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 الشبكة العالمية لوكالات التعليم في حالات الطوارئ



Ushirika wa Maendeleo ya Elimu Barani Afrika
 الرابطة لأجل تطوير التربية في إفريقيا
 Association for the Development of Education in Africa
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Ministry of Primary, Secondary and Professional Training (MEPSP) DRC
 INEE Working Group on Education and Fragility
 UNICEF

Association for the Development of Education in Africa (ADEA)
 United States Agency for International Development (USAID)

Policy Dialogue Forum on Education and Peace in the Democratic Republic of Congo

Kinshasa, 4-6 October 2012



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This report was written by Maria Lucia Uribe Torres (INEE) with inputs from the other organizers.

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Acronyms

ADEA:	Association for the Development of Education in Africa
EMIS:	Education Management Information System
CAT:	<i>Cellule d'Appui Technique</i> – Technical Support Unit
ICQN:	ADEA Inter –Country Quality Node
INEE:	Inter-Agency Network for Education in Emergencies
INEE WGEF:	INEE Working Group on Education and Fragility
DSCR:	<i>Document de Stratégie de la Croissance et de la Réduction de la Pauvreté</i> – Growth and Poverty Reduction Strategy Document
MDGs:	Millennium Development Goals
MEPSP:	Ministry of Primary, Secondary and Professional Education
MONUSCO:	United Nations Organization Stabilization Mission in the Democratic Republic of the Congo
OPEQ:	<i>Opportunités pour un accès équitable à une éducation de base de qualité</i> – <i>Opportunities for equitable access to quality education</i>
PDF:	Policy Dialogue Forum
PBEAP:	Peace Building, Education and Advocacy Programme
PEAR:	Programme of Expanded Assistance to Returns
PIE:	<i>Plan Intérimaire de l'Éducation</i> - Interim Education Plan
SWAp:	Sector-Wide Approach
STAREC:	Stabilization and Reconstruction Plan in Conflict-Affected Areas of Eastern DRC
TFP:	Technical and Financial Partners
UNICEF:	United Nations Children's Fund
UNESCO:	United Nations Educational, Scientific and Cultural Organization
ISSSS:	International Security and Stabilization Support Strategy
USAID:	United States Agency for International Development
WGEMPS:	ADEA Working Group on Education Management and Policy Support

Background

The Inter-Agency Network for Education in Emergencies (INEE), UNICEF, the Association for the Development of Education in Africa (ADEA), and the United States Agency for International Development (USAID) are organizations supporting the promotion of quality, relevant and equitable education.

INEE is an open global network of representatives from NGOs, UN agencies, donor agencies, governments, academic institutions, schools and affected populations working together within a humanitarian and development framework to ensure all persons the right to quality, relevant and safe education in emergencies and post-crisis recovery. **ADEA** is a network of policy-makers, practitioners and researchers. Its key mission is to be a forum for policy dialogue on education in Africa and a partnership between ministries of education and development partners. **UNICEF** is a humanitarian and development agency dedicated to providing life-saving assistance to children and to protecting their rights in any circumstances. UNICEF's emerging work on peace building through education promotes the knowledge, skills, attitudes and values needed to bring about behavior change that will enable children, youth and adults to prevent conflict and violence, to resolve conflict peacefully and to create conditions conducive to peace. **USAID** is committed to increase equitable access to education in crisis and conflict-environments. USAID's new education strategy recognizes the potential stabilizing effects of education on fragility. USAID is committed to strengthening consensus on successful approaches to mitigate fragility through education while ensuring equitable access to all.

In early 2008, a **Working Group on Education and Fragility (WGEF)**¹ was established within INEE, as an inter-agency mechanism to coordinate diverse initiatives and catalyze collaborative action on education and fragility. The 2008-2011 Working Group (WG) completed its mandate in March 2011 and a new WG was reconstituted in October 2011 with the participation of 26 member agencies. The current WGEF has a two-year mandate – covering the 2011-2013 period - aligned with the main INEE goal: The provision of quality, safe and relevant education for all is strengthened in crisis-prone contexts through prevention, preparedness, response and recovery.

The WGEF's goal is to contribute to crisis-sensitive education in fragile and conflict-affected contexts through inter-agency collaboration at global, regional and country levels. In order to achieve this, the WGEF has two objectives:

- Facilitate a learning space for dialogue and information sharing on education's role in state- and peace-building
- Promote conflict-sensitive approaches to education in fragile contexts to influence decision-makers at all levels

As part of its activities to engage in dialogue at country level on the role of education in peace building and work with decision-makers to mainstream conflict-sensitivity in education, the WGEF conducted during previous years a series of consultations to support local stakeholders in the introduction, strengthening and development of conflict-sensitive education planning and programming. Consultations were held in Sarajevo, Addis Ababa and Juba and brought together Ministries of Education, UN agencies, donors and civil society organizations to help the development of context-specific education strategies to mitigate conflict and support the transition to longer-term development.

The ADEA Working Group on Education Management and Policy Support (WGEMPS) undertook, within the framework of ADEA 2012 Triennale, research on education in four post-conflict African countries (Democratic Republic of Congo, Kenya, Liberia and Zimbabwe). This

¹ Follow the link to see the full list of members http://www.ineesite.org/index.php/post/wg_education_and_fragility/

research is informed by two broad development agendas. The first is ADEA's holistic approach to education, which advocates that all diverse forms of education be recognized, irrespective of their target audiences, delivery mode and type. The second, strikingly in line with INEE mission, is the ADEA Inter –Country Quality Node (ICQN) on peace education, formed in 2010 as a forum for countries facing education reconstruction in post-crisis circumstances. Its main purpose is to advocate for the use of education systems as forces for re-building, conflict prevention, conflict resolution and nation building.

UNICEF, initiated in 2012 a new four-year Peace Building, Education and Advocacy Programme in 14 countries. This work has been designed as a partnership between UNICEF, the Government of the Netherlands, the national governments of participating countries and other key partners – and is an innovative, cross-sectoral programme focusing on education and peace building. It aims to strengthen resilience, social cohesion and human security in conflict-affected contexts, including countries at risk of – or experiencing and recovering from – conflict. The countries have been selected from across East Asia and the Pacific, South Asia, the Middle East and North Africa, Eastern and Southern Africa, and West and Central Africa. DRC is one of the countries.

USAID is a member of the INEE WGEF and supports its activities to advance the field of education in fragile and conflict-affected contexts. USAID works in the DRC to increase stability by mitigating the causes and consequences of conflict. USAID education activities in the DRC have promoted access by reducing school fees and improved the quality of basic education by training teachers and providing learning materials. Programs also promote community participation in school management with the purpose of increasing attendance, particularly among girls, and reducing conflict by addressing corruption and exclusion of vulnerable groups.

Rationale

In a continent affected by the resurgence and proliferation of conflicts (some 22 African countries out of 53 experienced some form of conflict in 2010), it becomes imperative to further promote education that can contribute to social cohesion, peace and state building processes, and support the development of attitudes, skills and behaviors that enable people to prevent violence and deal peacefully with conflicts. Research evidence shows that education systems play a key role in this process.

In order to build on synergies between ongoing education initiatives, the INEE WGEF, UNICEF in the Democratic Republic of the Congo (DRC), USAID and ADEA WGEMPS chose to hold a Policy Dialogue Forum in DRC, a country that has experienced recurring conflict for nearly a couple of decades. This conflict has devastated the education system, displacing students and teachers, contributed to the erosion of institutional and human capacities and compromised the safety and security of children and young people through forced recruitments in the armed forces. DRC is one of the countries where UNICEF is piloting the Peace Building, Education and Advocacy Programme (PBEAP) and a developing country partner of the Global Partnership for Education. Additionally the DRC is a member of ADEA's Inter-Country Quality Node (ICQN) on peace education.

UNICEF DRC, in partnership with Search for Common Ground, has completed a conflict analysis on education within the framework of the PBEAP in four provinces, building on existing conflict analyses done over the past years by MONUSCO and Search for Common Ground. This conflict analysis identified the key conflict drivers that serve as the basis for the new programme design for the Netherlands funding. ADEA's study on Education in Reconstruction in DRC, Kenya, Liberia and Zimbabwe, identifies the potential conflict drivers, highlights the negative impact of violence on the education system's achievements and examines the sector's management response to a post-crisis situation along the key dimensions of sector coordination, planning, policy formulation, financing and piloting. The Policy Dialogue Forum built on the

findings of the work undertaken by both UNICEF and ADEA in the DRC, and on the experiences of other countries that are part of the UNICEF programme and ADEA's research on education in reconstruction. The approach was to look at the whole education sector with an analysis of the Interim Education Plan for Primary, Secondary and Professional Education.

The collaboration between INEE, UNICEF, USAID - members of the INEE WG on Education and Fragility - and ADEA under the leadership of the Ministry of Primary, Secondary and Professional Education (MPSPE) of the DRC, was a unique opportunity to enable partners to analyze and understand all facets and dimensions of education in the DRC from a multi-stakeholder perspective, and develop a roadmap to carve the way forward for peace building through education at the national level. It will ensure continuity and ongoing support at the country level as well as collaboration with the MPSPE.

Purpose and objectives

The overall purpose of the Policy Dialogue Forum was to identify national education strategies and policies that are conflict-sensitive and that can contribute to peace-building processes in line with national priorities. It was hoped that this process would trigger an inter-sectoral response to address the main conflict drivers in the DRC.

The specific objectives of the Policy Dialogue Forum were threefold:

1. Identify key conflict drivers and the role that education can play either in mitigating or exacerbating conflicts. Participants would identify the impact on education policies, systems, content, service and delivery through the presentation of findings of ongoing conflict analyses;
2. Share and discuss education policies and programmatic experiences that help mitigate conflicts and supporting peace building processes;
3. Identify concrete education strategies, policies and programmes needed in DRC for education to be a vector of peace. Participants would identify strategies for education planning and programming, financing, management in line with national priorities.

It was expected that this consultative process would result in stronger national institutional capacity that could support conflict-sensitive education and state and peace building in the country. At the end of the Policy Dialogue Forum a clear road map was prepared and follow-up mechanisms were identified and shared between the Ministry of Primary, Secondary and Professional Training, INEE, UNICEF, ADEA, USAID and other stakeholders involved in the Policy Dialogue Forum, with the objective of informing the DRC's submission to the UNICEF Peace Building Programme and the ADEA Peace education ICQN programme.

Outputs

The outputs of the Policy Dialogue Forum are as follows:

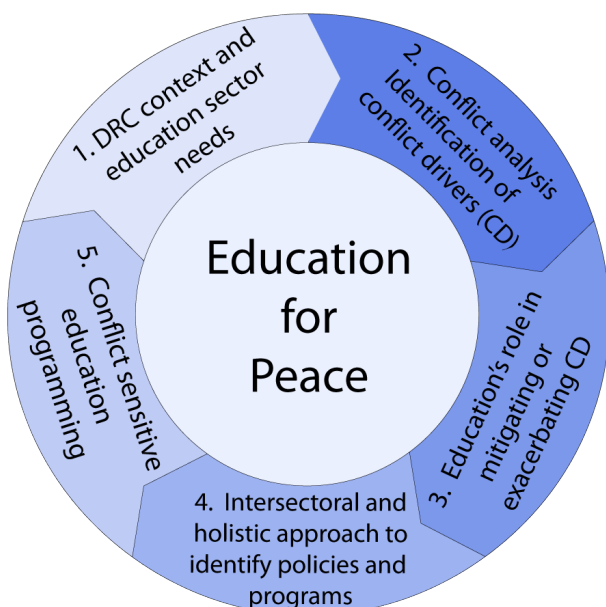
1. A framework for a policy dialogue including all key stakeholders was established, and opportunities for amendments of national policy directives for education were identified.
2. Concrete strategies in line with national priorities were identified and will be integrated into the UNICEF Peacebuilding Programme design and the ADEA Peace education ICQN programme.
3. Management, financing, monitoring and evaluation strategies were reviewed with the aim of making them more holistic, sector wide and sensitive to conflict issues.
4. Key recommendations and a road map were formulated and adopted.

