Ambassador Frederic Gateretse-Ngoga
**Head of Conflict Prevention and Early Warning Division,
Department for Peace and Security**

Marc Naba,
Governance and Democracy Analyst

Department of Political Affairs

Mahama Ouedraogo (Ph.D.),
**Acting Director for Human Resources, Science and
Technology**

Martial De-Paul Ikounga (Ph.D.)
**African Union Commissioner for Human Resources,
Science and Technology**

Burundi

Chantal Bajinyura, Director General
**Ministry of Basic and Secondary Education, Technical
and Vocational Education and Training, and Literacy**

Janvierre Ndirahisha (Ph.D.), Minister
**Ministry of Basic and Secondary Education, Technical
and Vocational Education and Training, and Literacy**

Cynthia Aka Douabelé (Ph.D.), Education Specialist
UNICEF

Solomon Gasana, Peacebuilding Specialist
UNICEF

Central African Republic

Aboubakar Moukadas Noure (Ph.D.), Minister,
Ministry of National Education

Noël Ngoulo, Inspector of Higher Education,
Ministry of National Education

Mohamed Fall, Country Representative,
UNICEF

Celeste Staley, Chief of Education
UNICEF

Chad

Issa Issakha Charfadine, Deputy Director General of
Administration, Planning and Resources,
Ministry of National Education and Vocational Training

Laurent Dihoulne, General Secretary,
Ministry of National Education and Vocational Training

Jean Mathieu Laroche, Chief of Education,



UNICEF

Côte d'Ivoire

Allou Bruno, ADEA Focal Point Officer,
Ministry of National Education

Koffi Christophe, Technical Advisor to the Minister,
Ministry of National Education

Raoul Koné (Ph.D.), Deputy Director of Cabinet,
Ministry of National Education

Joseph Biagné, Coordinator, UNICEF MoE cooperation programme,
Ministry of National Education

Aby Mze Boina, Chief of Education,
UNICEF

Patricia Safi Lombo, Education Specialist,
UNICEF

Eshtu Asfaw, Director, PRM Directorate
Ministry of Education

Gabi Elte, Economic Adviser,
Ministry of Education

Firew Bekele, Consultant, Communication Directorate,
Ministry of Education

Margaret Rosamond, General Education Adviser,
Ministry of Education

Nigussie Beyene, Head Minister's Office,
Ministry of Education

Shiferaw Shigutie Wolassa, Minister
Ministry of Education

Simon Bird, Planning and Management Adviser,
Ministry of Education

Solomon Shiferaw, Special Advisor to the Minister,
Ministry of Education

Democratic Republic of Congo

Valère Munsya Molombebebe, Coordinator of the Technical Support Unit of Education,
Ministry of Primary and Secondary Education and Initiation for New Citizenship

Erinna Dia, Chief of Education,
UNICEF

Teshome Lemma, State Minister,
Ministry of Education

Tilaye Gette (Ph.D.), State Minister,
Ministry of Education

Rana Milhem, Protection Officer (Community-Based),
UNHCR

Ethiopia

Louisa Medhurst, Ethiopia Humanitarian Adviser,
Department for International Development (DFID) UK

Nigel Clarke, Humanitarian Management and Evaluation,
Department for International Development (DFID) UK

Rahel Yergashewa, Education Adviser,
Department for International Development (DFID) UK

Sewit Desta, Education Adviser,
Department for International Development (DFID) UK

Ahmed Siraj, Director, Communication Directorate,
Ministry of Education

Clare Winton, Statistics Advisor-EMIS,
Ministry of Education

Daniel Abebe, Director, Curriculum Directorate,
Ministry of Education

Kaba Urgessa (Ph.D.), State Minister
Ministry of Education

Eshetu Cheru
Ministry of Education

Girma Yadeta, Associate Education Officer,
UNHCR

Alexandra Westerbeek, Chief of Media and External Relations
UNICEF

Darragh Minogue, Support Evaluator for PBEA,
UNICEF

Dorothy Aanyu Angura, Education Specialist,
UNICEF

Emmanuelle Abrioux, Chief of Education,
UNICEF

Gillian Mellsop, Country Representative
UNICEF

Louise Holly, Advocacy & Policy Specialist,
UNICEF Liaison Office to the African Union & UN Economic Commission for Africa

