

MEETING REPORT

For the project on:

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



07-08 June 2017,

International Livestock Research Institute (ILRI),

Addis Ababa, Ethiopia

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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. 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.

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 will contribute to the 2030 SDGs. 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 Meetings

The first planning meeting took place 20 and 21 April 2017 in Nairobi Kenya. Through full information sharing of the project content, the meeting aimed at ownership by countries and ensured that project implementation in the six countries will be driven by common principles and standards.

During this meeting, the following action points were agreed upon:

- Country teams were to report back to authorities regarding the project to ensure political support
- Country teams would be set up for coordination through MoE assisted by UNESCO
- UNESCO-IICBA would provide guidance for needs assessment and analysis
- Needs assessment would be undertaken by countries, and
- Secondary-school educators would be the focus of this project

The follow-up planning meeting was held June 7 and 8, 2017 in Addis Ababa, Ethiopia. The goal of the meeting was to:

- Clarify the progress of the needs assessment and address any emerging issues
- Provide input into the content for the training modules/guides and teachers' kit
- Discuss the plan for ToTs and cascading strategy of in country training

1.4 Target group for the Meeting

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

1.5 Meeting Methodology

The meeting was highly interactive. Participants had the opportunity to work in groups and provide inputs and insights on needs assessments, teachers modules and teacher's kits, TOTs and assessments. Arigatou International engaged participants in a participatory workshop focused on the Learning to Live Together Framework.

1.6 Expected Outputs & Outcomes

The expected outcomes of the June 7 & 8 meeting are that participants:

- Are clear on all elements of the Needs Assessment, the Implementation Partners Agreement and Financial Statements
- Provide insightful contributions into the common and country specific elements of the Teachers Modules and Teachers' Kits
- Are aware of the logistics and purpose of the Japan Study Tour planned for August 2017
- Start their strategy for the cascading of teacher trainings in their specific context

2. Meeting Proceedings

Day One Proceedings– 07 June 2017

Session 1: Introduction and Official Welcome remarks

This session served as the opening of the meeting. The introduction, welcoming and opening remarks for the meeting were delivered by the Senior Programme Coordinator of UNESCO-IICBA on behalf of the Director, the Deputy Chief of Mission of the Embassy of Japan in Addis Ababa, and the Advisor to the Minister on behalf of the Minister of the Federal Ministry of Education, Ethiopia as summarized below:

Introduction from Mr. Virgilio Juvane, Senior Programme Coordinator on behalf of Dr. Yumiko Yokozeki, Director, UNESCO IICBA

In his remarks, Mr. Juvane welcomed the dignitaries, participants and facilitators to the meeting on behalf of Dr. Yumiko Yokozeki, Director and all staff of UNESCO-IICBA. He expressed special appreciation to the Japan Government for their support and the Ethiopian Federal Ministry of Education for their cooperation and support afforded to the project. He welcomed the Deputy Chief of Mission at the Embassy of Japan to address the participants.

Welcoming remarks from Mr. Yokota, Deputy Chief of Mission, Embassy of Japan

Mr. Yokota thanked UNESCO-IICBA for their tremendous effort in spearheading the project. He explained that the project is aimed at building the capacity of educators from six states in the Horn of Africa: Eritrea, Ethiopia, Kenya, South Sudan, Somalia and Uganda and will work in conjunction with Hiroshima University. Mr. Yokota stated that the project aimed to create a critical mass of teachers who can implement effective teaching and learning to produce economically productive and peace loving youth in the region. To achieve this, the project will target as many as 8,000 teachers through its training of trainers' model. Mr. Yokota concluded by reiterating the commitment of the Japanese Government in contributing to long-term peace building efforts in the region and the world at large.

Opening remarks from Mr. Solomon on behalf for His Excellency Dr. Shiferaw, Minister, Ethiopian Federal Ministry of Education

On behalf of His Excellency Dr. Shiferaw, Mr. Solomon welcomed all participants to Ethiopia and thanked the Japanese government for their continued support for peace building through education. He emphasized on the role of education in promoting peace and expressed appreciation for teachers' efforts in facilitating the process. He noted that economic progress would only occur in a peaceful environment, which justified the need for this initiative. On behalf of the minister, Mr. Solomon expressed the pride of the Ethiopian government for being part of the project and for hosting the follow-up planning meeting. He concluded by reiterating Ethiopia's support for the initiative and by thanking the Japanese government.

Following the opening remarks, the speakers were thanked and the full group assembled outside for a group photo.

Session 2: Presentation on Action Points of Nairobi Meeting

In this session, Mr. Virgilio Juvane provided a refresher of the action points made in the first planning meeting April 20 and 21st in Nairobi. At the Nairobi meeting, it was stressed that the project embraces a multi-sectorial approach and aim to be sustainable through integration into national policy agendas. In the Nairobi meeting several key considerations were noted such as:

- The project's tight implementation period – thereby requiring IICBA and countries to consider strategies to mitigate the any risk
- Countries are not homogeneous – there should be some flexibility without diverting from the objectives and scope of the project
- That countries need to build upon existing practices and to not reinvent the wheel
- The government (MOE) of participating countries will take lead and ownership of the project at the country level.