General overview

The Policy Dialogue Forum brought together participants from the Ministry of Primary, Secondary and Professional Education at central and provincial levels from six different provinces; representatives from the Ministry of Higher Education, Ministry of Land Affairs, Ministry of Finance, Ministry of Planning, Ministry of Media and Relations with the Parliament, Ministry of Social Affairs, Ministry of Justice and Human Rights; members of the Financial and Technical Group: Belgian Cooperation Agency, UNICEF, UNESCO, USAID, DFID, GIZ; International NGOs, local NGOs; representatives from the Parents and Teachers Associations and of the Education Service Provider Networks; and other technical partners such as INEE and ADEA.

25 journalists from several agencies and from the *Radio Television Nationale Congolaise* also attended the first day of the Policy Dialogue Forum, at the end of which a special session was held with them. This allowed not only an increased capacity of understanding about conflict and peace building issues, and raised awareness about the importance of education to mitigate and prevent conflicts, but it also demonstrated the role that informal education through media can play.

Process and methodologies



The process followed during the Policy Dialogue Forum that is described in the diagram (left) shows the holistic approach that was intended, and the different components that support the development of conflict-sensitive education planning and programming. The main components of the Policy Dialogue Forum were, understanding the DRC context and the education sector needs, the identification of main conflict drivers, the analysis of their impact on education, either mitigating or exacerbating conflicts, and the identification of education policies, strategies and programs that can help mitigate and prevent conflicts and contribute to peace building processes. The Policy Dialogue Forum was developed using a multi-sectoral approach to

understand the socio-political, economic, environment and security context of the DRC and the strategic collaborations that need to take place to ensure that the education system is a vector of peace. It was particularly important to focus on the complexities of the education system taking into account management and financial structures, curriculum and teachers' development, infrastructure and learning spaces; and access and retention.

This process allowed a holistic understanding of the system, its interrelations with other sectors, and the identification of the education sector response to mitigate and prevent issues of fragility and conflict.

Program and findings

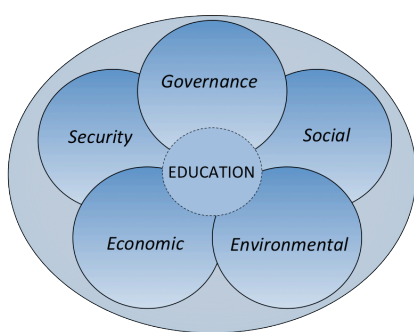
Opening session

The Policy Dialogue Forum was opened by H.E. Mr. Maker Mwangu Famba, Minister of Primary, Secondary and Professional Education of the DRC. The Minister expressed the Ministry's commitment to strengthen the education system in the DRC and to develop an Education for Peace program that can respond to the needs and challenges the country faces. Mr. Dieudonné Lufunisabo Bundoki, Secretary General of the MEPSP, Ms. Diana Putman, USAID DRC Mission Director, Ms. Ronja Hoelzer, GIZ representative to the INEE Working Group on Education and Fragility, Ms. Sylvie Fouet, UNICEF DRC Deputy Representative; and Dr. Mohamed Chérif Diarra, Coordinator of ADEA Working Group on Education Management and Policy Support, also expressed their commitment to work in partnership with the Congolese government, civil society and other stakeholders to ensure the development of quality, equitable, inclusive and safe education that can become a vector of peace. They all expressed their concern for the situation in the DRC, particularly in the East, and underlined their commitment and willingness to ensure that all children in the DRC have access to education and that education is protected from attacks.

Dr. Valère Munsya, Coordinator of the Technical Support Unit of the MEPSP, also shared the concern for the challenges faced by the DRC in relation to violent conflicts and the effects on children and youth. He highlighted that the recommendations developed during the Policy Dialogue Forum are expected to provide concrete ways to develop an Education for Peace Program that can complement the Interim Education Plan (PIE) and support peace-building processes. The DRC is also part of the Global Partnership for Education and the results of this PDF will provide recommendations to address the challenges faced by the education system due to armed conflicts and other situations of emergency.

Setting the scene: Education, fragility and conflict

The objective of the first day was to provide an overview of the DRC context and identify the main dynamics of fragility and conflict drivers² in the DRC, and the role of education in either mitigating or exacerbating those. INEE started the Policy Dialogue Forum with a presentation



Source: Kerstin Tebbe -
INEE

about education and its relation to fragility and violent conflict; this set the scene for the three-day dialogue. Education was presented as a critical sector that interacts with several dynamics such as governance, social, economic, environmental and security. An analysis of the impact of those domains on education and the role that education plays in either mitigating or exacerbating violent conflicts is a *sine qua non* to develop conflict-sensitive education sector plans and programs. Conflict-sensitive education plans go beyond service **delivery** to address issues of **quality**, **relevance** of curriculum, **equity**, **access** and **management** of education systems informed by a comprehensive conflict analysis.

The Policy Dialogue Forum was designed to identify education policies and programmes that can address issues of fragility and conflict in DRC, and provide the basis for the development of an Education for Peace program in the country. As such the first day was dedicated to discussion of

² The concept of *drivers* is distinct from the more general terms of causes or factors of conflict, and serves to distinguish events and trends that have a relationship to the situation. They are distinct elements recognizable to all observers and that hold a strong degree of influence in the conflict.

the different socio-economic and political dynamics that affect education systems.

ADEA stressed that all diverse forms of education, irrespective of their target audiences, delivery mode and sub-sector in which they are placed, should be valued, supported, articulated and coordinated within a common framework. ADEA's presentation encouraged the policy dialogue participants to use this paradigm shift to rethink the education system in DRC in order to come up with out-of-the-box solutions for re-building, conflict prevention, conflict resolution and nation building.

The DRC context

The next section of the Policy Dialogue Forum provided a general overview of the socio-political, economic and security context in the DRC, and the main national initiatives and priorities to support peace-building processes. The Ministry of Planning and the Integrated Office of the United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO) offered critical contributions to understand the context where education programs and initiatives need to operate in order to contribute to national peace building processes. UNICEF and ADEA also provided perspectives of the main conflict issues affecting the DRC based on the findings of national studies conducted in the country.

The presentations were not meant to address education issues in particular, but to provide an overview of current national political priorities and drivers of conflict and fragility. The main dynamics of the DRC political and socio-economic context presented can be summarized as follows:

Social

- 70% of the population live under the poverty line (90% in Equateur and Bandundu)
- 46% of the population aged less than 15 years
- High unemployment rate which severely affects the youth (More than 70% of those aged 15 to 24 have no jobs, with urban areas particularly affected)
- High numbers of working poor
- Limited access to basic socio-economic services (Only 47% of Congolese people have access to drinking water)
- Poor living conditions

Security

- External instability due to regional dynamics (borders with 9 countries, presence of illegal armed groups)
- Internal instability due to civil strikes, long standing armed and low intensity conflicts
- Pervasive violence, including gender based violence
- Return and reintegration of refugees and returnees
- Ethnic conflicts fueled by issues of access to resources of production
- Land disputes

Governance and Political

- The country's political culture supports rent-seeking and predation of state resources due to absence of a notion and appreciation of citizenship
- The DRC is ranked among the fragile states with young post-transition institutions
- State anomy and weak rule of law
- Decentralization process generates tensions surrounding administrative divisions
- Possible tensions inherent in the electoral process

Economic

- Unequal distribution of resources
- A non-diversified economy- concentrated in only a few productive activities
- Lack of youth agricultural skills and knowledge transfer; lack of interest of young people in land issues
- Presence of potential political and economic destabilizing factors. Some of those refer to the impact of the mining sector in the country's fiscal position, the presence of multinationals and their possible effect in the economic, political and social realm.

The DRC is a member of the New Deal

The New Deal

A representative from the Ministry of Planning presented the DRC involvement in the New Deal for Fragile States. The New Deal focuses on peace-building and state-building goals to enable progress towards the Millennium Development Goals (MDGs) in fragile and conflict-affected contexts. It was launched at the Fourth High-Level Forum on Aid Effectiveness in Bussan, South Korea in November 2011 and has been endorsed by around 40 member countries and organizations.

The New Deal identifies five goals: legitimate politics; security; justice; economic foundations and revenues and services. It will be piloted in the DRC and six other countries: Afghanistan, Central African Republic, Liberia, Sierra Leone, South Sudan and Timor-Leste. The New Deal was officially launched in the DRC in August 2012.

The DRC is currently developing a series of indicators and a strategic action plan to help measure the progress of the MDGs at local and provincial levels. The implementation of the New Deal in DRC is important to address the security issues affecting the country, to generate effective partnerships, create stronger support for political processes, and to better involve civil society organizations.

Stabilization and transition work in the DRC

The Integrated Office of MONUSCO presented the two national government plans and the UN strategy to provide a political and programmatic framework for stabilization and transition work in the DRC. The first plan, titled Stabilization and Reconstruction Plan in Conflict-Affected Areas of Eastern DRC (STAREC), was launched by the Congolese Government in June 2009 to consolidate peace gains and promote longer-term recovery and development in the east of the country. STAREC focuses on three areas:

- Security and restoration of state authority (including a regulatory framework for the exploitation of natural resources);
- Humanitarian and social services (including the return and reintegration of Internally Displaced Persons and refugees); and
- Economic recovery (involving both national productivity and regional economic integration).

A Peace Consolidation Plan (PCP), for those provinces that are not targeted by the STAREC, has been developed and is currently in the process of validation. It focuses on strengthening the rule of law and good governance, preventing and managing conflicts, environment protection, and community recovery through alternative viable socio-economic activities. In conjunction with these two plans, the second generation Growth and Poverty Reduction Strategy (DSCR II) is being finalized with the purpose of improving the living conditions of the Congolese people. This is the only unifying framework for all macroeconomic and sectoral policies for the next five years (2011-2015).

In support of the government, the United Nations developed in 2008-2009 the International Strategy for Supporting Security and Stabilization (ISSSS). The ISSSS is now the main vehicle for international support to the Democratic Republic of Congo's STAREC.

The ISSSS recommends a holistic, multi-sectorial and multi-partnership approach to respond to security issues and guide stabilization in the country. It emphasizes the need to develop mutual accountability between and capacity of the state and the society; reinforce trust between society and the State; develop institutional capacity to manage conflicts; and the development of a conflict analysis of the root causes of conflict that can support strategic planning.