Macoura Oulare, Chief of Health,
UNICEF

Setotaw Yimam, Education Specialist,



UNICEF

Shumye Molla, Education Specialist,
UNICEF

Steffi Jochim, Policy Specialist,
UNICEF

Jean Kaggawa, Early Education,
VSO

Kenya

Mustafa Yusuf Ali (Ph.D.), Director,
Arigatou International

Suchith Abeyewickreme, Ethics Education Programme
Coordinator,
Arigatou International

Charles Mwaniki, ICQN Leader,
ICQN/ Ministry of Education, Science and Technology

Mary Kangethe, Assistant Director of Education / ICQN
Coordinator
Ministry of Education, Science and Technology

Beatrice Agola, Teacher,
Migori Boys Secondary School

Darius Mogaka Ogutu, Director Policy, Partnerships and
East African Affairs,
Ministry of Education, Science and Technology

Daniel Baheta, Chief of Education,
UNICEF

Esther Ekitela, Education Specialist,
UNICEF

Mohamed Hillow, Technical Advisor,
UNICEF

Liberia

Dweh Miller, ICQN/PBEA Focal Point,
Ministry of Education

Felicia Doe-Sumah, Assistant Minister for Basic and
Secondary Education
Ministry of Education

Bernard Batidzirai, Chief of Education,
UNICEF

Madia Reeves, Education Officer,
UNICEF

Mali

Moumine Traoré, Secretary General,

Ministry of National Education

Témoré Tioulenta (Ph.D.), National Director of Pedagogy in
charge of PBF,

Ministry of National Education

Naoko Imoto, Education Specialist,
UNICEF

Nigeria

Prof. Ismail Junaidu, Executive Secretary of the Nigerian
Educational Research & Development Council,
Federal Ministry of Education

Magdalene Anene-Maidoh, Director, Educational
Planning, Research and Development, Federal Ministry of
Education,
Federal Ministry of Education

Rosemary Nwangwu, Education Specialist,
UNICEF

Terry Durnian, Chief of Education,
UNICEF

Sierra Leone

Minkailu Bah, Minister,
Ministry of Education, Science and Technology

Mohamed Sesay, Deputy Director of Cabinet,
Ministry of Education, Science and Technology

Heinrich Rukundo, Education Specialist,
UNICEF

Jonathan Bunting-Williams, Education Officer,
UNICEF

Somalia

Mohamed Hillow, Technical Advisor,
**Ministry of Education and Higher Studies, Republic of
Somaliland**

Abdullahi Ali Jama, Director of Higher Education,
Ministry of Education, Culture & Higher Education

Ahmed Hassen Yussuf, Permanent Secretary,
Ministry of Education, Culture & Higher Education

Yusuf Osman Garas, Deputy Minister,
Ministry of Education, Culture & Higher Education

Danielle Botti, Education Officer,
UNICEF

Mahwish Batool, Head of Education Puntland,
UNICEF



Association for the
Development of
Education in
Africa



ADEA Inter-country Quality Mode
Peace Education



Marleen Renders, Resilience Specialist,
UNICEF

Safia Jibril Abdi, Head of Education Somaliland,
UNICEF

South Sudan

Deng Deng Hoc Yai, Minister,
Minister for General Education and Instruction

Victor Dut Chol, Deputy Director Planning and Budgeting,
Minister for General Education and Instruction

Stephen Wiw Bichiok, Executive Director,
Minister for General Education and Instruction

Kutiyote Steward Francis, Education Officer,
UNICEF

Tizie Maphela, Education Specialist,
UNICEF

Uganda

Angela Nakafero, Gender Unit & VACiS Technical Expert,
Ministry of Education, Science, Technology and Sports

Martin Omagor, Commissioner Special Needs Education &
ICQN Focal Point
Ministry of Education, Science, Technology and Sports

Rosette Nyanzi, Researcher, Gender Unit,
Ministry of Education, Science, Technology and Sports

Yusuf K. Nsubuga (Ph.D.), Director of Basic & Secondary
Education,
Ministry of Education, Science, Technology and Sports

Emmie Pakkala, Education Specialist
UNICEF

Irene Naiga, Education Specialist
UNICEF

Jane Afoyocan, Education Officer
UNICEF

Monica Llamazares (Ph.D.), Peacebuilding Specialist,
UNICEF

UNESCO

Morten Sigsgaard, Assistant Programme Specialist,
**UNESCO International Institute for Educational
Planning (IIEP)**

Lydia Ruprecht, Global Citizenship Education Team Leader
& Programme Specialist,
UNESCO HQ