At the Nairobi meeting the next steps were identified as:

1. Countries to report back to national authorities to ensure political support
2. Set country teams for coordination through MOE assisted by local UNESCO offices and National Commissions (NATCOMS) (Set a steering group to oversee the project implementation)
3. IICBA to provide guidance for needs assessment analysis
4. Countries will undertake the needs assessment analysis / policy dialogues
5. Focus on secondary-school level educators as the target of the project

Session 3: Presentation of Agenda for June 7-8 Follow-up Planning Meeting

Dr. Martha Ferede, Project Coordinator, UNESCO-IICBA discussed the agenda for the June 7 & 8 meeting. The major objectives for the meeting were outlined as follows:

- Identifying progress and providing clarity on the needs assessments, implementation partners agreements and requisite financial statements (for IPAs)
- Providing input into the content of teaching guide/module and teachers' kit
- Planning for the training of trainers and cascading the country trainings

Session 4: Country Needs Assessment & Implementation Partners Agreement

The purpose of this session co-led by Mr. Omar Diop, Senior Programme Specialist, UNESCO-IICBA, Dr. Ferede and Ms. Eyerusalem Asmeraw, Project Officer, UNESCO-IICBA was to determine the status of the country needs-assessments, offer clarifications on the guidelines (methodology and reporting of the assessments) and explain the Implementation Partners Agreements (including financial statements). Mr. Omar Diop began by facilitating a discussion on the status of the country needs assessments. Countries' responses are summarized in the table below.

Status of Needs-Assessment

Country	Progress on Country Needs-Assessments
UGANDA	<ul style="list-style-type: none"> ○ Received the guidelines and found them useful ○ Have formed a steering committee at the ministry to oversee the exercise ○ Have identified a consultant who will do the needs assessment ○ Have preliminary findings
SOUTH SUDAN	<ul style="list-style-type: none"> ○ Presented the report to MOE who were very willing to support the project. ○ After the first meeting, they made the follow up for the formation of two committees, the technical and steering committees for the project. ○ Committee working on the needs assessment.
KENYA	<ul style="list-style-type: none"> ○ Have nominated the team, which will drive the entire process ○ Have worked on the concept note, budget and even shared it. ○ Have identified the consultant, The Kenya National Commission for UNESCO will steer the process for needs assessment ○ Have collected/gathered acquired some preliminary data
ETHIOPIA	<ul style="list-style-type: none"> ○ The need assessment has not started, but have clearance from the ministry
SOMALIA	<ul style="list-style-type: none"> ○ Received the guideline and convened a meeting with the ministry ○ They are using the teacher-working group to oversee the exercise ○ Yet to identify the consultant
ERITREA	<ul style="list-style-type: none"> ○ Are working on the needs assessment

Needs Assessment Guidelines / Methodology & Reporting

Following countries presentation of their status, Dr. Ferede discussed the reporting and formatting of the needs assessment, by going through each section of the guidelines. Participants requested clarification and identified aspects that were impractical for their country. The responses provided by both Mr. Diop and Dr. Ferede are summarized below:

- The needs-assessment guidelines are organized in the way that countries should provide reporting
- The country situation analysis should be brief
- The latest available data should be used
- If it is not possible to get national level data, then information from the regional or sub-regional level is acceptable
- For some countries it may be more feasible to use the data from the national teachers' colleges
- The project focus is on supporting secondary school teachers, hence it will concentrate on secondary education levels. If in very exceptional circumstances there is need to include Grade 8 (due to the students being of youth age), it is advisable to state it as Junior Secondary.
- Part of the objective of the project is also to develop youth's entrepreneurial spirit and skills as part of a holistic approach to peace building.
- Countries are asked to submit calendars for the teacher training education institutes and secondary schools for planning purposes
- The country needs assessments also include interviews

Interviews section of Needs-Assessment

Countries are urged to do focus group interviews so that information is gathered directly from the youth, teachers and teacher trainers. These stakeholders can best articulate their needs, areas where gaps exist, the challenges and strengths.

Implementation Partners Agreement (IPA)

Ms. Eyerusalem Asmeraw, project officer at UNESCO-IICBA outlined how the project's Implementation Partners Agreement (IPA) was structured, and that it included the major activities that will be managed by the participants in the target countries. The agreement:

- Will be between IICBA and the Ministries of Education or National Commissions for UNESCO (NatComs).
- The IPA provides information on the modalities of the partnership e.g. the duties and obligations of both sides, budgets, activities, project agreements, reporting modalities, responsibilities of UNESCO, monitoring, provision of technical assistance and the duration of the agreement.
- The project funding has been categorized into three parts;
 1. Country needs assessment.
 2. Policy dialogues
 3. Cascading of teacher trainings
- Project monies will be disbursed to the Ministries or NatComs to facilitate implementation.
- A financial statement is required for an IPA (funds cannot be disbursed without it). A December 2106 Financial Statement is ideal. However, an earlier audited account is also acceptable. A Financial Statement includes:
 - ✓ revenue statement
 - ✓ expenditure statement
 - ✓ receivable statement
 - ✓ payable statement
 - ✓ trail balance
- Mr. Diop stated that countries have different financial frameworks of handling project implementation monies but it is advised that the money needed for implementation will be placed in the account of National Commission through the IPA. This will apply for Kenya, Uganda. In South Sudan, IICBA will work with the UNESCO office and provide them with the budget code and authorization. In Somalia and Eritrea, the Ministry of Education will handle the funds. Once money has been disbursed, it is expected that the expenditure is monitored, audited and legally established.

The session was adjourned by Ms. Eyerusalem to resume after a break for countries to report and submit data in the excel sheet on information about their teacher training institutions.

Sessions 5 & 6: Country Group Exercise & Group Presentations

In order to help develop a plan for conducting the trainings and reaching the goal of training 8000 teachers, participants worked in country groups to gather data and share data on the teacher training institutions, secondary schools etc. The information provided by countries was electronically provided to UNESCO-IICBA. Following the group presentations in plenary, the meeting adjourned for lunch.

Session 7: Workshop by the Arigatou International

Presentation and workshop by Ms. Eleonora Mura and Mr. Suchith Abeyewickreme, Project Officers at Arigatou International

Ms. Mura began with a presentation on Arigatou International sharing that it was founded in 1990 by the Buddhist lay movement and works for the rights and wellbeing of children worldwide. It has its Headquarters in Tokyo with offices in Geneva, New York, and Nairobi.

Arigatou's *Learning to Live Together* framework entails:

- An intercultural and interfaith programme for ethics education
- Educational manual with tools and resources for educators and facilitators
- A pedagogical approach to learning about and with others

The concept of *Learning to Live Together* emphasizes on understanding myself and others through:

- Appreciating diversity
- Putting myself in others shoes
- Acknowledging that we share a common humanity
- Responding to the needs of mutual understanding
- Even with our differences we are able to get along with each other

In order to transform the world together, we need to observe:

- The idea that Peace begins with me
- Respect for one another's culture, beliefs and practices has to be upheld
- Working and walking together in reconciliation
- Engaging in non-violent initiatives of solving conflicts
- Building bridges of trust

Following, Ms. Mary Kangethe, of the Kenya National Commission of UNESCO shared how Kenya had adopted the *Learning to Live Together* framework within its curriculum and policy.

Workshop Activity 1

Mr. Suchith Abeyewickreme led the first workshop activity which was active and participatory with participants moving in 'water' but needing to move onto an 'island' once the music stopped or they would be taken by a 'crocodile.' A border separating one side with resources and the other without was introduced. At one time, the side with plenty of resources could choose one person from poor side to accept as a refugee. After some discussion, one person was saved but other habitants remained behind, helpless. Mr. Suchith led a debriefing session. Some of the comments are below:

- There was a move from cooperation to competition when resources dwindled
- The group did not work together to discuss how to kill crocodiles
- Most people stuck to the rules. We should have thought beyond rules

Participants were prompted to think about how the game applied to real life. Mr. Suchith concluded the session saying: "People are learning not only in the classroom, but also from outside of the classroom as well. We cannot avoid contexts from today's world" and "Teachers don't know how to bring challenges we face in today's world to classroom teaching and this is the challenge we have today."

Workshop Activity 2

Participants formed four groups and were then assigned a task. A scenario of two warring communities living at the border was presented and participants had to discuss ways the two communities could resolve their conflict keeping in mind Johan Gatling's triangle of peace. They were to creatively present these solutions through a dramatized media interview. Some of the group responses included:

- Warring communities agreeing to set-up a consultative meeting to sort out their differences
- Finding solutions to socio-cultural issues that create conditions for conflicts to arise
- Leaders of warring communities committing themselves to promote peace by urging their communities to uphold peace
- Equal sharing of resources to ensure no community feels marginalized or disadvantaged
- Respecting the ways of life of the neighboring communities
- Emphasizing moral/virtue education and activities that promote peace among the warring communities especially at school level

After the activity, the Arigatou facilitators went further expounded on how such learning activities could be used in the classroom scenario to integrate peace education. The educational approach of conflict resolution involves:

<ol style="list-style-type: none"> 1. Ensuring the Learning Environments are: <ul style="list-style-type: none"> • Participatory and Collaborative Learning • Safe Learning Environments • Context-sensitivity 2. Transformations <ul style="list-style-type: none"> • Critical thinking • Imagination • Critical Consciousness • Self-driven Learning 3. Collective Action 4. Role-modelling 5. Interconnectedness 	<p>Ethics education framework is centered on:</p> <ul style="list-style-type: none"> • Values • Concepts • Educational approaches • Learning modules • Learning approaches • Methodologies
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The presenters concluded the session with the following comments:

- Moral education is not entirely universal - it depends on the community
- Moral values do change over time
- Moral education is not just an inventory of what is right and what is wrong, but rather, a guide on cause and effect of different actions
- Education should enable people to be perceptive and cognizant of diverse moral values of different communities. This ensures that people feel included rather than excluded. A feeling of exclusivity may lead to creation of violent structures.