ISSSS main goals

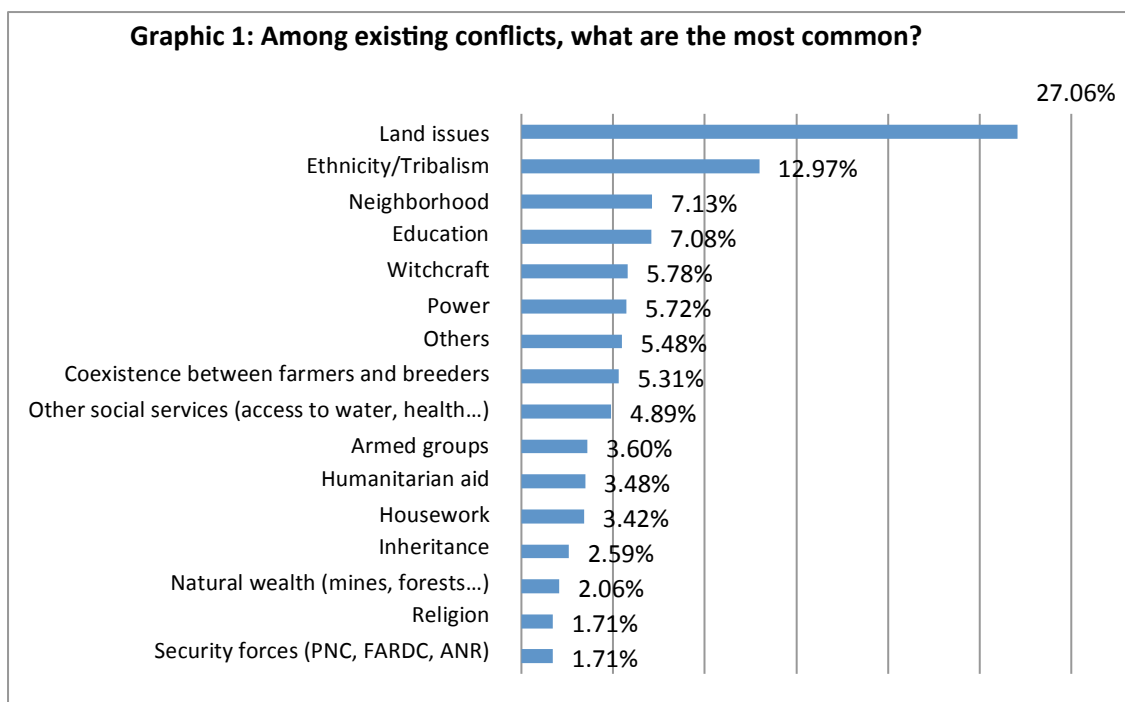
- **Improve safety:** Creating a protective environment for civilians by strengthening the security forces and improving their discipline and control, while supporting the demobilization and reintegration of armed groups.
- Supporting **political dialogue:** Helping national and provincial governments to advance the peace process and implement key commitments of existing agreements.
- Strengthen the **rule of law:** Restoring essential public services in areas previously controlled by armed groups; transfer security responsibilities to the civil police force, and rebuild the rule of law.
- Facilitate **Return, Reintegration and Recovery:** support the return in safety and dignity of Internally Displaced Populations (IDPs) and refugees, priority social needs of returnees, addressing the major sources of conflict, and rerun the economic recovery.
- **Combat sexual violence:** in each of the above, strengthen prevention and response to sexual violence in a systematic and more effective way, in accordance with the Global Strategy against sexual violence.

UNICEF and Search for Common Ground

Search for Common Ground presented the general findings of a study on Conflict and Education in DRC commissioned by UNICEF for its Peace Building, Advocacy and Education Program. This program is intended to increase resilience, social cohesion and human security in conflict-affected or post-conflict contexts. It also aims to strengthen the educational policies and practices for peace-building. The research was conducted in four provinces of the DRC: Province Orientale, Equateur, Maniema and Kalemie in North Katanga. In each province, one to three sites were selected due to their diversity and representativeness of the provincial reality. Those sites were:

- Kisangani, Bunia, Dungu (Province Orientale),
- Mbandaka, Dongo (Equateur),
- Kasongo, Kindu, Lubutu (Maniema)
- Kalemie (Nord Katanga)

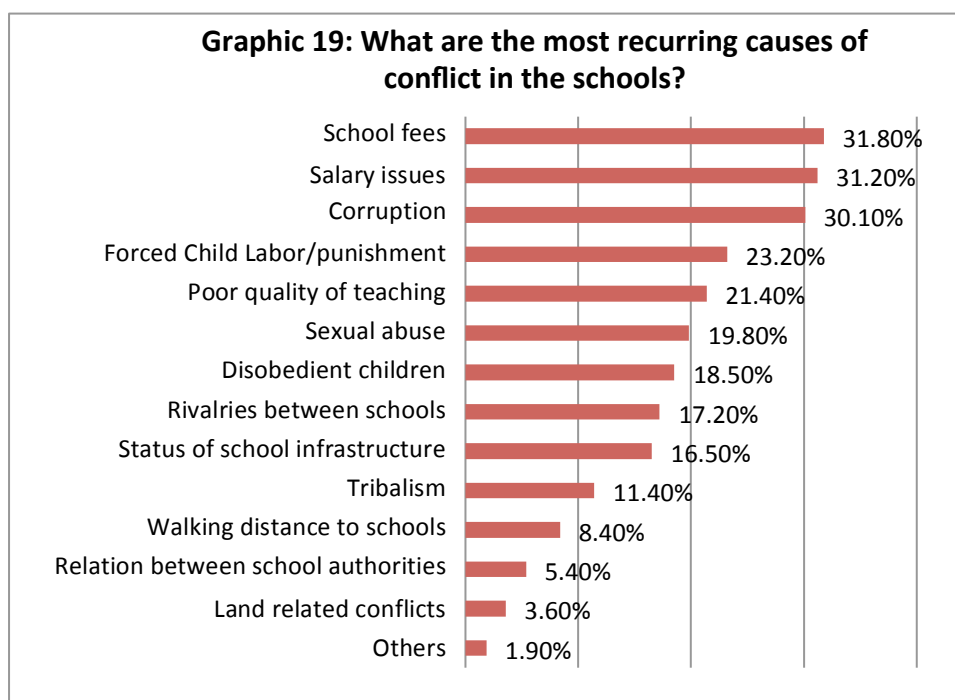
This presentation described the general conflicts in the provinces studied. It highlights that the conflicts that participants of the survey most frequently cited are: land conflicts (27%), followed by ethnic conflicts (13%), neighborhood conflicts (7%) and conflicts linked to education (7%). Inquiries have found that the Equator region has the least number of conflicts, in contrast to Maniema, which has the most.



Source: Education and Conflicts -Search for Common Ground DRC

The results of the survey identified that the majority of the interviewed (48%) view “poverty” as the “mother cause” of conflict, from which flows any other causes or motivations from main actors in the conflict. Other factors that contribute to conflict include impunity, bad governance, social inequalities, and the failure to utilize the law. The population perceives that major consequences of conflict are again, poverty (55%), and tribal hate (55%).

Conflict and education



Source: Education and Conflicts Search for Common Ground DRC

Search for Common Ground also presented the relationship between conflict and education, and provided an overview of the impact of conflicts (identified in their study) on the delivery and quality of education. The report concluded that the major causes of conflict in schools are related to the lack of payment of school fees, lack of salaries, corrupt practices, forced child labor on teachers' farms and houses, poor quality of teaching and sexual abuse (see graphic above). The conflicts that most frequently affect the education of children are conflicts happening in schools, conflict related to ethnic rivalry, domestic conflict, and conflict over land. In Bunia and Dungu, armed conflict is also responsible for having a negative impact on education.

The study also concludes that among the hidden actors of conflict, political figures, notably provincial or national representatives, are largely responsible for general conflicts. The survey concluded that the main conflict actors are the traditional authorities (31%) and family members (27.8%). Their primary objectives are to acquire personal wealth, to harm others and to control economic interests. In schools, the main actors are school authorities. State services, village elders and traditional chiefs are also considered as major indirect actors.

The report identified a direct correlation between teaching conditions and the large majority of conflicts that arise in schools. It recommends addressing teaching needs and providing adequate school infrastructure in order to tackle most school conflicts. According to the report, in Maniema and Equator region, it was found that conflicts were more frequently related to tribalism and ethnic rivalry in the school system. Dungu is facing a different kind of conflict, as tensions between principals and parents arise following the abduction of children by rebel groups, or problems involving the occupation of schools by nationals.

Main recommendations

- Build strategic partnerships with organizations involved in economic and community recovery, and those specialized in land matters to enhance the living standards of targeted communities; secure better knowledge and enforcement of land laws, including a more effective functioning of State bodies in charge of land conflicts to reduce the prevalence of those conflicts.
- Develop peace education activities in schools. This can take the form of "peace clubs" with children who, once they are trained, will be in charge of peacefully settling conflicts among themselves. Pilot "peaceful schools" to help awaken the children on the importance of peaceful cohabitation. This kind of activity could be carried out in Child Friendly Schools.
- Organize a training of teacher trainers and teachers on conflict analysis and peaceful management of conflicts and on "conflict-sensitive" educational approaches.
- Reinforce the academic weighting of courses related to morals and civic education. Organizing refresher courses for teachers as well as updating the teaching materials to these courses.
- Provide training to the technical and political authorities of the Education Ministry (MEPSP) on conflict sensitivity.
- Provide support to the Ministry of Education to develop a communication strategy to allow smooth information flow between all levels of the education system (national, provincial, sub-provincial, schools), and clarify roles and responsibilities of actors.
- Support educational authorities to reinforce the monitoring of teacher recruitment criteria.
- Advocate with donors and government to improve teacher payment. This will reinforce teacher's position as role models, and will facilitate teaching peace values.

Main recommendations - continuation

- Build the capacities of various services of the Education Ministry (MEPSP) in transparent resources management. Set up mechanisms to control salary transfers, and to make sure that teachers will receive their full salaries.
- Emphasize capacity-building and support local conflict management and resolution structures within the communities.
- Build capacities of local leaders, including traditional leaders, on relevant conflict management and mediation techniques, and good governance, in order to increase population's trust.
- Build capacities of parent committees to manage conflicts between the teaching personnel and pupils' parents; also to co-manage schools transparently.
- In the provinces of Maniema and Equateur, as well as in North-Katanga, look closely into identity issues, the relations between natives and non-natives, and Bantus and Pygmies.
- Improve the quality of school infrastructure to create safe learning environments.
- Set up measures to monitor and document sexual abuse against girls within schools. Support sanctions against educational personnel guilty of abuse. This will help increase teachers' esteem in pupils, and decrease girls' dropout.
- In the Ueles, support initiatives aimed at reintegrating former child soldiers in their communities of origin and in schools. Set up targeted programs for Mbororos children who are currently excluded from the education system.
- Promote the organization of popular and participatory activities to convey messages on values and morals like transparency, incorruptibility, responsibility, solidarity, good communication and peaceful management of conflicts through various cultural and media-based activities.
- Support ongoing conflict analyses to regularly update the programme.

ADEA – Education in reconstruction

ADEA provided an overview of the DRC context from a macro perspective based on the continuum of fragility. ADEA conducted a study on Education in Reconstruction in DRC that identifies potential conflict drivers, highlights the negative impact of violence on education systems and provides recommendations for conflict-sensitive sector coordination, planning, policy formulation and financing. The research study was conducted through interviews to several Ministries, teachers and students, NGOs, and Technical and Financial Partners, and was based on official national documents, sector strategies and policies, and other research papers and documents produced by national education partners.