Yumiko Yokozeki (Ph.D.), Director,
**UNESCO International Institute for Capacity Building in
Africa (IICBA)**

UNICEF Eastern and Southern Africa Regional Office

Camille Baudot,
Regional Education Advisor

Emily Ooko,
Programme Assistant, HARP

Leisa Gibson,
Gender Specialist

Neven Knezevic (Ph.D.),
Education and Peacebuilding Specialist

Nicola Simmonds,
Campaign & Advocacy Specialist

UNICEF HQ

Brenda Haiplik (Ph.D.),
Senior Education Advisor, Emergencies

Judy El-Bushra,
**Consultant & International Expert on Gender &
Peacebuilding**

Mendy Marsh,
Child Protection Specialist

UNICEF Western and Central Africa Regional Office

Inge Vervloesem,
Education Specialist (Quality)

Jennifer Hofmann,
Education Specialist (Peacebuilding)

Nicolas Meulders,
PBEA Knowledge Manager

Nicolas Reuge,
Regional Education Advisor

Paola Babos,
Gender Advisor

ANNEXE 5

Bios of speakers



Federal Government of Ethiopia



Ministry of Education



Association for the Development of Education in Africa



ADEA Inter-country Quality Mode
Peace Education



LEARNING FOR PEACE
accelerating learning, creating peace

Pan African Symposium on Education, Resilience and Social Cohesion

June 1-3, 2016

UNECA, Addis Ababa, Ethiopia

Plenary Speakers



Mustafa Yusuf Ali, Arigatou International Kenya

Together with religious leaders and multi-lateral institutions including the African Union and the United Nations, governments and partners, Dr. Mustafa has been extensively involved in finding ways to peacefully and sustainably address some of the most intractable conflicts in challenging countries in Africa including Nigeria, Libya, Somalia, Burundi. Dr. Mustafa is a recipient of the 2012 Coexist International Peace Prize which was awarded to him in New York, USA, to honor his action-oriented work and leadership in interfaith relations and dialogue, as well as conflict transformation in Africa. Apart from the post-doctoral awards and honors given to Dr. Mustafa, he holds a PhD (United Kingdom) and MA in Diplomacy and International Relations, and a degree in Information Sciences (Kenya). He currently works as the Secretary General of the Global Network of Religions for Children (GNRC), a global network active in some 50 countries, and as Director of the Arigatou International – Nairobi. He previously served as the Secretary General of the African Council of Religious Leaders and Africa Representative of Religions for Peace International.



Shem Bodo, ADEA

As ADEA's Senior Programs Officer, Shem brings a wealth of knowledge and experience in leadership, management and education policy analysis. Having been with ADEA's Working Group on Education Management and Policy Support in Harare as Program Manager for many years, he brings to the Secretariat rich institutional memory. He has a post-graduate degree in Management Information Systems and an undergraduate degree in Mechanical Engineering. Shem has over 12 years' experience in conducting EMIS assessments, undertaking education sector analyses and producing policy briefs. He has also conducted studies and facilitated policy dialogue forums on peace education in African countries. Shem has lead teams of experts in conducting EMIS peer reviews supported by the SADC and ECOWAS education desks, on behalf of the African Union.



Gabrielle Daoust, University of Sussex

Gabrielle Daoust is a doctoral researcher in the Department of International Relations at the University of Sussex, UK, and a member of the Sussex Centre for Conflict and Security Research. Her research examines the role of education governance in peacebuilding processes in South Sudan. She has previously conducted research on gender equality in teaching and teacher management in Cameroon and creative approaches to peace and reconciliation in Rwanda.



Laurent Dihoulne, Ministry of National Education and Vocational Training, Chad

Laurent Dihoulne, Secretary General of the Ministry of Education in Chad, started his career in education 1997 as a teacher. He then became a school director before joining the department of Human Resources within the Ministry. He then became Director of Human Resources, and later Director of Planning. He became Secretary General in 2014. Laurent Dihoulne holds a Masters' degree education sector planning and education systems management from the Cheikh Anta Diop University in Dakar, Senegal.



Brenda Haiplik, UNICEF HQ

Brenda Haiplik is the Senior Education Advisor- Emergencies at UNICEF Headquarters in New York. She represents UNICEF on the Steering Groups of the INEE, the GCPEA and the Global Education Cluster. Before her current post Brenda worked in several UNICEF country offices including Sri Lanka (Chief of Education), Pakistan (Emergency Education) and Somalia (Formal Education). Brenda has also worked for Save the Children and BRAC (Bangladesh) as an education specialist and has been a primary teacher in a variety of contexts, both at home in Canada and abroad. She holds a Ph.D. in Curriculum, Teaching and Learning with a specialization in Comparative, International and Development Education from the University of Toronto.



