

MEETING REPORT

For the project on:

“Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries”



20-21 April 2017,

*Centre for Mathematics, Science, & Technology Education in Africa
(CEMASTE),*

Nairobi, Kenya

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1 Introduction

1.1 Background

Recent conflicts, disorder and natural disasters in target countries are severely impeding global and regional efforts to improve access to quality education while exacerbating violence and radicalizing youth. Ongoing conflicts and emergencies in Africa have hindered regional and global efforts to provide quality education. The Horn of Africa and its surrounding countries are among the most seriously affected areas. Despite continuous counterterrorism efforts, the presence of al-Shabab in Somalia and surrounding regions has grown over the years (Meservey 2016). Also, conflict in South Sudan has led to a massive influx of refugees in neighboring countries, drastically changing the region's demographic composition. Furthermore, since late 2015, El Niño has drastically affected East African countries. Severe drought followed by massive rainfall has led to extreme suffering in the region. This has impeded global and regional commitments to improve the quality of education in Africa. Deprived access to education among youth has resulted in not only a deterioration of human resource provision in Africa, but also a rise in political and religious extremism and violence.

A timely and effective response to the situation is indispensable for mitigating the situation and avoiding further escalation. With support from the government of Japan a project has been designed that will contribute to:

- (i) achieving the Tokyo International Conference of Africa's Development (TICAD) process as well as advancing global and regional commitments to quality education in Africa
- (ii) providing practical policy experiences and an international network to Japanese professors and students; and
- (iii) providing skills, knowledge and entrepreneurial spirit to the young people in the region.

This project is being implemented in line with the Sustainable Development Goals (SDGs) (UN 2015) and the Incheon Declaration and Education 2030 Framework (UNESCO 2015 mainly focused on the urgent needs of reconstructing and enhancing the teacher training and development framework in emergency areas in targeted countries). This will ultimately contribute to peace-building, social stability and industrial diversification in the region by investing in youth, which is in the spirit of the TICAD process.

1.2 Overall Goal of the Project

The overall framework of this project is to create a critical mass of teachers who can implement effective teaching and learning, producing economically productive and peace-loving youth. The project has a short-term objective of training at least 8,000 young teachers through the Training of Trainers (TOT) model. The medium-term objectives follow SDG goals 2030, which focus on increased learning through school safety and community ownership of schools. The long-term objectives are in line with AU's Agenda 2063, which promotes increased regional integration, peace and stability, and equitable economic development.

1.3 Overall Goal of the Planning Meeting

The main goal of the planning meeting was to promote countries ownership through full information sharing of the project content, thus ensuring that project implementation in the six countries will be driven by common principles and standards. The meeting also aimed at launching the "Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries" project supported by the Government of Japan.

1.4 Specific Objectives of the Planning Meeting

The meeting focused on the following objectives:

- Present the project document to the country representatives and UNESCO coordination offices and acquaint them on its scope, objectives, as well as specify their expected role in the implementation;
- Undertake a joint detailed planning, identify specific potential risks that might undermine implementation at country level and devise appropriate strategies in view of its mitigation;
- Clarify the institutional links and communication between the country ministries of education, the UNESCO country offices and IICBA;
- Ascertain the reporting and financial systems that will be observed in the implementation of the project; and
- Address any other project related issues that might arise from the meeting discussion.

1.5 Target group for the Meeting

The workshop was designed for technical staff within the Ministries of Education, UNESCO field offices and UNESCO regional office in the following countries in the Horn of Africa: Eritrea, Ethiopia, Kenya, Somalia, South Sudan, and Uganda.

1.6 Meeting Methodology

The meeting was designed to be highly interactive so that participants have the opportunity to discuss extensively the project key activities and implementation timelines. A space was also provided for participants to develop their implementation plans for the one-year project that highlights which key stakeholders they will work with, expected targets and outputs.

1.7 Highlights of the Two-day Meeting Deliberations

The presentation of the meeting deliberations is based on the key themes that informed the meeting sessions as per the detailed agenda (see annexure 1).

1.8 Expected Outputs and Outcomes

- Participants oriented on the project document, activities and expected outcomes; the detailed project management structures and communication strategies;
- Detailed country work plans developed focused on the most effective means of implementing the project activities at country level for engaging key stakeholders at county level, with whom they can collaborate to monitor their governments' efforts to implement the East and Southern Africa Commitment;
- Participants will agree on modalities for sustaining government ownership and engagement in relation to implementation of the ESA commitment and accountability framework.