At 5:30pm, the meeting was adjourned until the following day.

Day Two Proceedings– 08 June 2017

Session 1: Recap of the previous day

Using photos from meeting activities during June 7th, Dr. Ferede provided a short presentation recapping Day 1's activities. She explained that focus of Day 2 would be on identifying content for the teachers' modules/guides and on teachers' kits. Dr. Ferede then introduced Dr. Yonas.

Session 2: Presentation on Peace Education and Peace-Building

The Presentation by Dr. Yonas focused on describing the ideas of peace building and peace education as follows:

Peace building and peace education

- Peace education is a central component of peace building.
- It provides an opportunity both to embedded the core values of conflict resolution around non-violence and emancipation.

Core elements of the teachers' module

- Can peace be taught at secondary school level? Is it possible to formulate or teach? peace?
- Peace as a process, a strategy/skill, a subject matter, a way of life

Perception and conflict

→Perceptions are different. Do we need peace for everyone?

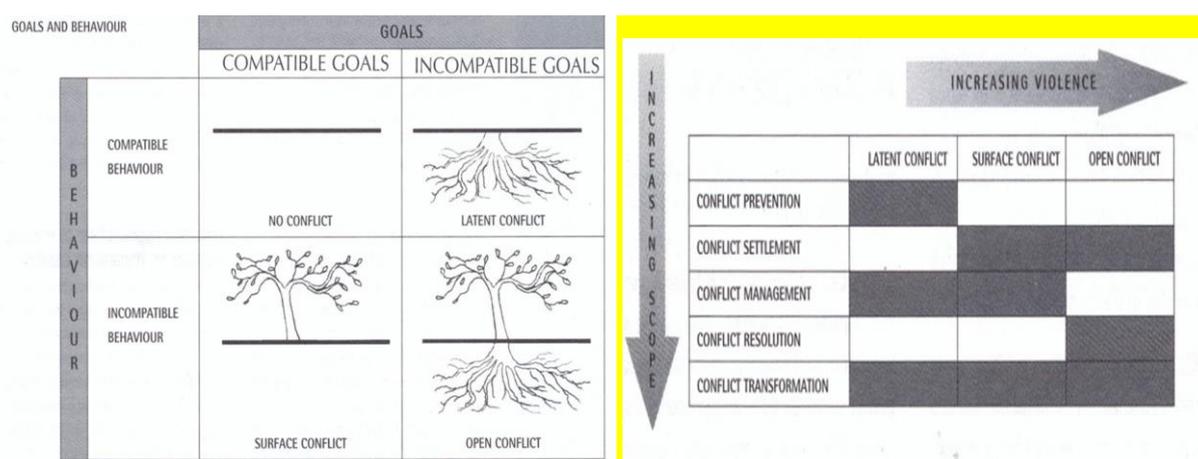
→Participants say yes to the questions but we have been facing a lot of conflicts these days

- Perceptions A and B presented by Dr. Yonas
 - A [Conflict is negative and bad. Therefore, we should avoid conflicts]
 - B [Conflicts are natural and can be handled. Conflicts can be enriching and can contribute in creating new ways to cooperate]

Comments from participants are summarized below:

- We can never be the same, our interests are not same, so conflicts could occur.
- Conflicts are natural. But there are positive things. Key thing is to think about how we handle them. Thinking about where we go from where we are is important
- There must be a bit of conflicts. But there are chances to express yourself
- Conflict is a part of life
- Sharing is key in order to overcome conflicts
- You cannot make everybody happy. There are things you need to accommodate.
- Sharing of power and coalition are the ways to promote peace
- Making some concessions and find ourselves halfway is a good way for building a peace
- Solutions lie in us and changing behavior could lead to overcoming challenges.

Dr. Yonas then discussed Goals and Behavior leading to different types of conflict and violence



Contents of peace education was presented:

- **CONFLICT PREVENTION** aims to prevent the outbreak of violent conflict.
- **CONFLICT SETTLEMENT** aims to end violent behavior by reaching a peace agreement.
- **CONFLICT MANAGEMENT** aims to limit and avoid future violence by promoting positive behavioral changes in the parties involved.
- **CONFLICT RESOLUTION** addresses the causes of conflict and seeks to build new and lasting relationships between hostile groups.
- **CONFLICT TRANSFORMATION** addresses the wider social and political sources of a conflict and seeks to transform the negative energy of war into positive social and political change.