ADEA highlighted that some of the drivers of violent conflict in DRC at the macro level are related to the country's historical legacy and its geopolitical situation; the Dutch "disease" related to the richness of natural resources; the unequal distribution of resources and the lack of access to means of production and basic social services. Inequalities reinforce the classical fault lines of gender, socio-economic status and urban-rural disparities, as well as those disparities between provinces. At the macro level it is also important to determine which economic actors may be potential destabilizers in the country, particularly in the mining sector through the presence of multinationals. ADEA stressed the importance of the notion and value of citizenship, to tackle the normalization of predatory behaviors towards national resources and rent seeking. Individual predatory actions are influenced by a structural context where access to social and economic resources is determined by political gains, by state anomie and the ensuing distrust of the elites by the people. There is a tangible need to develop a notion of commonality, sharing, and prioritization of the common interest of the Congolese society. Based on the above, the study recommends the pivotal need for a new social contract, and the crucial role of education to contribute to it.

ADEA presented the main characteristics of the Congolese education system with a view to assessing its responsiveness to the country's need of achieving sustainable socioeconomic development for its people. Hence the capacity of the main stakeholders to rebuild a strong education system able to achieve peace education was analyzed. Furthermore ADEA underlined the DRC education system's main strengths, challenges and opportunities to contribute to peace and nation building. Although aware of the conceptual difference between peace education and education for peace,³ ADEA has opted for the latter because it is more encompassing and implies the former in its understanding.

The ADEA study analyzes the conditions that will facilitate, in the short to medium term, a rapid reconstruction of the education system and the improvement of education management processes as a critical component of the reconstruction. It will also look at those processes that need to be put in place for the long term, to ensure the system's ability to achieve its transformational goal of molding a new Congolese citizen. It underlines the importance of building capacities to support important management functions such as sector coordination, planning, financing, piloting and good governance from the early conflict phase in order to accelerate the ultimate development of the education system.

ADEA summarized the main good practices of the DRC education sector and provided an overview of the main challenges that the education sector faces:

Promising practices

- Dialogue spaces and consultation at different levels at the MEPSP
- Attempts to promote political dialogue and inter-sectoral approach
- The Education Cluster
- Policy dialogue around the education budget
- Inclusion of the Ministry of Planning in the development of education plans
- Work with the Thematic Group on Education
- Medium term strategic planning was resumed in the sector after a decade of absence
- Sectoral approach is being currently introduced
- Decentralization of sector management at the provincial level
- The Education Management Information System (EMIS) is in place to support effective planning
- Importance of education for the Congolese society brings about a strong mobilization of parents to bear the burden of education financing. Education is furthermore one of the five flagship programs of the President which also translates in the constant growth of the public effort in financing the system
- Gradual introduction of free primary schooling.

Challenges

- Fragmentation of the Congolese education sector renders sectoral approach difficult
- Difficulty aligning Technical and Financial Partners (TFP) to the national priorities
- TFP focus on projects rather than programs or even on direct support to schools, thus undermining the management and piloting capacity of the Ministries
- Coordination with NGOs and teachers' labor unions
- De facto privatization of Congolese schools pose an ethical and governance dilemma
- Lack of effective Monitoring & Evaluation mechanism to ensure allocated resources reach beneficiaries and are used for the right purposes
- Sustainability of EMIS (depends on external funding)

³ Whilst **peace education** mainly refers to curricular activities that support the development of knowledge, skills, attitudes and values to prevent conflicts and learn how to deal with them peacefully; **education for peace** deals with the education system and its different components to ensure that they contribute to peace building processes and promote social cohesion and justice through its management, curriculum, teaching and learning practices, learning spaces, policies and modes of delivery.

- Quality and reliability issues of data
- Decentralization of EMIS
- Alignment of sectoral to national planning cycles
- Despite regular increase of education budget the sector is still underfunded and not protected from economic shocks
- Intra sectoral allocation does not reflect national priorities
- Weak budgetary procedures
- Lack of clarity and transparency in the budget.

Recommendations

Since the system is being impacted by the environment in which it operates, some recommendations are outside the domain of education and others are of the system's responsibility.

- Strengthen State's authority
- Inculcate a culture of good governance at all levels and in all sectors
- Use education to bring about social transformation
- Adopt a sectoral approach to education (SWAp)
- Restore trust between the different education stakeholders so as to allow inclusiveness of all actors and collaboration between them
- Enhance the value of the core functions of sector management, planning, financing (budgeting and financial management) and piloting within the ministries, as well as strengthen the capacities of staff in these domains
- Ensure conflict-sensitive education planning based on a comprehensive conflict and fragility analysis
- Take counter cyclical education financing measures to protect the system from economic changes
- Advocate for donors to engage in programs which have a sustainable structural impact
- Strengthen the EMIS and the quality of data so as to promote evidence-based decision making and policy monitoring and evaluation
- Develop a national policy targeting child soldiers, ex-combatants and street children to provide them with different opportunities to reach out to the 7+ million out of school children, an issue which, if not attended, is a real time bomb for DRC.

Following the presentations and based on the discussions, participants chose five main conflict drivers that affect the DRC, and identified the impact of those conflicts on access, quality, equity and management in education. The main conflict drivers prioritized by the participants were:

- Tribalism and ethnicism;
- Unequal distribution of resources;
- Inequitable access to and inappropriate delivery and quality of basic social services;
- Land issues; and
- Poor governance.

The tables below show the discussions of participants and a summary of the initial reflections related to education's role either exacerbating or mitigating those particular conflict drivers.

Please note that the information presented below represents the diverse views of the participants based on their discussions and reflections, and is not a comprehensive study of the impact of conflict drivers on education in the DRC.

<i>Impact of Tribalism and Ethnicism on Education</i>	
Access	<ul style="list-style-type: none"> • Exclusion of certain groups based on tribal and ethnic grounds • Conflicts related to identity lead to displacement of families • Children drop-out due to the presence of ethnic groups different to their own or discrimination against them • Violent conflicts lead to school drop outs
Equality	<ul style="list-style-type: none"> • Favoritism in the recruitment of teachers and students • Favoritism in the evaluation of teachers and students • No respect for meritocracy • Systematization of hatred against particular groups through education • Hatred speech between ethnic groups
Equity	<ul style="list-style-type: none"> • Instauration of injustice • Inversion of values • Xenophobia • Segregation – schools are divided according to ethnic groups
Management	<ul style="list-style-type: none"> • Mismanagement • Corruption • Lack of accountability and transparency • Rebellion and war • Illegal enrichment

The group added that education can be used to encourage hatred towards other groups through the curricula, teaching methodologies and teachers. Additionally education management systems can contribute to the systematic discrimination of ethnic groups and to the development of violent conflicts.

Participants discussed strategies for education to mitigate tribalism and ethnicism:

- Non-discrimination in the registration of students in schools;
- Non-discrimination in the recruitment and appointment of teachers;
- Teach children a culture of peace and promoting cultural diversity by integrating it into education curricula, and including parents in activities related to the promotion of respect for cultural diversity;
- Train education actors (teachers, parents, and school management) about diversity and ethical values;
- Integrate African culture in school programs and values such as respect for diversity, tolerance and complementarity;
- Integrate an anonymous evaluation system;
- Develop inclusive education policies;
- Strengthen the use of local languages in the national program.

<i>Impact of inequality in the distribution of resources on education</i>	
Access	<ul style="list-style-type: none"> • Poor people do not send their children to school due to schooling fees – It is not a priority for poor people • Children are expelled from schools for not paying school fees • Social <i>destructuration</i> or anomie (loss or breakdown of social norms) reflected in the violence that pervades the Congolese society and especially violence against women and children
Quality	<ul style="list-style-type: none"> • Teachers are not well paid which causes demotivation • Training of teachers is not prioritized – teachers are not properly trained and are not necessarily role models for students • Schools do not have proper infrastructure. Schools are dilapidated and have inadequate equipment • Programs are not adapted to the needs of students • Children are exploited and have to work to support their families

	<ul style="list-style-type: none"> • Children are harassed and mentally distracted • Students suffer health problems due to lack of nutrition
Equity	<ul style="list-style-type: none"> • Inequality of opportunities and in the distribution of resources between schools in the urban and rural areas • Boys go to school but girls are mostly affected since they have to stay at home taking care of the house or siblings
Management	<ul style="list-style-type: none"> • Poor governance in the management of schools • Corruption • Misappropriation and diversion of resources

This group suggested the generalization throughout the country of free education, which is currently being gradually introduced to ensure sustainable development and mitigation of poverty. Other suggestions were related to the fair redistribution of national resources in the education sector; the development and improvement of Alternative Basic Education; the implementation of educational programs that address direct job creation and the development of entrepreneurial skills to help reducing poverty.

<i>Impact of inequitable access and inappropriate delivery and quality of other Basic Social Services on Education</i>	
<i>Main social basic services discussed: education, health and nutrition, water and sanitation, electricity</i>	
Access	<ul style="list-style-type: none"> • Lack of water at school and at homes affects access to schools, which leads to absenteeism and sickness of children • Children have to support their families and walk to get water which leads to school drop out or missing hours in school • Child labor • School drop out due to school fees • Inadequate sanitation facilities in schools
Quality	<ul style="list-style-type: none"> • Low productivity of teachers and students • Children lack concentration • Absenteeism of teachers and students
Equity	<ul style="list-style-type: none"> • Girls are more affected due to parents' trade-off about which children to send to school • Girls dropout – girls are not protected in schools (there are not separated toilets)
Management	<ul style="list-style-type: none"> • Mismanagement in the distribution of resources that result in the inappropriate delivery of social services and lack of prioritization of education • Inadequate working conditions

The group recommended the following strategies for education to contribute to the appropriate delivery and quality of other basic social services:

- Increase school feeding programs or canteens;
- Enhance moral and civic education that can address ethical issues;
- Include curricula on health, sanitation, human rights, etc., and provide the necessary sanitation facilities to ensure the healthy development of children;
- Promote cultural, sport and recreational activities that enhance social cohesion;
- Enhance and develop social protection policies and programs such as cash transfer and scholarships;
- Link education to the development of Income Generating Activities to increase food security, protect the environment and improve the living conditions of the beneficiaries;
- Train educators to support children with problems of abuse, sicknesses and malnutrition.

Participants also underlined that the inappropriate delivery and quality of basic social services, such as health and water and sanitation can be an obstacle for children to access school and to ensure the necessary school infrastructure to provide quality, safe and relevant education. Particularly in areas affected by violence, schools need to be safe places for children and guarantee their social, psychological and emotional protection.

<i>Impact of land issues on Education</i>	
<i>Main land issues identified: land security, in general but also for schools, and disputes for arable land</i>	
Access	<ul style="list-style-type: none"> • Difficulties finding suitable places to build schools • Land grabbing between groups • Schools are closed • Long procedures to obtain land titles • Insufficient school infrastructure • Children are sexually assaulted on the way to school
Quality	<ul style="list-style-type: none"> • Long distances for students and teachers to walk to the nearest school • Reduction of learning time • Absence of recreational spaces in schools
Equity	<ul style="list-style-type: none"> • Land conflicts create insecurity for children
Management	<ul style="list-style-type: none"> • Schools sites are non viable for the well-being of children

Struggles over land are an important source of instability in the DRC. Clashes are related to the rights of people to use the land and to the attribution of land titles. Violence escalates due to inequality of access to land between ethnic groups, the large scale of displacement and the inappropriate system to solve land disputes. It was discussed that land disputes are not caused by ethnicity, though land disputes can resonate along ethnic and gender lines and hence exacerbate these issues where they exist. Whilst those issues cannot be solved by education policies, they clearly impact the delivery of education. It is therefore a priority for the education sector to liaise with the authorities in charge of land affairs to develop regulations that can protect the construction of schools and ensure the application of land laws in the establishment of school buildings. It was noted that the lack of knowledge about land issues exacerbates land clashes, and that in many cases schools act as vehicles of xenophobic messages against certain ethnic groups. This group suggested the integration of knowledge about land law in school programs, and training programs on conflict resolution of land issues.