2 Meeting Proceedings

Day One Proceedings– 20 April 2017

Session 1: Introduction and Official Welcome remarks

This session focused on providing the context for the meeting. The opening remarks for the meeting were delivered by the UNESCO Regional Director for Eastern Africa and the Director UNESCO-IICBA as summarized below:

Remarks from, Mrs. Ann Therese Ndong-Jatta, the UNESCO, Regional Director and Representative for Eastern Africa

In her opening remarks, Mrs. Ann Therese Ndong-Jatta, the UNESCO, Regional Director and Representative for Eastern Africa expressed her gratitude to the delegates attending the meeting, especially the team from Somalia and Eritrea. She reiterated the foundations of UNESCO, which are focused on building peace in the minds of men and women through cooperation in education, science, culture and communication.

Mrs. Ndong-Jatta, explained that in order for countries to have peaceful and happy schools, education needs to focus on 4 pillars of education which are the fundamental principles for reshaping education in the 21st century:

- **Learning to know:** to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning;
- **Learning to do:** to provide the skills that would enable individuals to effectively participate in the global economy and society;
- **Learning to be:** to provide self-analytical and social skills to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for a ‘well rounded’ person; and
- **Learning to live together:** to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

These principles are critical in building peaceful societies especially in the Horn of Africa. If we are to reach out to a number of young people to instill values and freedom of speech, our governments need to invest in our teachers.

Remarks from, Dr. Yumiko Yokozeki, the Director, UNESCO - IICBA

Dr. Yumiko Yokozeki, provided a background about IICBA as the only Category One UNESCO institute in Africa **mandated to strengthen the capacities of the 54 African Member States in the area of teacher development.** She briefly covered IICBA’s focus:

- **Technical assistance** at the country level for tailored programmes to meet countries’ specific needs;
- **Training:** Many standard setting programmes are ongoing in all RECs and AUC; and
- **Research** at the continental level to provide methodological and technical support to policy-makers and generate knowledge for dissemination (see website for publication)

She thereafter gave a brief description of the project inception that is being funded by the government of Japan. She added that the teacher's role should be emphasized as more young people in Africa are in school than ever before. It is urgent to invest in young people for sustainable peace and development through the enhancement of teachers' capacity. This project therefore, focuses on teacher training and development for peace-building in the Horn of Africa and surrounding countries including Eritrea, Uganda, Kenya, Somalia, Ethiopia and South Sudan. Ultimately, aiming at peace and resilience building through teacher development to generate peace-loving, creative, innovative and economically productive young people.

Presentation by Mr. Virgilio Juvane on the project description

This presentation focused on describing the project activities and how they shall be implemented in six steps.

- **Conducting a quick situation analysis and needs assessment:** With support from IICBA and Hiroshima University, countries implement a situation analysis to assess the status quo before the project commences as well as assess skills for development and entrepreneurship.
- **Policy dialogue and consultation with stakeholders and training preparations:** Public forums will be held to gain stakeholders' acceptance and confidence. These will be held at both national and local government levels.
- **Strategic training plans and implementation:** Trainings will be carried out in response to country-specific and cross-country needs. Emergency specialists will be deployed for effective training activities.
- **Distribution of teacher kits:** Based on the needs voiced from the workshop and other events, teacher kits will be distributed to teachers in the target countries. The kit includes a teacher manual and various teaching materials that can be used in schools in emergency areas.
- **Education trip to Japan for African teachers and students:** Teachers and students from the region are provided with an opportunity to participate in an education trip to Japan. The trip includes visits to government offices (e.g. Ministry of Foreign Affairs, Ministry of Education, Culture, Sports, Science and Technology) in Tokyo and the Peace Memorial Park in Hiroshima as well as Centre for International and Comparative Education in Hiroshima University.
- **Monitoring and evaluation throughout the project:** The training process will be closely monitored and evaluated throughout. After the final evaluation is carried out, recommendations regarding further actions will be presented.

The project is expected to have outcomes including peace and resilience building, social stability and industrial diversification incorporated in teacher development program in the targeted countries.

Matters arising out of group discussions:

- The meeting delegates agreed on setting up country teams to support with the coordination of the project activities since its implementation timeline is very short and to foster ownership;
- They also agreed on identifying relevant stakeholders at country level to support in fast tracking the implementation of the project;
- In terms of the project activities, countries were encouraged not to re-invent the wheel but focus on strengthening some of the existing government interventions on peace education.
- The needs assessment shall mainly focus on document review and analyses if they are to be accomplished within the available time.