Peace Education based on a multiple intelligence model was addressed as such:

1. Verbal-linguistic intelligence (well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words)
2. Logical-mathematical intelligence (ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns)

3. Spatial-visual intelligence (capacity to think in images and pictures, to visualize accurately and abstractly)
4. Bodily-kinesthetic intelligence (ability to control one's body movements and to handle objects skillfully)
5. Musical intelligences (ability to produce and appreciate rhythm, pitch and timber)
6. Interpersonal intelligence (capacity to detect and respond appropriately to the moods, motivations and desires of others)
7. Intrapersonal (capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes)
8. Naturalist intelligence (ability to recognize and categorize plants, animals and other objects in nature)
9. Existential intelligence (sensitivity and capacity to tackle deep questions about human existence such as - What is the meaning of life? Why do we die? How did we get here?)

Session 3: Country Group Exercise on Core Elements of Teachers Module & Presentations

Dr. Yonas led a discussion on what should be included in teacher training kit

- Promoting peace with active participation from learners
- Teaching citizenship - we need to pay attention to what elements we are using.
- Having learner-centered activities

Participants worked in country groups to discuss and identify what should go into the teachers' modules/guides. The input from counties are summarized below:

Country	Elements of Teachers' Modules / Guides			
KENYA	<i>Introduction to the module</i> <ul style="list-style-type: none"> ✓ Background ✓ Overall Objectives ✓ Expected outcomes 	<i>How to use the Manual?</i> <ul style="list-style-type: none"> ✓ Overview of the manual ✓ Resources ✓ Methodologies 	<i>Session 1: Climate setting</i> <ul style="list-style-type: none"> ✓ Introductions ✓ Specific objectives ✓ Expectations ✓ Creating a safe learning environment (Norms) 	<i>Session 2: Context analysis</i> <ul style="list-style-type: none"> ✓ Understanding own context ✓ Conflict tree
	<i>Session 3: Understanding conflict, violence, peace</i> <ul style="list-style-type: none"> ✓ Meaning of conflict, peace and violence ✓ Types of conflict ✓ Conflict cycle ✓ Conflict management, resolution, transformation 	<i>Session 4: Perception and bias</i> <ul style="list-style-type: none"> ✓ Understanding perceptions and their role in peace and conflict ✓ The bias cycle 	<i>Session 5: Conflict management skills</i> <ul style="list-style-type: none"> ✓ Self-awareness and Self-esteem ✓ Communication ✓ Critical thinking, decision making and creative thinking ✓ Problem solving ✓ Assertiveness ✓ Negotiation 	<i>Other</i> <ul style="list-style-type: none"> ✓ Citizenship and Global citizenship ✓ Financial Literacy ✓ Facilitation Skills ✓ School Community Projects (Student Led) ✓ Monitoring and Evaluation

UGANDA	<ul style="list-style-type: none"> ✓ Definition of key concepts: Peace, violence, violent extremism, conflicts, culture etc. ✓ Rationale for Peace building in the Ugandan context ✓ Current situation, trends, statistics and occurrences of events that have impacted on prevalence of peace in Uganda ✓ The role of education in improving peace building interventions and existing gaps ✓ Core elements of peace building <ul style="list-style-type: none"> • Conflict prevention • Conflict settlement • Conflict management • Conflict resolution • Conflict transformation ✓ Qualities of a peaceful person ✓ Skills for peace building ✓ Fostering tolerance, learning to live with oneself and others ✓ Practicing the building of a peaceful school/society ✓ Culture and peace: meaning, basics of culture and peace ✓ Intercultural and interpersonal communication skills ✓ Practicing world peace and global citizenship education ✓ Lesson preparation, delivery and evaluation for peace education ✓ Practicing the methodology of teaching peace building and teach-backs ✓ Practical strategies for peaceful school and community environments
ERITREA	<p>We can draw on some of the work that is being led by UNICEF at the pre and primary levels for the youth age-group such as:</p> <ul style="list-style-type: none"> ✓ Citizenship Education – helping children to provide peace amongst each other ✓ Cultural tolerance and respecting differences between each other ✓ Overcoming challenges that come as a result of conflict and violence (at interpersonal and intrapersonal levels) ✓ Demonstration, awareness and celebration of cultural activities of each group (ex in Eritrea 9 different cultural groups) ✓ Sports activities ✓ An activity that allows students to change their perceptions and to return to their homes and communities and with different views and openness (providing the example SAWA 9 month boarding school) <p>Follow up: Eritrea will share their Citizenship Education materials with UNESCO-IICBA</p>
ETHIOPIA	Ethiopia shared that Dr. Yonas’ presentation reflected their input
SOUTH SUDAN	<p>The 2040 South Sudan vision is to have informed and peace loving citizens. Based on that vision the minister of basic education came up with the policy that says this about peace education:</p> <ol style="list-style-type: none"> 1. Must be integrated into the education and training curriculum 2. Must be integrated into the training and emergency preparedness initiatives <p>For the purpose of this project, we are talking about the regular education system:</p> <p>Curriculum framework has already been prepared for basic and secondary:</p> <ul style="list-style-type: none"> • It was launched on Sept 2015 and the country is in the process of developing the materials for both the primary and the secondary