Governance

Poor governance was also discussed as one of the main drivers of conflict in the DRC. Participants stressed that poor governance has a negative impact on education systems at individual, institutional and organizational level. It affects the participation and consultation of all education actors; gives room for impunity and corruption, and generates lack of accountability. Poor governance leads to the lack of effective participation of parents in education, to the exploitation of students and to the mismanagement of educational resources.

Education can help mitigate issues associated with poor governance through the development of clear management principles and regulations for all education actors, improving the working conditions of teachers and integrating in the curriculum elements related to good governance (approach by competences).

The following table summarizes the main policies and strategies discussed during this session to address the several conflict and fragility issues identified.

Summary of strategies and policies discussed during the first day

Area	Policies	Strategies
Holistic and Multi-sectorial Approach	National policies on equity and inclusivity in education and for the promotion of peace	<ul style="list-style-type: none"> Integration of conflict-sensitivity and peace building in all education policies and plans Enhance and develop multi-sectoral partnerships for peace building
Governance and Strengthening Sector Management Leadership	National policies on equity and inclusivity in education and peace building related to management and distribution of resources	<ul style="list-style-type: none"> Capacity building in the education sector Integration of principles and norms related to equity, inclusivity, respect for cultural diversity, social justice, transparency, accountability in sector management and in the distribution of resources Rationalization of the use of resources and in resource utilization and provision Strengthening sector management Civic education and ample social dialogue for social transformation Strengthening budget monitoring and EMIS knowledge and capacity in the sector Capacity building for the integration of the INEE Minimum Standards for Education: Preparedness, Response, Recovery in the Interim Education Sector Plan. Strengthening parents' and students' capacities to participate in management of education Ensure participation of parents in school programs
Inequality/Redistribution of resources		
New Deal International engagement for state and peace-building in conflict-affected and fragile states	Inclusion of education in the PCP agenda and in the New Deal as instrument for social transformation	
Basic Social Services	National policy on equity in education Policy for the protection of education	<ul style="list-style-type: none"> Protection of educational structures Social protection strategies: scholarships and cash transfers for education Improvement of teaching profession Improvement of infrastructure and pedagogical materials
Social <i>destruction</i>	National Policy on violence prevention in schools	<ul style="list-style-type: none"> Prevention of all forms of violence in schools Introduction of life skills competencies within current programs on citizenship and respect for identity Promotion of sport, cultural and recreational activities to foster social cohesion Effective implementation of the Code of Conduct for Teachers
Economic recovery	Reform of National Programs for Education for Peace	<ul style="list-style-type: none"> Professional training for youth in conditions of poverty, marginalization and exclusion Income Generating Activities for parents
Tribalism	Political and social dialogue through media	<ul style="list-style-type: none"> Political dialogue for peace, respect for diversity and good management

Land conflicts	Revision of the 1973 land laws	<ul style="list-style-type: none"> • Advocate for the revision of land laws and their harmonization with other legal instruments (agricultural, forestry, etc.) • Inclusion of norms to allocate land to new schools • Decentralization of land management and public goods • Strengthening capacities on land management and public goods
STAREC/PCP Revisit Hypothesis and theories of change		<ul style="list-style-type: none"> • Integration of education in the policies and strategies of STAREC and PCP
Poverty	Free schooling policies (already exists)	<ul style="list-style-type: none"> • Support the implementation of the free schooling policies and respect the free schooling principle
Languages	Policy for the use of local languages (already exists)	<ul style="list-style-type: none"> • Strengthen the use of local languages in the national program • Inspection • Training of teachers in local languages • Pedagogical materials and school manuals in local languages
7 million children outside the education system	National policy for equity in education	<ul style="list-style-type: none"> • Development of a strategy for social protection and inclusion
Journalists		<ul style="list-style-type: none"> • Enhance Media capacity to support communication that can foster behavioral change.

Government policies and strategies that promote education for peace

DRC Interim Education Sector Plan

The Ministry of Primary, Secondary and Professional Education presented the main strategies and specific programmes included in the Interim Education Plan (PIE) to prevent and mitigate conflicts and support peace building in the country. Even though there are not many specific programs in the PIE that address peace issues or the structural causes of violence, there are a few important priorities that are critical for the development of a more comprehensive program for peace.

Universalization of primary education

The government's ultimate goal is to reintegrate the seven million children out of school in DRC through free education and the enhancement of capacities at the national and provincial levels.

Equity in the provision of education

Equitable access for boys and girls, within and between provinces, and for different socio-economic groups. Particular emphasis to the promotion of girl schooling and the integration of children excluded due to conflict.

Dialogue with key stakeholders

Create spaces for dialogue between central and provincial governments, religious groups, government and labor unions, government and technical and financial partners.

The PIE includes the following activities that address some of the drivers of conflict in the DRC:

- Integration of cross-sectional themes such as gender, HIV/AIDS awareness, protection of environment, peace, citizenship and democracy in education programs;
- Pre-service and in-service training of teachers in the implementation of those updated programs.

The MEPSP stressed the urgency to address the prevention of conflicts and generate concrete activities to respond to the challenges faced in areas affected by armed conflict and other types of emergencies. There is political will at the government level to create an inclusive and quality education system that contributes to economic growth, addresses poverty and the promotion of an active democratic citizenship for peace. The Ministry also emphasized the need to evaluate the content of peace-related topics, issues of gender and democracy in teachers' manuals and develop a citizenship education manual.

In terms of governance strengthening in the education sector, the Ministry considered the importance of creating a decentralization plan to develop accountability and ensure effective implementation of the decree rebalancing the composition of School Management Committees (COGES), to strengthen student government bodies such as children's parliament, and to emphasize community empowerment.

Responding to the question of how the MEPSP is prepared to respond to emergency situations, the representative from the Ministry shared their experience working in North Kivu with the successful implementation of Mobile Education Teams and the allocation of USD 4,000,000, toward the implementation of education in emergencies in the 2013 budget.

Two main challenges were highlighted during the discussion: the destruction and occupation of school infrastructure, and the forced displacement of children and teachers. The representative of the Ministry underlined the need to train the MEPSP personnel in the provinces to respond to education in situations of emergencies. Despite some actions being undertaken, the Ministry does not have a structured and integrated policy and mechanisms to respond to education in emergencies, though the national government does have emergency responses strategies.

The *main recommendations* provided by the participants to the Ministry to address those challenges were:

- Prioritize out of school children
- Adapt the INEE Minimum Standards to the DRC context to respond to the education needs in situations of emergency. It can be a framework to strengthen national and provincial capacities to respond to the needs of education in emergencies
- Develop a strategy to increase funds for situations of emergency
- Focus also on other conflicts not necessarily those related to the armed conflict, such as land and ethnic issues
- Prioritize girl-child schooling, particularly their reintegration into school
- Develop, together with all development partners, a program for education in emergencies

Subsequent policy recommendations were provided by ADEA, based on its comprehensive assessment of the EPSP PIE in terms of identifying gaps, which were not yet addressed in or captured by the previous discussions.

- Looking at the strategic axis between access, equity and retention, it is recommended to start peace education programs early at preschool level. To achieving this, it will be necessary for MEPSP to advocate for the inscription of Early Childhood Development (ECD) as compulsory and free in the Constitution and implement accompanying measures to ensure its implementation.
- Policy recommendations relative to the improvement of quality and efficiency - PIE second strategic axis look at teachers, curricula and the provision of holistic education. It is suggested to give full value to the teaching profession by passing and enacting the new law on the status of teachers, which will raise the profession's profile and improve their working conditions (proper salaries, retirement benefits). Teacher training programs should include courses on ethics and on teachers' legal obligations inherent to their status; this can support their development as role models. Finally, training teachers in a pedagogy that is sensitive to fragility and conflict that will enable them to factor conflict drivers into their teaching.
- Regarding the curricula, it is advised to treat peace education as an important aspect of the common core skills for lifelong learning and development that basic education must impart to all children. Hence, beyond the moral and civic education curriculum being currently implemented, it will be important to use other courses such as history, geography, biology, philosophy, arts and sports as a medium for spreading peace education and values education. An emphasis should be placed on providing knowledge of the traditional Congolese values and traditional conflict resolution mechanisms.
- Recommendations were developed for a holistic and diversified education approach to ensure that education helps increase employability, entrepreneurial and life-skills needed to contribute to peace. These included the strengthening of technical and vocational skills development by allocating more funding to the sub-sector in accordance to its importance. In addition, it was recommended that a strong collaboration with the Ministry of Social Affairs (MAS) be forged to make sure that Non-Formal Education (NFE) contributes to reducing the vulnerability of marginalized groups.
- Regarding the issue of the system's governance - PIE strategic axis number 3. It is being recommended to both accelerate the passing and enacting of the new statutory regulations (the Law Framework and the Convention), and also to review and reorganize the decentralization of the education system as preconditions for an effective and efficient management of the education system. Another important prerequisite to effective system management is the strengthening of the Ministry's capacity for conflict-sensitive education planning, financing and piloting based on a comprehensive conflict and fragility analysis. This would allow the Ministry to have its partners align to its priorities, the provider networks to abide to the Convention and the school leadership to comply with the rules on school co-management with parents. It is also recommended that, given the interdependence of the different subsectors, the MEPSP initiate a sectoral approach using the education for peace program to bridge the competencies' gap between the three main ministries in charge of education. This gap will be detrimental to the whole sector if not addressed.

Sharing experiences – Policies and strategies that can support peace-building processes

Education Reconstruction in Kenya

A representative from the Ministry of Education in Kenya, leader of the ADEA Inter-Country Quality Node on Peace Education and one of the countries studied under the ADEA Education in reconstruction program, shared the Kenya National Education for Peace Program and their experiences and challenges implementing it throughout the country. Before the development of the Education for Peace Program in Kenya in 2008, there were aspects of peace education taught in history and government in secondary education, and in primary education through social studies. Peace education was not a stand-alone subject; it was a crosscutting theme throughout the curriculum. The type of teaching used in these subjects did not help the internalization of peace-related subjects nor did it help students to solve problems peacefully. The Ministry realized that an integrated approach was difficult with an already busy curriculum. In 2007-2008, Kenya experienced post-election violence that led to the destruction of schools and the displacement of teachers and students. This has negatively impacted on access and quality of education across the regions, and at all levels of education and training. It has also hampered the achievement of the goals and philosophy of education in Kenya; education is seen as a vehicle through which social and cultural values are passed on from one generation to another, emphasizing national unity, moral and religious values, social equality and responsible citizenship. In February 2008 the Ministry of Education, in collaboration with UNICEF, UNHCR, UNESCO and other partners, initiated the Peace Education Programme; its main focus is to impart knowledge, skills, attitudes and values that promote peaceful coexistence in Kenya.

Key achievements

- Trained 21 master trainers on Peace Education (PE)
- Developed peace education materials
- Adapted materials from INEE
- Trained officers and teachers on PE at national and district levels (Over 8,000 trained)
- Sensitized over 3,000 secondary school principals on peace education
- Held policy dialogue fora (National and international)
- Established structures for collaboration and partnerships (stakeholder forums & National Steering committee on PE)
- Developed psychosocial intervention
- Carried out sensitization of school management officers
- Trained 47 Peace Education County Focal Persons and 387 teachers from all the counties on the National Peace Education campaign
- Developed National Peace Education Campaigns: Education for Peace Making the Voices of Young Kenyans Heard. Initiative launched in 2012 and that will culminate in 2019. This campaign encourages students to tell adults that they want peace and allows them to connect with the general public
- Peace Caravan in 21 selected districts – those most affected by post-election violence
- Implemented Schools as Zones of Peace in each county
- Planning to sensitize teachers and administrators
- Launched a Peace Torch on 27 August 2012; this will move from one county to another promoting respect, friendship and unity. It will culminate in a peace education forum
- Drafted an education sector policy that provides a new framework for peace education.