Session II: Presentation of country experience and current interventions on peace education

This session focused on providing countries an opportunity to share their experiences on peace education. It also aimed at showcasing some best practices and key lessons learned from a number of countries. The key issues are presented in the table below:

Country	Current interventions on Peace Building and Education
Uganda	<p>The current interventions in Uganda have focused on the provision of peace education targeting the primary teacher education level. A module was developed with support from UNICEF to build the capacity of teacher educators so that they are able to integrate peace education in the teaching subjects for pre-service teachers. This led to the development of "talking compounds" to foster peace and the development of a unit on peace education at the PTC level.</p> <p>Other interventions have been implemented through the global citizenship education frameworks and education for sustainable led by the National Commission for UNESCO.</p>
South Sudan	<p>Aspects of peace education have been embedded in the national education sector policy. A new competency based curriculum, with chapters on peace education has been developed together with its textbooks – to be rolled out in 2018.</p> <p>These interventions are further complimented by the efforts of UNICEF with a strong campaign for peace education through the media and communication tools and ensuring that schools remain safe places. Right now, the number of TTIs that are operational has reduced from 16 to 6 given the current crisis and due to lack of funds to run the institutions. It's also important to understand that the way South Sudanese people are socialized right from childhood doesn't foster the culture of peace among them. E.g. they don't have the word "sorry" in their vocabulary.</p>
Kenya	<p>The country has implemented a number of programs and interventions as a result of the post-election violence that took place in 2008. These have included integration of peace education in the teacher training institution curricula that is value based and competency based.</p> <p>A number of service providers have also been trained in using transformative pedagogies and communities engaged to be part of the peace building processes. There is however still a challenge of measuring the gains attained on peace education.</p>
Ethiopia	<p>A Peace education curriculum has been designed with support from Bradford University and the Ministry of Education, which targets different age groups, 3-5, 6-8 and above 9 years with materials translated in Amharic.</p> <p>Peace education is integrated into civics education and social studies with free chapter and standalone chapters in the ethics class for ages 9-12.</p>
Somalia	<p>The country is focusing more on the elimination of the violent extremism due to the many groups at country level. The conflict in Somalia has led to the destruction of many schools and majority of students have abandoned education. The country is also experiencing a shortage of qualified teaching workforce, with poor remuneration and teacher training.</p> <p>The country has also revised its national policy to include aspects of peace but mainly with the support from education development partners.</p>
Eritrea	<p>Eritrea has a national charter that provides guidelines for peace education which top on the country's agenda. A curriculum has also been developed for pre-school and middle school (grades 1- 8), high school (grades 9-12), TVET and Higher</p>

Country	Current interventions on Peace Building and Education
	<p>education.</p> <p>New curriculum and assessment methods devised with supplementary reading materials have been developed. The other avenue utilized is through non-formal education and lifelong learning. The communities also have a central role in ensuring that peace education is reinforced.</p>

Session III: Presentation on Violent Extremism (VE) in South Saharan Africa, the project timelines and group work

This session focused on giving a description of what VE is and the proposed interventions for Sub Saharan Africa.

Presentation by Dr. Yonas, from the Institute for Peace & Security studies

This presentation focused on Peace Education from the Institute for Peace & Security studies highlighting the critical challenges around Africa on VE based on:

- Developing apathy towards the target;
- Creating justifications for the mandate for Violent actions; and
- Eliminating social and psychological barriers.

VE was made a significant impact on the economies of countries to the loss of 25% of the national tourism in some countries and also lead to unemployment, high death rates, displacement and radicalization. VE has several drivers such as status seeking, revenge seeking, identity seeking and thrill seeking. Its control needs to be embedded in greater border control, hard noted diplomacy, extensive programming to counter VE and enhanced education sharing. Education is seen to be part of the critical processes in ending VE through mainstreaming peace education in Sub Saharan Africa.

Matters arising and reactions:

- It's important for all countries to note the instilling of peace is a process;
- Best practices need to be shared on engagement processes;
- Everyone needs to be involved in the peace process.

Presentation of project timelines and group work

Guidance was provided regarding the project timelines based on the project document and template provided for countries to start their work planning process.

Day Two Proceedings– 21 April 2017

Session 1: Recap of the previous day

This focused on reviewing the critical aspects that had been discussed the previous day as well as handling any other aspects that needed clarification.

Session 2: Presentation of draft Country work plans

All countries presented their draft work plans as per the guidance from the session moderator and the following suggestions emanated:

- For countries to ensure that they have realistic timelines and clear targets that contribute to the overall project targets;
- The focus of the country implementation plans should be on secondary education as per the requirements from the donor;
- Teachers will need supplementary materials such as student's dialogue workbook, scripted lesson plans and other IEC materials;
- Countries will need generic TORs for the needs assessments templates for report writing;
- The needs assessment process will cost between 5000-10,000 USD;
- Capacity building will cost not more than 17,000 USD;
- Additional money will be given to countries that are moving faster;
- Other funds can be mobilized through the Japanese embassies.

3 Next Steps

- Country teams to report back to authorities regarding the project to ensure political support
- Set up country teams for coordination through MOE assisted by UNESCO.
- IICBA to provide guidance for needs assessment and analysis
- Undertaking of needs assessment by countries
- Focus of the project to target secondary schools

4 Conclusions

The project timeline is tight and countries need to move pretty fast in the implementation process. It was noted that countries are not homogenous so the process will differ slightly from country to country. There is a need to take advantage of what has already been implemented at country level and ensure that the project activities go beyond what takes place in the teacher training institutions.