Jennifer Hofmann, UNICEF WCARO

Jennifer Hofmann is an Education Specialist (Peacebuilding) with UNICEF's Regional Office for West and Central Africa. She manages UNICEF's Learning for Peace programme and provides technical and policy advice on education for peacebuilding to UNICEF Country Offices in the region. As such, she has supported several countries with the integration of conflict and disaster risk reduction in national education sector planning processes. Prior to this, Jennifer worked with UNICEF in Cote d'Ivoire where she was in charge of the Early Childhood Development, Alternative Education, and Education in Emergencies programmes. From 2006 to 2009, she worked with the Inter-Agency Network for Education in Emergencies as Capacity-Building Manager and Coordinator for INEE Minimum Standards, serving as a global advocate as well as a technical advisor to UN agencies, NGOs and Ministries of Education in over 30 countries on emergency preparedness and response in the education sector. She holds an MA in International Affairs with a specialization in International Human Rights from Columbia University, New York.



Martial De-Paul Ikounga, African Union Commissioner for Human Resources, Science and Technology

His Excellency Dr. Martial De-Paul Ikounga Dr Ikounga is the African Union Commissioner for Human Resources, Science and Technology. He is a member of the Congolese National Assembly and currently the chairman of the Education, Culture, Science and Technology Commission. He served in various positions in the Government, including as Secretary of State and Minister of Science and Technology, Minister to the Office of the President, Minister of Education, Minister of High and Technical Education, Minister for Reconstruction and National Heritage. Dr. De-Paul Ikounga holds a Doctorate in Engineering and has lectured in general statistics and Physics. Dr Ikounga has also published several articles on these subjects both in French and in English.



Ismail Junaidu, Nigerian Educational Research and Development Council, Nigeria

Prof. Ismail Junaidu holds the following academic qualifications: Ph.D (Linguistics) 1987, from Indiana University, USA; MA (Language) 1981, University of York, England and B.A. (Hausa) 1976, Ahmadu Bello University, Zaria. Prof. Ismail Junaidu served as a lecturer in Bayero University Kano from 1976-1982 and was a visiting lecturer to many universities from 1979-1982. He joined the Nigerian Educational Research and Development Council (NERDC) as Deputy Director of Library and Informatics Centre (LIC) and later, Director of the Language Development. Prof. Junaidu was a Technical adviser to the Honourable Minister of State for Education. He was a member of Council of the Ahmadu Bello University, Zaria, and Board Member of other agencies and parastatals. He has many publications to his credit as journal articles or books he authored or co-authored. Professor Ismail Junaidu who was appointed the Executive Secretary of NERDC on the 21st May, 2015.



Mary Kangethe, ICQN and Ministry of Education, Science and Technology, Kenya

Mary Wanjiru Kangethe is an Assistant Director of Education in the Ministry of Education Science and Technology, Kenya. She is the National coordinator of the peace education programme in the Ministry and also the coordinator of the Inter Country Quality Node (ICQN) on Peace Education under the Association for Development of Education in Africa (ADEA). The ICQN brings together 15 African countries. She holds an undergraduate and Master's Degree in Education.



Neven Knezevic, UNICEF ESARO

Neven Knezevic (PhD) is UNICEF's Education and Peacebuilding Advisor based in its Eastern and Southern Africa Regional Office (ESARO) and has recently been appointed as UNICEF's Chief of Education for Somalia. He has worked in the fields of education, peacebuilding and post-conflict recovery for the past 15 years spanning work with the World Bank in East Timor, UNICEF, UNDP and IOM in Indonesia, and through his current assignment supporting the PBEA programme across Somalia, South Sudan, Ethiopia, Uganda, Burundi and Kenya. He completed his Doctoral research from Victoria University completing his published dissertation on the role of UN peacekeeping and post-conflict statebuilding in East Timor covering the years 2000 to 2005. He has authored several studies on education such as a mixed methods study on Teacher Absenteeism in Papua, Indonesia, youth participation in curriculum development in Somalia, the role of education in humanitarian action in South Sudan, a meta-analysis on the recovery and reintegration needs of ex-combatants in Aceh, Indonesia, and an Access to Justice in Aceh study for UNDP.