	<p>Here we are talking about the teachers who will be delivering peace education in the school (at the secondary level in the curriculum framework this is considered Citizenship Education – it covers Peace Education).</p> <p>What is important is the knowledge that the teachers who are going to deliver peace education in the secondary school should have:</p> <ol style="list-style-type: none"> 1. Adequate subject knowledge 2. Pedagogy – we would like to have teachers who are competent in guiding the minds and hands of learners on tasks so that they can be effective <p>Approaches to Citizenship Education will be through the regular curriculum and this will be examined through national examinations, extra-curricular activities and through hidden curriculum. In terms of the teachers we would like them to be able to deal with peace education through these 3 approaches.</p> <p>South Sudan is a volatile country and in conflict for 50 years. Peace efforts have been going on for more than 10 years but has been piecemeal largely managed and handled by NGOs across the country.</p> <p>Trainings on peace have been done in a narrow way – we did not broaden to the global context that is required. This means there is a lot for us to take from you here in order to add on what we have. What we have are just the basic things and our curriculum is still new and has yet to be rolled out next year.</p> <p>Peace education is separate and not yet integrated in the materials that we have. But the policy makes it very clear that peace education must be integrated and examinable for P5-P8 and above. We did not come with our curriculum here today.</p>
Somalia	<p>Somalia has one culture and one religion. The important thing for Somalia is to train our educators by emphasizing:</p> <ol style="list-style-type: none"> 1) Reconciliation 2) Community Building 3) Institute Building 4) Post-conflict reconstruction

Other comments made in this session include:

- Kenya noted that soft skills are not learned in isolation; For learners, at first comes Self-awareness (how you see yourself) followed by Empathy (you have to remember there are others). This is part of transformative pedagogy.

Session 4: Input for Teachers Kits

In this session, countries worked in groups to gather ideas about what should go into the teachers' kits (or activity books). They presented their work in plenary as summarized on the following page:

Country	Element of Teachers Kit
South Sudan and Somalia	<ul style="list-style-type: none"> ○ Teacher planners to guide the teachers on how to deliver the kits ○ Teaching global citizenship – should know about the country (a flag...what is represented...what are the elements we are going to teach them in terms of citizenship?) ○ Posters and videos of elements of peace and learning <p>We have a great need to have peace in the classroom and in the society</p>

<p>Eritrea and Ethiopia (worked collaboratively)</p>	<ul style="list-style-type: none"> ○ Posters that reflect the peace process ○ A picture containing the different ethnic groups of a country (for instance Ethiopia has 9) ○ Craft materials to show that we have commonalities ○ Through video or poster make alive the peace process: The reason for conflict, during conflict and resolution of conflict (such as negotiation, arbitration, reconciliation). This can be outlined in a video form so that it can be easily demonstrated
<p>Uganda</p>	<ul style="list-style-type: none"> ○ Teacher Manual User guide: that explains how to use the manual and it detailed content of key concepts of peace building and it should provide direction ○ Sample Scripted lesson plans on how to integrate peace education – we know there are some other countries that have already started. Recorded good practices for the kits for the trainings ○ Audio and visual lesson delivery samples (to help teachers know how to deliver the lessons) ○ Learner self-study activities – for the learner to use at home ○ Sample VIPP cards and guidelines for making them using local materials. Use local materials Interactive games for peace building e.g. balloon games (Example: Distribute balloons with their names. Ask them to find their own. There will be chaos. In part 2 of the activity, if I have the one of a classmate I give it to him/ her. Demonstrate how to work together.) ○ Lesson assessment and evaluation tools – in every session you evaluate how you have been moving. Assessing for learning and assessing for learners. Teachers assess themselves – so that they can improve as the implement the next lessons. ○ Guidelines for examples of community based peace building activities. The school is not in isolation so that activities must include the community – Example include drama, posters, debates, community dialogues, Sports etc. ○ Guidelines for dialogues
<p>Kenya</p>	<ul style="list-style-type: none"> ○ Deliver scripted lesson plans based on the opportunities that are there in the curriculum ○ Dialogue materials that are tied to the scripted lessons that helps students to work in groups and have a dialogue on the lesson that was just delivered (especially on emerging issues that can be put in pupil centered document) ○ Simple guidelines for out of class activities (clubs. tree planting, clean-ups, Assembly activities, music and drama, cultural networking) <i>What can the teachers do to support out of class for lessons they delivered in the classroom?</i> ○ Resources informed by the lessons (scissors, markers, stickers, candles, Information Cards, pocket Board) ○ Simple guidelines on school/community projects...<i>What do we expect of the teacher / What do we expect from the learners to achieve?</i> ○ M&E tools (Guidelines for collecting most significant change stories, simple recording gadgets (and explore what is existing if not possible). Provide the teacher with guidelines for what are the key activities for which they should collect photos and videos) ○ Workbooks for students ○ Student logs (where they record personal experiences, feelings and concerns)

Other comments made in this session include:

- Dr. Yumiko, Director of UNESCO-IICBA commented that scripted lessons are not always appreciated by all teachers since they can be too rigid. Instead of a scripted plan, we can consider well-organized teacher lesson plans that are open enough that teachers can take initiative
- Kenya noted that soft skills are not learned in isolation so for learners at first comes self-awareness (how you see yourself is important) followed by Empathy (you have to remember there are other). This is part of transformative pedagogy
- Uganda stated that stories, case studies from the 6 countries would be useful since people think that things are happening in one place but there are often commonalities
- Arigatou International commented that in order to make guide/kits Country specific - each country can highlight issues in their country related to peace (example the election violence in Kenya). These issues might be politically sensitive but the teacher needs support in including emerging issues
- Dr. Yonas added that kits could also include: folklore and oral tradition, country profiles, Family album and stories, newsletters from schools and exchanged, tangible cultural celebrations, and current news stories from the local context

Monitoring & Evaluation and Learning Assessment

Prompted by Mr. Juvane, participants discussed monitoring and learning assessment. Points made by participants are summarized below:

- We need tools that assess learning as soon as it takes place
- We need a tool for delivery at the school level
- A tool that allows the teacher to tell us how the training took place
- We need the learners to tell us what they are learning
- We need a tool for the teacher and for the learner
- Also we have to ask and to determine – How do we assess outcome?
- The Kenya team suggested using Significant Change Stories where the students talk about the changes that occurred as a result of what they have learned
- Documentation: Videos and photographs (taken by teachers and by students) to document the process and the learning
- These assessment tools need to be ready because we need to train the teachers on how to use those tools
- At the TOT level – you can try to do a pre-training workshop assessment. We want to know what the trainers are bringing in
- Learners work on self-driven projects that tie to the community
- Allows for the link to the existing community structure to exercise what they have learned
- There needs to be an opportunity for learners to celebrate what they have done
- Arigatou stated that a reflection tool for the teacher or teacher practitioner are good resources Videos and tutorials very quick to use: A few samples of best practices in the classroom that is showcased in a video can be effective.
- Dr. Yonas concluded the assessment discussion by saying:
 - ✓ Teachers should conduct continuous assessment such as using portfolio assessment throughout term”
 - ✓ Rather than giving formal exam, we should assess progress of students’ perception and behavior on peace by continuous assessment” “There is a need to discuss more on assessment task”

Session 5: Preparation for Japan Study Tour

In this session, Dr. Yumiko provided an overview of the August Japan Study Tour, an important element of the project.

Objectives of the study tour to Japan- Tokyo and Hiroshima 2-9 August 2017

▷Exposure to some activities in Japan

- Peace education training
- Peace ceremony in Hiroshima
- Safe school initiatives and teachers' initiatives
- Discuss commonalities between Japan and Africa

▷Visibility in Japan

- Japanese stakeholders
- Meeting people from JICA, MOFA, MEXT

Trip schedule

- Travel to Tokyo on 1 August and arrive 2 August
- Activities in Tokyo 3-5 August → Move to Hiroshima
- Activities in Hiroshima 6-8 August → Move to Tokyo
- Reporting session in Tokyo 9 August
- Travel back to respective countries 9-10 August

▷Activities in Tokyo

- Visit to MEXT (Ministry of Education)
- Visit JICA/MOFA (Japan International Cooperation Agency / Ministry of Foreign Affairs)
- Meeting with Mr. Matsuura, former UNESCO DG, and parliamentarians
- Meeting with academics in various universities
- Visit schools and meeting teachers (tbc)
- Reporting session at Tokyo University

▷Activities in Hiroshima

- Participate in Hiroshima Peace Memorial Ceremony
- Visit Hiroshima Peace Memorial museum
- Visit Hiroshima University CICE
- Visit primary school and its museum
- Visit UNITAR

Note

- The list of people going for the study tour to be submitted to IICBA by the 16 June.
- At least one woman should be included in the three who are going to trip to Japan

Session 6: The Way Forward

Mr. Virgilio delivered presentation titled 'Building peace in the minds of men and women'

1. At the start of the meeting participants were asked 'What is the status of your country group in progressing on the project?' Green? Orange? Red? **All of us should end in Green –we should all be on track**

2. We have moved from a group of individuals to a team, sharing a common vision and striving to achieve common objectives. This identity now exists among us. Let us keep the momentum going, discussing challenges and successes as we move forward.
3. We need to develop a clear monitoring and evaluation framework. We have some elements already but it needs to be more defined. The six countries will implement the activities against a clear monitoring framework and indicators that measure the achievements
4. Any Implementation Partner Agreement has to comply with UNESCO regulations
5. We need to gather data to support the teacher training planning. Some data has already been provided but there are some gaps. We need the data to plan and to move forward.
6. After this meeting, the next priority is preparing the ToTs
7. Operationalizing peace education
 - It is a challenge since it includes a lot of concepts (sustainable development, global citizenship, PVE). Peace education is interconnected and related to other concepts.
 - It is also an opportunity because we can use this project to advance peace education in our countries and in our schools
 - There was discussion on different curriculum models – either fusing, integrating, stand-alone subject. It is impossible to make a discussion at this level. We need to use the model that is most appropriate for a given country.
 - In order that this project can help peace education be sustainable in countries, it must also involve other actors – such as curriculum department, policy at ministry level.
 - There is a need to develop pedagogic and teaching/learning assessment tools and to develop teacher kits. Modules and kits will have common elements but also country specific elements. There needs to be flexibility to accommodate country specific aspects.