Peace education in Kenya is now integrated into the formal curriculum and also in extra-curricular activities such as music and drama. The main themes addressed are social cohesion and integration. The methodologies used are based on experiential and activity-based learning. Specific training materials were developed to address causes of conflict, mediation, reconciliation

and the meaning of peace. Storybooks about forgiveness and reconciliation were also prepared together with booklets for teachers to address psychosocial violence. As part of the implementation of the Kenyan peace education program, the ministry strives to build a school environment that promotes a culture of peace.

Main challenges and recommendations

- Who is teaching? Ensure that teachers do not only represent majority ethnic groups but there is ethnic balance. Be sensitive to different ethnicities and tribes
- Limited number and capacity of staff
- The strategy employed in implementation was a cascade system. Many teachers who were trained may move on or transfer
- Striving for total integration of education for peace in the existent overcrowded curriculum as it is with HIV/AIDS in Kenya; however, the Kenyan education system is geared towards exams and tests while these subjects are not examinable
- Integrate peace education in teachers training programs
- Teachers who teach peace education curriculum should be role models and develop leadership skills
- Engage media for enhanced publicity of peace education activities
- Importance of using non-formal education to support formal curricular activities
- Collaboration and partnerships. There are many players in the field of Peace Education and there is need to harmonize content and methodology.

Education Reconstruction in Liberia

ADEA shared the experience of the Ministry of Education in Liberia to develop an education system that contributes to peace-building. This information is based on a study conducted by ADEA on education in reconstruction in Liberia.

The main policies that regulate basic education in Liberia can be summarized as follows:

- Strong inter-sectoral approach including the Ministries of Health and Social Welfare, Economic Planning, Finance and Gender and Development;
- At institutional level a new Education Act has been adopted in 2002 instituting free and compulsory education. This helped developing the Liberia Primary Education Recovery Program for the period 2007 to 2009, which resulted in immediate 18 per cent enrollment increase;
- An Alternative Basic Education Policy (NFE) was designed to support children and youth outside the school, an important policy because of the generations that completely missed on school due to the war;
- An Education Sector Plan from 2010-2020 has been elaborated parallel to the adoption of a Sector wide approach (SWAp) to increase ownership of different stakeholders;
- The Education Reform Act of 2011 created the National Education Advisory Board to guide the MoE through the reform process;
- Decentralization of education;
- Promising practices regarding resource mobilization and financial management include the creation of a common education fund to pool and manage all resources allocated to education;
- A New Public Financial Management Information system (IFMIS) and a Financial Management System are being implemented to reform the administration of public funds with emphasis on the rationalization of administrative resources to ensure efficiency.
- Policy responses pertaining to thematic areas:
 - Development of a policy framework for early childhood;

- Literacy programs and non-formal education focused on primary education to achieve primary school outcomes in a period of three years. This targets over-aged and out-of-school youth as a way of contributing to Universal Primary Education;
- Improve education outreach and literacy, and develop a non-formal education approach by cascade training, targeting refugees and internally displaced populations;
- Gender equity: creation of a unit responsible for gender issues;
- Curricular reform to integrate peace education as a cross-cutting issue;
- Infrastructure: large program of reconstruction, rehabilitation and equipping of schools;
- Orphans and vulnerable children: programs of social transfers and school canteens;
- School safety and security: development of child-friendly school programs;
- Child soldiers and ex-combatants: Disarmament, Demobilization, Rehabilitation and Reintegration (DDRR) Program could reach around 82,000 ex-combatants, 13% of whom are children;
- Regulations to address inadequate training and employment opportunities in the education sector;
- Provision to be able to teach the Côte d'Ivoire curriculum to reach the refugees from that country.

Challenges

- Need to strengthen capacities in the Ministry of Education;
- Development of more comprehensive, holistic approach to education;
- Insufficient financial resources in the education sector;
- Language policies are not clearly defined;
- Poor governance in the education system;
- Improvement of relationship between the Financial and Technical Partners is needed to address the current needs of the country.

Sharing experiences - Programmes that support peace building in DRC

International Rescue Committee (IRC) – Opportunities for Equitable Access to Basic, Quality Primary Education (OPEQ)

IRC's mission is to serve refugees and displaced populations and their communities. IRC supports peace-building processes in DRC through preventing and mitigating violence in schools. Through its OPEQ program, IRC aims to:

- Improve education systems;
- Improve teaching and learning processes;
- Improve equitable opportunities for basic education; and
- Increase opportunities for young people who are out of school through the development of entrepreneurial skills.

IRC develops training and awareness-raising activities to mitigate sexual harassment, all types of abuse and gender violence in and outside the school. It also works to create a safe environment in which children feel safe physically, emotionally and socially. Through OPEQ, parents receive support in organizing themselves to participate in democratic processes related to school management and the improvement of the school environment.

One of the main projects of IRC in the DRC is the Healing Classroom Approach, which is a learning space that provides children affected by conflicts and crisis psychosocial support, a safe and inclusive environment and intellectual stimulation. Healing Classrooms acknowledge the teacher as main actor in ensuring the protection and well being of children.

Recommendations

- Ensure that all kinds of coercion, punishment and violence are excluded in schools;
- Support the development of emotional and social competencies in children;
- Develop entrepreneurial skills in youth;
- Work with schools, communities and families in the development of safe learning environments;
- Work with private sector to promote education and peace consolidation.

Espoir pour Tous – Working with indigenous populations and street children

Espoir pour Tous is a national NGO that works for street children and in favor of indigenous populations (“Pygmies”) who are amongst the poorest in the country, and whose specific needs are often not taken into account in education programs. Less than 10% of Pygmy population has access to education due to the long distances from home to school, and their stigmatization, segregation and inequitable access to basic social services. Indigenous populations have been evicted from their lands due to the ongoing expropriation for conservation and logging. Educational programs are inadequate to Pygmies lifestyle and their needs.

Espoir pour Tous has created literacy centers and training centers in carpentry and sewing to support this group of the population. It also provides initial and continuous training in ethical values, mediation, human rights and peace education. One of the main projects of *Espoir pour Tous* is the development of an ecological village for Pygmies and children from the streets, and a project to support street children through human and spiritual families. The ultimate goal is to support their reintegration to society and their full development.

Recommendations

- Education strategies and programs should promote the integration of Pygmy populations and street children;
- Continue working with the MEPSP in the development of a community of mediators, and provide continuous training of school committees for parents, students and school managers. Introduce a model of core ethical values;
- Promote the integral development of children – catering also for their spiritual needs.

UNESCO – Building a Culture of Peace

For UNESCO a culture of peace is founded in a multi-sectoral and holistic approach that focuses on the development of values and attitudes. Its main pillars are the protection and promotion of human rights, democracy, non-violence and tolerance between different ethnic, religious and cultural groups.

Some of the activities in which UNESCO is involved in DRC to promote a culture of peace are:

- Integration of peace education in civic and moral education curricula, particularly in secondary education
- Development of a program for the prevention of conflicts and networking of NGOs for the promotion of peace

- Programmes focused on sexual violence

UNESCO also informed the participants that they are active in peace education in other parts of Africa. Their current program, developed for the Economic Community of West African States (ECOWAS), has the ultimate goal of ensuring ECOWAS citizens are equipped with competent cognitive and psycho-motor skills in the domain of education, and also that they have effective skills for positive values, attitudes and behaviors that promote peace, tolerance and peaceful co-existence. A reference manual has been designed for use by trainers of trainers on the subject of Education for a Culture of Peace, Human Rights, Citizenship, Democracy and Regional Integration.

Recommendations

- Focus on children and youth;
- Address issues related to peace but also economic issues that are needed to develop an equitable society;
- Develop an inter-sectoral approach to education;
- Prioritize programs to prevent sexual violence;
- Promote networking and a partnership between NGOs and other stakeholders to share best practices, methodologies and resources for peace education.

UNICEF - Programme of Expanded Assistance to Returns (PEAR Plus Phase)

The humanitarian needs in the DRC remain high and are intertwined with dynamics of chronic poverty. The country stumbles under endemic poverty and acute humanitarian crises as the result of violent conflicts that particularly impact the eastern provinces. Violent conflicts are not a temporary emergency but a long-term reality. PEAR Plus represents UNICEF's contribution to the International Security and Stabilization Support Strategy (UNSSSS) in Eastern DRC. Launched in early 2009, PEAR Plus aims to support durable solutions for the return of internally displaced persons (IDPs) in North and South Kivu, North Katanga and Ituri. The programme adopts a multi-sectoral approach, with activities in the areas of education, child protection, health, water and sanitation, peace building and conflict management.

During 2009-2012, PEAR has reached 627,000 people in North and South Kivu and East Province through programmes implemented by Oxfam GB, Coopi, AVSI and Search for Common Ground. The first phase of PEAR produced the following important learning outcomes:

- Whilst social Services are not a main source of tension/conflict, the inadequate access to quality basic social services are among key conflict drivers
- Most violent conflicts within and between communities are due to:
 - Land/ Access to Economic Space/ Resources
 - These conflicts are often used to exacerbate ethnic problems where they exist, being used as '*reglement des comptes*'⁴
 - Conflicts are often politically manipulated
 - Social violence – Sexual and gender based violence and inter-family conflicts.

Sectoral outcomes related to education:

- Hardware (material) interventions legitimize software (behavior, values) approach. There is a need for dialogue around sensitive issues;
- Increased enrollment and retention rates were observed over project period;
- Greater engagement of parents/improved parent-teacher relations;
- Multi-sectoral approach maximizes positive impact - convergence benefited education

⁴ Settling of scores

- more than other sectors;
- Improved child-nutrition.

Peace-building outcomes:

- Conflicts/tensions around illegal barriers were resolved. Safer access to schools resulted in increase in school participation;
- Communities reported increased confidence in local authorities' capacity to address internal conflicts;
- Communities reported increased awareness of non-violent options for conflict management;
- Communities report perceived improvement in social cohesion & smoother reintegration due to equitable provision of social service.

The main challenges highlighted were the lack of funding, difficulties measuring impact, and the different understandings and meanings given to subjects like stabilization, transition and peace building.

Recommendations

- Re-engage with drivers of conflict at all levels
- Emphasis on renewing political will
- Focus on good governance/ decentralized political dialogue
- Greater engagement of parents/improved parent-teacher relations
- Multi-sectoral approach
- Identify conflict dynamics and consider them in project design

Recommended education policies, strategies and programs that can support peace-building

After engaging in discussions with the different presenters, participants were asked to work in groups according to the conflict drivers identified the first day, and to recommend specific policies and strategies that need to be developed to address the impact of those conflict drivers on education. Participants shared their recommendations, engaged in a reflection about the feasibility and appropriateness of those policies and strategies, and discussed additional policies that were not addressed in the groups. On the last day participants recommended specific programs and activities that the education sector needs to prioritize, and that need to be taken into consideration for the development of a National Education for Peace Program.