Raoul Koné, Ministry of Education and Technical Secondary Education, Côte d'Ivoire

M. Raoul Francois Xavier Kone is Deputy Cabinet Director in the Ministry of Education, Cote d'Ivoire since 2007. He has a doctorate degree in Education and member of the Educational Research Network for West and Central Africa (ERNWACA) and a professor at the "Ecole Normale Supérieure". He is the author of several scientific publications on the Ivorian education system.



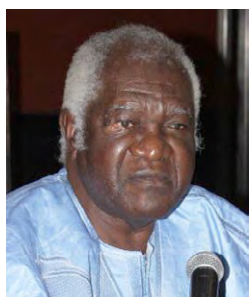
Charles Mwaniki, Ministry of Education, Science & Technology, Kenya

Charles Mwaniki is an Assistant Director of Education at the Directorate of Policy, Partnerships and East African Community Affairs in the Ministry of Education, Science & Technology, Kenya. He holds Bachelor of Education (Arts) degree from University of Nairobi and a Master's degree in Educational Planning, Management and Administration (Mount Kenya University). He initially worked as a teacher, Quality Assurance and Standards officer and now is a Co- Coordinator of the Peace Education programme and the ICQN-PE.



Valere Munsya, Ministry of Primary and Secondary Education and Initiation for New Citizenship, Democratic Republic of Congo

Valere Munsya Molomb has been in charge of strategic planning and coordination within the Ministry of Education in DRC for many years. He currently is the Coordinator of the Permanent Secretariat for Support and Coordination of the Education Sector. As such, he manages national and international experts working with the four Ministries in charge of education in the country, with a focus on sector planning, policy development, institutional reform, resource mobilization, and communications. Most recently, M. Munsya managed the development of the DRC Education Sector Plan. A number of guiding principles inform this work: equity, good governance, and peace.



Mamadou Ndoye, ADEA

Born in Senegal, Mamadou Ndoye holds degrees in philosophy, general and comparative psychology and education research. He started his career as a teacher, teaching at all levels – primary, secondary and university. He then worked as an inspector and researcher in education. During the same period, he was secretary general of a teachers' union in Senegal and Vice-President of the International Federation of Teacher Unions. Mr. Ndoye served as Minister of Basic Education and National Languages in Senegal from 1993-1998. Mr. Ndoye joined the World Bank between 1998-2001 as Coordinator for the United Nations Special Initiative for Africa (UNISA). Thanks to these efforts he led, ministries, teachers unions, parents and NGOs have been able to identify obstacles to the development of education and are now engaged in promising programs to accelerate access and equity in their countries. Mr. Ndoye assumed functions as Executive Secretary of the Association for the Development of Education in Africa (ADEA) from 2001 to 2008. He was also the General Coordinator for the ADEA 2012 Triennale. Mr. Ndoye is still working as an international education expert in Africa.



Mario Novelli, University of Sussex

Mario Novelli is Professor of the Political Economy of Education and Deputy Director of the Centre for International Education (CIE) at the University of Sussex. His research explores the relationship between education, globalisation and international development, with a specific focus on education, conflict and peacebuilding. He is currently working on issues related to the role of education in peacebuilding processes and has worked with UNICEF on a series of research projects since 2010. He is currently Co-director of a major Research Consortium partnership on Education and Peacebuilding, partly funded by UNICEF. The consortium is led by the Universities of Amsterdam, Sussex and Ulster and is carrying out a multi-country study on the role of education in peacebuilding.



Federal Government of Ethiopia



Ministry of Education



Association for the Development of Education in Africa



ADEA Inter-country Quality Node
Peace Education



LEARNING FOR PEACE
Advancing learning, creating peace



Darius Mogaka Ogutu, Ministry of Education, Kenya

Mr Darius Mogaka Ogutu is the Director Policy, Partnerships and East African Community Affairs in the Ministry of Education, Kenya. He serves as the Chairman of the Steering Committee for the Inter Country Quality Node on Peace Education (ICQN PE) and the Inter Country Quality Node on Science Mathematics Education (ICQN SME) which are entities of ADEA. He is the representative of the Hon Cabinet Secretary for Education, Kenya in the Symposium.