Session 7: AOB & Closure

Countries discussed criteria for selection of Trainer Leads for TOTs stated that they should be:

- Somebody who has grounding in peace-education or psychology
- Somebody actively engaged in teaching and training
- A fully committed person with a minimum of 2-3years of experience
- A person with driving force
- Someone available for the week of the ToTs but also who will remain committed after the ToTs.

Closing Remarks:

In her closing remarks Dr. Yumiko indicated that:

- The project team consists of Mr. Diop, Ms. Asmeraw and Dr. Ferede
- It is each country's responsibility to make sure that 5 people coming to ToTs are available
- She was grateful for participants' hard work, input and commitment to the project

NEXT STEPS:

1. Financial statements are urgently requested to complete Implementation Partners Agreement
2. Countries should complete their Country Needs Assessment in July
3. Countries will provide their strategy for cascade the trainings and how many teachers they can reasonably reach by July 14th
4. Countries to send their national curriculum framework for peace education by July 14
5. IICBA will provide criteria for Teacher Trainers for the ToTs (5 per country)
6. Teachers Guides and kits with assessment tools will be developed by Dr. Yonas and Arigatou International

Annex 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”

7- 8 June 2017, Addis Ababa, Ethiopia

DAY 1				
Time	Activity	Purpose/Content	Presenter	Facilitator
08:30 – 09:00	Registration	- Listing of participants	UNESCO – IICBA Staff	IICBA
09.00 – 09.30	1. Introduction 2. Welcome remarks	- Welcome participants - Opening meeting	Mr. Virgilio Juvane, Senior Programme Coordinator on behalf of Yumiko Yokozeki Remarks by Mr. Yokota, Deputy Chief of Mission, Embassy of Japan Opening: Ato Solomon on behalf for His Excellency Dr. Shiferaw, Federal Minister of Education Ethiopia	IICBA

09.30 – 09:45	Group Photo			
09.45- 10.00	Press Conference			
10.10 – 10.20	Revisit and Review Planning Meeting in Nairobi	- To bridge the past and current meeting	Mr. Virgilio Juvane, Senior Programmer Coordinator	IICBA
10.20 – 10.30	Plan for the 2 days: Agenda, Objectives and Outcomes for the meeting	- To orient participants to the activities and goals	Dr. Martha K. Ferede, Project Coordinator	IICBA
10:30 – 10:45	Break			
10:45 – 11:30	Country Needs Assessment Guidelines Status of Country Needs Assessment Methodology & Reporting Format Implementation Partners Agreements	- - To be clear on Guidelines and Reporting	Mr. Diop, Senior Programme Specialist Dr. Ferede Ms. Eyerusalem Azmeraw, Project Officer	UNESCO South Sudan
11.30 – 12.30	Country Group Exercise	- To outline (with the prepared data) process and timeline of TOTs and Cascading of Teachers	Country Groups	Dr. Ferede IICBA
12.30 – 13.00	Group presentations in plenary	- Country presentations / Q&A	Country representatives	Mr. Diop, IICBA
13:00 – 14:00	Lunch			
14.00 – 17.30	Workshop by The Arigatou International based on “Learning to Live Together” framework			

DAY 2				
Time	Activity	Purpose	Presenter	Facilitator
08:30 – 08:45	Recap of Day 1 activities	- Day 1 meeting outcomes	Dr. Ferede	IICBA
08:45 – 10:00	Inputs for Teacher`s Module	- To determine core elements for the Teacher`s module	Dr. Yonas, Assistant Professor Addis Ababa University	IICBA/Ms. Azmeraw
10.00 – 10.45	Country Group exercise	- Identify country – specific inputs for Teacher`s module	Country Reps	IICBA/Ms. Azmeraw
10:45 – 11:00	Break			
11:00 – 11:30	Group presentations in plenary	- Country presentations - Q&A	Country Reps	UNESCO South Sudan
11:30 – 12:30	Inputs for Teacher`s Kits	- To provide input into activities and tools for the teacher kits	Ms. Eyerusalem, Azmeraw	IICBA/Dr. Ferede
12:30 – 13:30	Lunch			
13.30 – 2. 00	Preparation for Japan Study Tour	Discuss exchange with Japanese colleagues	Dr. Yumiko Yokozeki	IICBA
2.00 – 2.30	The Way Forward	To identify next steps and action plans	Mr. Virgilio Juvane	IICBA
2.30 – 3.00	AOB & Closure		Dr. Yumiko Yokozeki	IICBA