The following tables present the summary of the outcomes of the three-day discussions and the recommended priority policies and strategies for the education sector to address those conflict drivers. Participants were asked to identify concrete programs that can address issues of access, curriculum, teachers, infrastructure and learning spaces, and finance and management of the education sector.

Conflict Drivers	Policies	Strategies
Governance	<ul style="list-style-type: none"> • Effective decentralization • Transparency in sector management • Non-discrimination in recruitment in schools • Customary consultation • Recruitment of the person needed in the place needed (meritocratic basis) • Modernization of the educational system throughout the country 	<ul style="list-style-type: none"> • Participative mechanisms (contracts based on competition and performance) • Sanctions (Human Resources Management-HRM) • Rotation of state agents after a period of three years • Improvement of working conditions and salaries of employees • Allocation and access to New Information, Telecommunication and Communication Technologies

How can education contribute to good governance?	
Education should aim at forming ideal men and women who have knowledge and expertise, interpersonal skills and know how to live together with others. Men and women who are honest, responsible, disciplined, patriotic and who strive for excellence in doing their jobs.	
Access	<p>Access</p> <ul style="list-style-type: none"> • Inclusive access • Sensitization of parents to register children in schools • Full implementation of free schooling policy, which is currently being gradually introduced • Review school card to ensure proximity to a school • Enforce law for the approval of schools <p>Retention</p> <ul style="list-style-type: none"> • Promote school norms and classroom management rules that support the retention of pupils in school (Forbid the use of whips) • Take into account the specific needs of indigenous displaced populations
Curriculum	<ul style="list-style-type: none"> • Integrate elements related to good governance into the curriculum (approach by competences) • Adapt the curriculum to local realities
Teachers	<ul style="list-style-type: none"> • Improve the working conditions of teachers • Ensure follow-up and administrative and pedagogic evaluation of teachers
Infrastructure and learning spaces	<ul style="list-style-type: none"> • Respect norms for school-building and learning spaces
Finance and Management of the sector	<ul style="list-style-type: none"> • Apply and enforce the law to address impunity in the management of the education sector • Raise the budget allocated to education, and guarantee its monitoring and effective use • Involve all actors in the management and monitoring of the education budget.

Conflict Drivers	Policies	Strategies
Land disputes	<ul style="list-style-type: none"> Current land law exists (the ground is exclusive property, inalienable and imprescriptible of the Congolese State), it should be adapted to the current conditions Execution order of current law Decentralization 	<ul style="list-style-type: none"> Reform the land law Popularization of land law Elaboration and update of cadastral maps for the construction of schools Plan spaces for community infrastructures (common land reserves). Ensure there are reserves for future projects for education if there is a demand from national education

How can education contribute to mitigate land disputes?	
Access and retention	<ul style="list-style-type: none"> Update norms and standards for school construction sites School must be integrated into the community – collaborate with the community to protect children on their way to school; girls should be prioritized
Curriculum	<ul style="list-style-type: none"> Integration of basic notions of land law in the curricula and as crosscutting in courses of Civic and Moral Education, Geography and History Training in conflict-resolution for land disputes
Teachers	<ul style="list-style-type: none"> Guarantee the initial and continued training of teachers on the basic notions of urbanism, cadastre and environment
Infrastructure and learning spaces	<ul style="list-style-type: none"> School sites must be big enough in order to allow possible extensions, and should also be well delimited and protected School infrastructures must include classrooms (which respect norms and standards of the EPSP), latrines (separated for girls, boys and teachers), a library, a school management office and a sport field Recover looted lands Promote green spaces
Finance and Management of the sector	<ul style="list-style-type: none"> Dialog with the Ministry of Land Affairs to make sure that provisions are made in the law: <ul style="list-style-type: none"> To protect school lands with a special status to ensure that they are not expropriated by those who claim to own the land and preserve them from other land dispute issues To facilitate land acquisition for school building That schools need space Management of the school patrimony must be held by the management council which must report every three months to the school community

Conflict Drivers	Policies	Strategies
Inequitable access to and inappropriate delivery and quality of social services	<ul style="list-style-type: none"> Generalization of the policy for free and compulsory primary education National policy for girls education National policy for basic and continued training of teachers Generalization and universalization of pre-scholar education (ECD) Policy of school books and didactic material Reforms of the programs 	<ul style="list-style-type: none"> Improvement of the education budget Reinforcement of good governance Building of school building infrastructures (depending on the demographic evolution) Implementation of social protection systems (transfer of credits, scholarships) Reinforcement of the quality of basic pedagogic units Improvement of basic (pre-service) training of teachers Reinforcement of community

	<p>and curricula to fight against all kinds of discrimination</p> <ul style="list-style-type: none"> • Reforms of educational programs with focus on civism, culture and identity • Gender-sensitive pedagogy • Policy to include/reinforce the use of local national languages in teaching • Develop a national policy targeting child soldiers, ex-combatants and street children to provide them with alternative opportunities that meet their needs 	<p>capacities in the management and development of pre-school education</p> <ul style="list-style-type: none"> • Parental Education • Decentralization of edition, printing and distribution of schools books • Contextualization and integration of the INEE Minimum Standards for Education n Emergencies in DRC • Develop a strategy to increase funds for situations of emergency
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How can education contribute to the improvement of access and quality of basic social services?	
Organize advocacy sessions for the national/provincials deputies on the need to raise the educational budget from 13% to 20% according to the Government's commitment in the Global Partnership for Education process.	
Access	<ul style="list-style-type: none"> • Extend free basic education to the whole country; develop a communication plan and follow-up measures • Develop community-based school canteens projects • Child friendly school approaches – protection of girls from sexual abuse • Mass awareness campaign on peace education • Involvement of the local elected representatives in the organization of Early Childhood Education and kindergarten • Integrated approach that takes into account the problematic of public health (malaria, HIV/SIDA, etc.), protection/preservation of the environment, issues related to youth protection, protection of public goods • Ensure that policies take into account the preparation and response to emergency situations • Accelerated Learning Programs for out-of-school youth
Curriculum	<ul style="list-style-type: none"> • Integration of notions of peace education into Civic Education as entry point. Ensure that peace education is integrated from pre-school education • Progressive operationalization of the Approach by Competences (Life Skills), and make available those modules and curricula in all schools • Training on the notion of information, technology and communication (ITC) • Develop artistic and musical capacities of children
Teachers	<ul style="list-style-type: none"> • Integration of the concepts of culture of peace in the basic and continued training of teachers • Training of teachers on the prevention and management of abuses and violence in schools • Generalization of a code of conduct among all the operators of the education sector at all levels • Make efficient and operational the forums for educational and pedagogical exchange (Educational Units/Basic Units) • Train education personnel on emergency preparedness and integration and implementation of INEE MS of Education

Infrastructure and learning spaces	<ul style="list-style-type: none"> • Respect building regulations for school infrastructures (dimensions, separated latrines for boys and girls, hand-washing areas, game areas/soccer field) • Planning of construction and equipment of new schools • Protection of schools against the occupation by armed groups and displaced families • Provide safe-learning environments for displaced populations
Finance and Management of the sector	<ul style="list-style-type: none"> • Reinforce school managers' capacities to manage school resources • Reinforce parents capacities to actively participate in the management of administrative fees allocated and received by the school • Involvement of decentralized structures in the elaboration of education policies • Develop collaboration with African Networks to share experiences and practices on the delivery and quality of education services

Conflict Drivers	Policies	Strategies
Tribalism and Ethnicism	<ul style="list-style-type: none"> • Territorial and provincial administration of the non-native • Specific measures to improve education delivery and quality for indigenous populations 	<ul style="list-style-type: none"> • Enhance Media capacity to support communication that can foster behavioral change and respect for other ethnic and tribal groups • Review the curriculum to address possible discriminatory content • Hire personnel for the protection of children in school

How can education contribute to reducing the negative impacts of tribalism and ethnicity?	
Access	<ul style="list-style-type: none"> • Promote free schooling • Create mixed schools to avoid segregation of tribes and ethnic groups and favor integration • Develop programs for access to education, targeting excluded populations in order to ensure their school retention • Take into account the local reality in the global organization of the school
Curriculum	<ul style="list-style-type: none"> • Review courses of civism to include topics related to Congolese identity, love to the neighbor and acceptance and respect for differences • Curricula and pedagogic tools must take into account the local realities and be linked to the national level • Develop and improve pedagogical tools in local languages
Teachers	<ul style="list-style-type: none"> • Integrate in the training of teachers aspects related to issues of tribalism and ethnicity • Train/re-train teachers on civism and citizenship education • Promote training of teachers in the local national languages to allow the implementation of bilingualism at school • Reinforce the pre-service training of teachers in schools • Strengthen the capacities of inspectors to ensure the implementation of teaching in local languages
Infrastructure and learning spaces	<ul style="list-style-type: none"> • Build inclusive learning spaces that are sustainable and adapted to local realities • Implement sport facilities that can serve as promoters of cultural integration
Finance and Management of the sector	<ul style="list-style-type: none"> • Ensure that all actors are involved and responsible for the management of schools • Promote transparency in the school management • Accountability • Create democratic structures of participation in the schools • The appointment of education managers needs to be done on the basis of skills rather than ethnicity

Conflict Drivers	Policies	Strategies
Unequal distribution of resources	<ul style="list-style-type: none"> • Good governance • Equitable social justice (stop low salary policies) • Fight against impunity • Promotion, prioritization and use of local commodities and skills (consume locally) • Change of mentalities • Development of a Youth Employment Policy 	<ul style="list-style-type: none"> • Restoration of the State authority • Transparency • Equitable justice • Implementation of a code of ethics for state agents • Fair redistribution of national resources • Reinforcement of judicial operational capacities (budget, accountability, traceability of disbursed funds) • Agricultural policy • Suppression of barriers (political-administrative harassment) • Restoration of mutual confidence between Congolese, administrated and administrators, Congolese and foreigners • Efficient operationalization of the new citizenship policy

How can education contribute to address the unequal distribution of resources?	
Access	<ul style="list-style-type: none"> • Awareness campaign for the improvement of the teaching profession and working conditions of teachers • Conduct scientific research to identify the needs of the market (formal and informal) to reduce unemployment • Enforce free basic education • Develop non-formal education to increase adult literacy • Develop Alternative Basic Education Programs to address the needs of out of school youth, particularly in areas affected by conflicts
Curriculum	<ul style="list-style-type: none"> • Update and adapt school programs to the real and professional needs of the country • Professional training in activities relevant to the labor market • Insert a module on entrepreneurship in school programs - Conceive and implement programs that address direct job creation thus helping reduce poverty • Promote partnerships between schools and local companies in technical education programs • Creation of new and improvement of current technical schools to link them to job market needs
Teachers	<ul style="list-style-type: none"> • Raise awareness in teachers to reinforce their capacities • Improvement of teaching profession • Create a career development plan for teachers that includes recruitment, preparation and continuous development
Finance and Management of the sector	<ul style="list-style-type: none"> • Promote a collaborative management between state, parents and schools • Collaboration with private actors • Pass and enact the new law on the status of teacher to raise the profession's profile and improve their working conditions (proper salaries, retirement benefits).