Annexure 1: Participant attendance list

Planning meeting of the project on:

“Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries”

20-21 April 2017, Nairobi, Kenya

Attendance Sheet

Country	Full Name	Position	e-mail address
Somalia	Mr. Ismail Mohamed Ali	Director, Teacher Training Department	moe.esc1@gmail.com
	Mr. Abdirahman Said Mohamed	Director of Planning Department	asmohamed10@gmail.com
South Sudan	Mr. Babu Emmanuel Ezibon	Planning Department	bezibon@yahoo.com
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Ethiopia	Mr. Dejene Dessu	Ministry of Education	
	Mr. Shewangizaw Shiferaw	Ministry of Education	
UNESCO-Offices			
Regional UNESCO Nairobi	Ms. Gry Ulverud	Regional Education Specialist for EIE in charge of Somalia and Kenya	g.ulverud@unesco.org
South Sudan	Mr. Saluwen S. Yoasa	Programme Officer, Education	sy.sanya@unesco.org
Uganda	Ms. Victoria Kanobe Kisaakye (PhD)	Programs Coordinator	v.kisaakye@unesco.org
Kenya	Ms. Scheherazade Feddal	Regional Focal For GCED	s.feddal@unesco.org
Eritrea	Mr. Tesfay Bahta Teferi	Education Officer, UNICEF Office	tbahta@unicef.org
Consultant/participant	Dr. Yonas Adaye Adeto	Assistant Professor of Peace Studies Institute for Peace and Security Studies Addis Ababa University	yonas.adaye@aau.edu.et or yonas.adaye@yahoo.co.uk
UNESCO-IICBA	Yumiko Yokozeki	Director of UNESCO-IICBA	y.yokozeki@unesco.org
	Virgilio Juvane	Programme Coordinator	v.juvane@unesco.org
	Omar Diop	Programme Specialist	o.diop@unesco.org
	Rahel Abeye	Assistant to the Director	r.abeye@unesco.org

Annexure 2: Meeting Agenda

Agenda for the planning meeting of the project on:

“Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries”

20-21 April 2017, Nairobi, Kenya

DAY 1				
Time	Activity	Purpose/Content	Presenter	Facilitator
08:30 – 09:00	Registration	<ul style="list-style-type: none"> - List of participants - Project mailing list 	Secretariat	IICBA
09.00 – 09.30	<ol style="list-style-type: none"> 1. Introduction 2. Welcome remarks 3. Project Introduction 4. Group photo 	<p>Welcome participants to Nairobi from UNESCO Regional Office</p> <p>Background information of the project.</p>	<p>Ms. Ann Therese Ndong-Jatta, Regional Director</p> <p>Dr. Yumiko Yokozeki, IICBA Director</p>	IICBA

09:30 – 10:45	Project presentation and discussion	<ul style="list-style-type: none"> - Outline of the project - Expected outputs and outcomes - Implementation strategy - Key steps at country level - Q&A 	Mr. Virgilio Juvane, IICBA	IICBA
10:45 – 11:15	Break			
11:15 – 13:00	Country presentations on Peace Education using the presentation template sent by IICBA (15 min per country) and discussion.	<ul style="list-style-type: none"> - Country contexts - Q&A 	Country representatives	UNESCO NAIROBI
13:00 – 14:00	Lunch			
14:00 – 15:00	Presentation on Peace Education from the Institute for Peace & Security studies.	<ul style="list-style-type: none"> - The Sub-Saharan African countries context on peace and security - Awareness raising on dynamics - Q&A 	Dr. Yonas, Institute for Peace & Security studies	UNESCO Uganda
15:00 – 16:00	Project key activities implementation timeline	<ul style="list-style-type: none"> - Desk review/needs assessments - Educational trip to Japan - Training - Q&A 	Mr. Virgilio Juvane, IICBA	UNESCO Uganda
16:00 – 17:30	Group work	<ul style="list-style-type: none"> - Country implementation plans - Implementation strategies 		UNESCO Uganda

DAY 2				
Time	Activity	Purpose	Presenter	Facilitator
08:30 – 08:45	Recap of Day 1 activities	- Day 1 meeting outcomes	Mr. Omar Diop, IICBA	UNESCO South Sudan
08:45 – 10:30	Group presentations in plenary	- Country presentations - Q&A	Country representatives	UNESCO South Sudan
10:30 – 10:45	Break			
10:45 – 12:00	The way forward	- Consolidated work-plan - The implementation steps - Q&A	Mr. Virgilio Juvane, IICBA	IICBA
12:00 – 12:30	AOB & Closure	- Take away message - Commitment to effective project implementation	Dr. Yumiko Yokozeki, IICBA	IICBA
12:30 – 13:30	Lunch and departure			