Lydia Ruprecht, UNESCO

Lydia Ruprecht has over 18 years of international experience promoting gender equality and international understanding through and within the public sector service, working in areas such as education, HIV, culture and public sector administration. Since June 2014, she has been supporting within UNESCO the Global Citizenship Education initiative worldwide - i.e. education that can help learners of all ages - women and men - become proactive contributors to a more just, peaceful and sustainable world.



Shiferaw Shigute, Minister of Education, Ethiopia

Shiferaw Shigute is Ethiopia's current Minister of Education and was appointed in 2013. The Minister also serves as an Executive and Central Committee member of Ethiopia People's Revolutionary Democratic Front (EPRDF) since 2002, a member of Parliament since 2015 and the Deputy Chairman of the Southern Ethiopia People's Democratic Movement (SEPD) since 2006. Before becoming the Minister of Education, Shiferaw was President of SNNPR Region for more than seven years. Shiferaw Shigute received his Master's Degree in Organizational Leadership from the Azusa Pacific University in the United States.



Morten Sigsgaard, UNESCO IIEP

Morten Sigsgaard is an Assistant Programme Specialist at UNESCO International Institute for Educational Planning (IIEP) in Paris, France. He supports IIEP's activities on crisis-sensitive planning, including in Uganda, and has contributed to several publications and guidance material on this topic. He also manages IIEP's cooperation programme on capacity development for educational planning in Afghanistan. He has country experience from Afghanistan, Uganda, Rwanda, South Sudan, Pakistan and Nepal. He represents IIEP in the Inter-Agency Network for Education in Emergencies (INEE). He has previously worked with UNESCO Kathmandu, UNICEF in Geneva, and the NGOs Education Above All and ActionAid Denmark. He holds a M.Sc. degree in Sociology specialized in Political Sociology from the University of Copenhagen, Denmark.



Federal Government of Ethiopia



Ministry of Education



Association for the Development of Education in Africa



AIESEC International Quality Node Peace Education



LEARNING FOR PEACE
Addressing Learning, Building Peace



Alan Smith, Ulster University

Professor Alan Smith is the UNESCO Chair in Education at Ulster University, Northern Ireland. His work has included research on education, conflict and peacebuilding. He has been a British Council visiting fellow to Nigeria and Indonesia, and a visiting research fellow to the Hong Kong Institute of Education. He has completed research for DFID, GiZ, Norad, International Alert, Save the Children, UNESCO, UNICEF, and the World Bank in Bosnia, Serbia, Sri Lanka, Nepal, Burundi, Kenya, Nigeria, Sierra Leone, Uganda, and Zimbabwe. He was a contributing author and adviser to the Education for All, Global Monitoring Report (2011) and is a technical advisor to the UNICEF Peacebuilding, Education and Advocacy programme, an initiative funded by the Government of the Netherlands involving 14 conflict affected countries (2012-16).



Moumine Traoré, Ministry of National Education, Mali

Dr. Moumine Traoré is the secretary general of Ministry of Education in Mali since January 2016. A professor of Mathematics, he was previously Vice Director of University of Bamako.



Oley Dibba-Wadda, ADEA Executive Secretary

Oley Dibba-Wadda is a strategic analyst and expert in international development policy and programming, particularly on education and gender equality in Africa. She has lead multicultural and multidisciplinary Pan African development organizations. Oley has raised and managed multi-million US\$ budgets through multilateral and bilateral cooperation agencies, foundations, governments and private individuals and successfully cultivated and nurtured strategic partnerships. Oley sits on several Advisory Boards and is a Global Ambassador for 10X10 and Concern Universal. She has been invited to speak as panelist, keynote and guest speakers on numerous high level international forums globally.



Setotow Yimam, UNICEF Ethiopia

Setotow Yimam has worked for UNICEF -Ethiopia as an Education Specialist from 2005 to 2015 focusing on national education sector capacity enhancement, access, equity and education in emergencies. He also was coordinating the Peacebuilding Education and Advocacy Programme. Prior to joining UNICEF, he started his career as a secondary school teacher and principal, and ended up as senior expert and Secretariat of Education Sector Development Programme (ESDP); and finally as Head of ESDP and Planning Department in the Ministry of Education. He has rich experience in the education sector in Ethiopia serving for over 38 years in total. He holds an MA degree in Educational Planning and Management from the Addis Ababa University. He has participated in several trainings including on equity, quality and leadership in education; strategic choices for education reform; and in educational management and organization of education/pedagogy in renowned universities and institutions. He has been involved in supervising and undertaking researches and evaluations in education in Ethiopia that contributed to strategy development and policy dialogue.