Conclusions and follow up mechanisms

At the end of the Policy Dialogue Forum a road map was prepared by the participants and follow-up mechanisms were identified and shared. Some of the main conclusions and commitments of the Policy Dialogue Forum were:

1. The Ministry of Primary, Secondary and Professional Education, and its Technical and Financial Partners, made a commitment to integrate education into DRC peace-building policies, and to make education a means of responding to conflict prevention, transformation and social cohesion.
2. The Forum called on all stakeholders to support the MEPSP to develop a national program on education for peace based on the recommendations of the Policy Dialogue Forum.
3. The Forum stressed the need to mobilize all stakeholders, including civil society and the private sector at all levels (local, national and international), to work on the reconstruction of the education system and to promote, within a multi-sectoral and holistic approach, the role of education in the research and implementation of sustainable solutions for peace.
4. A process to contextualize the INEE Minimum Standards for Education in the DRC will also be initiated with the support of INEE.
5. Even though the Policy Dialogue Forum highlighted an extensive list of policies, strategies and specific programs, not all would be integrated in the National Program on Education for Peace (to be developed). A technical committee was formed to prioritize and develop a comprehensive program that takes into consideration national and local needs and priorities.

As a first step to following up on the recommendations of the Policy Dialogue Forum, a **Technical Committee** was formed led by the *Technical Support Unit* of the MEPSP, with the participation of UNICEF DRC, FAWE DRC, *Espoir pour Tous*, Ministry of Land Affairs, APEC and ADEA.

Responsibilities of the Technical Committee include:

- Refine the forum report
- Write a first draft of the Program for Education for Peace
- Prepare ToR for a consultant to support the Technical Committee
- Prepare Advocacy Note
- Monitor the Roadmap.

Next steps

- Consultant to support the Technical Committee to refine the Program and integrate all the report analyzes and studies in consultation with all stakeholders involved in the implementation of the action plan – December 2012
- Validation of a multi-sectoral program – January 2013
- Integration the Program in the PIE and in the education sector strategies – February 2013
- Advocacy for the follow-up actions, which are not reflected in the education sector, by other Thematic Groups - December 2013.

At the end of the meeting, Mr. Dieudonné Lufunisabo Bundoki, Secretary General of the MEPSP endorsed the outcomes of the meeting and expressed the commitment of the MEPSP to fully support the development of the Education for Peace Program. Participants also expressed their interest to continue involved in the process and ensure that the Education for Peace Program will be implemented in the country. Ms. Barbara Bentein, UNICEF DRC Country Director, thanked all participants on behalf of the organizers and reaffirmed UNICEF's commitment to peace building through education.

After the Policy Dialogue Forum, a brief summary of the recommendations made during the meeting was shared with the Global Partnership for Education to support their final decision to approve funds for the DRC. In November 2012, the GPE approved US\$100 million to the DRC to help increase access to primary education through the rehabilitation and construction of classrooms; improve student learning achievement through better learning materials and strengthened teacher training; and improve management in the education sector. It is expected that the forthcoming National Programme on Education for Peace will help address some of the main needs of the education system in the country and tackle some of the conflict drivers that affect equitable access and quality of education.

Annex I. Program Policy Dialogue Forum

Day 1 Objectives: To identify the key conflict drivers in DRC and the role of education in either mitigating or exacerbating conflicts	
8:00 – 8:30	Registration
8:30 – 9:00	Welcome – Secretary General EPSP Opening remarks – INEE Representative ADEA Representative UNICEF Representative USAID Representative Opening remarks –Minister of Primary, Secondary and Professional Education, DRC
9:00 – 9:15	Introduction to the rationale and purpose of the Policy Dialogue Forum Overview of the program and objectives Presenter: MEPS – Cellule d’Appui Technique/Technical Support Unit
9:15 – 9:45	Introduction of Participants
9:45 - 10:15	Welcome Cocktail
10:15 – 11:00	Education’s role in state and peace-building – INEE Outcome: Common understanding of the multiple faces of education and the role education can play in peace building processes ADEA’s holistic framework of education Outcome: Importance of addressing all diverse forms of education, irrespective of their target audiences, delivery mode and sub-sector in which they are placed. Discussions
11:00 – 12:30	The DRC in Context: <ul style="list-style-type: none"> • The New Deal for Fragile States: G7+ - Ministry of Planning • STAREC, le PCP et l’I4S - MONUSCO Integrated Bureau • Conflicts in DRC - general context – Search for Common Ground and ADEA Short presentations followed by interaction with respondents from different Ministries Outcome: Key findings of the socio-economic and political analysis and main conflict drivers in DRC will be presented and will offer concrete policy needs within other sectors
12:30 – 13:30	Lunch

13:30 – 15:30	Education and conflicts Group discussions - Conflict dynamics and the impact on education. - How education in DRC can either exacerbate or mitigate conflicts. Presentations in plenary followed by comments and recommendations from UNICEF and ADEA's study. Outcome: At the end of the session participants have identified the main effects of conflict on education and the role education plays either exacerbating or mitigating conflicts. Participants identify 3-5 dynamics of conflict that the education sector should address
15:30 – 15:45	Break
15:45 – 17:30	What are some of the solutions already implemented in DRC? Presentation and discussion of the Interim Education Plan, Education Policies, and country priorities and how they aim to mitigate and prevent conflicts and relate to Peace Building - 4 minutes Presentation and discussion of policies and programmes implemented by <i>le Ministère des Affaires sociales, Actions humanitaires et Solidarité nationale (MAS)</i> and <i>le Ministère de l'Enseignement supérieur et universitaire (ESU)</i> - 45 minutes Outcome: Identification of main education policies and country priorities to respond to conflicts and contribute to peace building

Day 2 Objectives: To identify concrete policies and strategies needed for education to be a vector of peace	
8:30 – 9:00	Recap of previous day – Summary of conflict drivers and effects on education, role of education in preventing and mitigating conflicts and supporting peace building processes, main policies already implemented
9:00 – 10:15	Panel: Country experiences integrating education programs that contribute to the mitigation of conflicts – Policies implemented to strengthen education systems and the role in peace building processes in Kenya and Liberia Outcome: Examples of education policies that support peace building process and help mitigating and preventing conflicts – Challenges and recommendations Presenters: Ministry of Education of Kenya and ADEA
10:15 – 10:30	Break
10:30 – 12:00	Panel: Programmatic experiences in DRC for the prevention and mitigation of violent conflicts in schools and in the promotion of peace building Outcome: Examples of education programs that support peace building process and help mitigating and preventing conflicts – Challenges and recommendations Presenters: Espoir pour Tous, International Rescue Committee, UNESCO and UNICEF
12:00 – 13:00	What policies can ensure education is a vector of peace? Group work and Discussion with participants

	Outcome: Identification of policies needed to address education challenges and ensure education can act as a vector of peace in DRC
13:00 – 14:00	Lunch
14:00 – 15:30	What strategies can ensure education is a vector of peace? Outcome: Identification of main strategies needed to address DRC education challenges – Sector wide approach - Discussion with participants
15:30 – 15:45	Break
15:45 – 17:00	Recommendations on priority policies based on presentations and discussions

Day 3 Objectives: Develop a concrete national road map that includes policies and programmes needed in DRC that can contribute to peace building processes	
8:30 – 9:00	Recap of previous day – Short summary of main recommendations for priority policies and strategies - Introduction of Day 3
9:00 – 10:15	Review of education policies and programmes - Presentation of the outcomes of the 3-day Ministry of Education/UNICEF workshop on peace building in education (by a participating PROVED) -Identification of gaps the peace education program should factor in: Analysis of the MEPSP PIE by e ADEA Groups to review the recommended policies and strategies as they relate to the Interim Education Plan (PIE) – Discussion of gaps and Action Plan Outcome: Concrete action plans that include policies and programs needed for education to help mitigating conflicts and contribute to peace building
10:15 – 10:30	Break
10:30 – 12:00	Continuation of Review
12:00 – 13:00	Plenary discussions Presentation of results and consensus building. Outcome: Presentation of action plans
13:00 – 14:00	Lunch
14:00 – 15:30	Identification on follow up mechanisms to support the implementation of action plan and recommendations - Consideration of sector wide approach
15:30 – 16:30	Conclusions and way forward Outcome: Identification of roles and responsibilities for the implementation of the action plan Closing note by UNICEF Closing note by EPSP SG
16:30 – 17:30	Closing Cocktail

Annex II. List of participants

N°	Name	Title	Institution
1	Jovin Mukadi	Advisor to the Minister of Education	MEPSP
2	Valère Munsya	Technical Support Unit Coordinator	CAT/MEPSP
3	Valentin Ngandu	Advisor to the Minister of Education	Cabinet/MEPSP
4	Anne-Marie Nzumba	Director- Head of School Programs and Pedagogic Materials	MEPSP
5	Hamissou Oumarou	Technical Support Unit	CAT/MEPSP
6	Jean Baudouin Lokengana	IPPAF/01	MEPSP
7	Fabien Batutelamio	PROVED	MEPSP
8	Chistophe Kamonyanane	PROVED P03	MEPSP
9	Jean-Pierre Kassongo Katamba	Chargé de Division	MEPSP/SG
10	Antoine Asani Muhiya	PROVED - Maniema	MEPSP
11	Ernest Amula Jal'Ubinyo	PROVED - Ituri	MEPSP
12	Baudoin Lokengama	Inspecteur principal provincial adjoint chargé de la formation	MEPSP
13	Laurent Kibondo Bin Swedi	Proved de la province educationelle Katanga III, District du Tanganika	MEPSP
14	Jean Denis Tiyo	Conseiller technique de la Coordinatrice Provinciale des ecoles conventionnees protestantes de l'Equateur.	MEPSP
15	Maurice Ilunga	CD/Expert	Ministry of Social Affairs
16	Albert Diheka-Losongo	Adviser	Ministry of Media and Relations with the Parliament
17	Bongolo Lebadu	Chief of Division	Ministry of Planning
18	Njerba Kasunga Gabriel		Ministry of Land Affairs
19	Hugues Tshiunza	Assistant ICTR	Ministry of Finance
20	Fofu Moboni	Adviser	Ministry of Justice and Human Rights
21	Roger Konde	Adviser	Ministry of Finance
22	Charles Gitau Mwaniki	Assistant Director Quality Assurance and Standards	Kenyan Ministry of Education
23	Cecilia Baldeh	Chief of Education Program	UNICEF
24	Fredrich Affolter	Education Specialist	UNICEF
25	Christian Rhuhune	Education Officer	UNICEF
26	Aimé Dunia Manala	Project Officer Education /	UNICEF
27	Antoine Maleka	Project Officer Education / C	UNICEF
28	Tracy Sprott	Education Specialist	UNICEF
29	Elena Locatelli	Education Specialist	UNICEF- East Zone
30	Pliques Bofanga	Senior Program Assistant	UNICEF
31	Diop Meissa	Program Specialist	UNESCO
32	Koen Van Acoleyen	Attaché pour la Coopération et le Développement	Belgium Development Agency
33	Aliou Tall	Education Officer	USAID
34	Janice Dolan	Education Adviser	DFID
35	Dolores Rescheleit	CT	GIZ
36	Ronja Hoelzer	Project Manager "German BACKUP Initiative - Education in Africa"	GIZ
37	Boubakar Lombo	Education Coordinator	Save the Children

38	Aissatou Baldé	Education Technical Advisor	IRC
39	Mabiala Ma-umba	Director OPEQ Project	IRC
40	Nicole Kimbanda Matata	National Coordinator	Forum des éducatrice africaines – FEA / FAWE RDC
41	Luc Lutala	Administrative Council President	Espoir pour Tous
42	Robert Nyembo	National President	APEC - Action pour la Promotion de l'Entrepreneuriat au Congo
43	Charline Burton		Search for Common Ground
44	Aben Ngay		Education Development Center (EDC)
45	Sebastian	Expert	-
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