

Japan Study Tour Report

For the project on:
Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries



Tokyo & Hiroshima, Japan

2-9 August 2017

Executive Summary

This report details the purpose, activities and outcomes of the Japan Study Tour in Tokyo and Hiroshima, Japan as part of the *Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries* project, supported by the government of Japan.

The Japan Study Tour, co-organized by UNESCO-IICBA and the Center for the Study of International Cooperation in Education (CICE), Hiroshima University, was held 2 – 9 August 2017. Eighteen technical staff of Ministries of Education, teacher trainers, and secondary school teachers from Eritrea, Ethiopia, Kenya, Somalia, South Sudan, and Uganda participated.

The main objectives of the Study Tour were to:

1. Train participants on peace-building and teacher development
2. Deepen Japan policy makers and educators' understanding of the challenges facing African education systems as it relates to peace, education and teacher development
3. Gain awareness about Japan's historical advancements in education and peace-building and the country's current policies and strategies in education, peace-building and international development
4. Facilitate educational and cultural exchange between Japanese and African policy makers, teacher trainers, and educators

As part of their training, participants:

- Held discussions with high-level officials such as Japanese parliament members, H.E. Ambassador Estifanos, former UNESCO DG Mr. Matsuura, and JICA SVP Kato
- Received trainings at JICA, Japan ministry of education (MEXT), Hiroshima University, Sophia University and UNITAR
- Had the honour to attend the Hiroshima Peace Memorial Ceremony and visit the Peace Memorial Museum and Fukuromachi Elementary School Museum
- Were briefed by a former teacher, principal and government advisor on school transformation based on a holistic approach
- Participated in a reporting and reflection session at the University of Tokyo where they shared lessons learned to adapt to their local contexts

As a result of the Japan Study Tour, participants:

- Will disseminate and adapt lessons taken from Japan's education system and strategies to advance relevant teacher training, curriculum and peace-building education policies and programming in their respective countries
- Deepened the awareness of Japanese educators and policy makers through sharing details of social, political and educational contexts and challenges in Horn of Africa countries
- Became global ambassadors of peace and non-violent action as a result of participating in Hiroshima's Peace Memorial ceremony
- Forged connections with Japanese colleagues for continued information sharing

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Introduction

1.1 Project 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 greatly 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 arises 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.

The first project planning meeting took place 20 and 21 April 2017 in Nairobi, Kenya. The second was held in Addis Ababa on 7-8 June 2017. Through full information sharing of the project content, the meetings aimed at ownership by countries and ensured that project implementation in the six countries will be driven by common principles and standards.

1.3 Main Objectives of the Japan Study Tour

1. To train participants on peace-building and teacher development
2. To deepen Japan policy makers and educators' understanding of the challenges facing African education systems as it relates to peace, education and teacher development
3. To gain awareness about Japan's historical advancements in education and peace-building and the country's current policies and strategies in education, peace-building and international development
4. To facilitate educational and cultural exchange between Japanese and African policy makers, teacher trainers, and educators

1.4 Japan Study Tour Participants

Eighteen experienced and knowledgeable Ministries of Education policy staff, teacher trainers, and secondary school teachers from Eritrea, Ethiopia, Kenya, Somalia, South Sudan, and Uganda were nominated by their countries to participate in the study tour. At least one participant per country will continue to be part of the project, ensuring that their training will have a lasting impact.

1.5 Japan Study Tour Agenda

The agenda for the tour included meetings with high level government officials (parliament members), former UNESCO DG Mr. Matsuura, JICA SVP Kato and staff, Japan ministry of education (MEXT) with additional trainings and lectures at several prestigious universities such as Hiroshima University – CICE and Sophia University. Participants were honored to attend the Hiroshima Peace Memorial Ceremony and visit the park and museum. They also visited Fukuromachi Elementary School and Museum and had the opportunity to hear from a former principal on school transformation. The Study Tour concluded with a reporting and reflection session at the University of Tokyo where participants shared lessons they had learned and discussed ways they would adapt them in their respective countries.

1.6 Visibility

The tour generated high visibility in Japan and African countries. Information was published on UNESCO-IICBA's and Hiroshima University's CICE websites. There were daily postings on Twitter and Facebook about the tour. By the time of this report, we know that 2 national newspapers in Kenya have covered the story and the Somali Ministry of Education has posted it on their website (<http://moesomalia.net/somali/sadex-qof-oo-u-anbabaxday-dalka-jabaan/>). The honourable Mr. Aizewa also tweeted about our visit <https://twitter.com/ichiroaisawa/status/893609406708858882> and the honourable Makishima wrote a blog about the tour (<http://ameblo.jp/makishimakaren/entry-12298936008.html>). While in Japan, participants were interviewed by Asahi Newspaper. We will encourage countries and media outlets to provide coverage of the tour and the project in traditional and social media.

1.7 Next Steps

Following the successful Japan Study Tour, upcoming project activities include the finalization of teacher guides and activity kits, training of trainers from 4-8 September 2017, cascading of teacher trainings in the six countries, policy dialogues with stakeholders and advocacy activities in each of the participating countries.

CULTURAL & HISTORICAL SITES VISITED

Participants had the chance to visit many important Japanese cultural and historical sites, organizations and institutions including:

Hiroshima Peace Memorial Park and Museum

Fukuromachi Elementary School and Museum

Edo-Tokyo Museum

First Members Office Building (Parliament)

JICA Headquarters

Japan Ministry of Education, Culture, Sport, Science and Technology (MEXT) & museum

Tokyo Metropole Government Building (Assembly hall & observation decks)

United Nations Institute for Training and Research (UNITAR) Office

Sophia University

Hiroshima University

University of Tokyo

3 August 2017: Observing Tokyo and Learning at JICA HQ

Session 1: A Bird's Eye View of Tokyo from Metropole Government Building and Observation Decks

“To change ourselves effectively, we first had to change our perceptions.” ~ Covey

The first stop on the Japan Study Tour took participants not only into the centre of, but also, high above Tokyo. The guided tour of the Tokyo Metropole Government building included views of historical maps, stunning artwork and a visit to the Metropolitan Assembly Hall. On the Observation Platform located on the 45th floor, participants had a nearly 360-degree view of Tokyo from 202 meters high. Structures that cut into the sky juxtaposed with traditional buildings such as the Imperial Palace in a verdant forest gave participants time for reflection on art, beauty, peace and possibilities.

Session 2: JICA HQ Briefing on Japan's Peace Building Activities and History of Japan's Education System

Senior Vice President Kato welcomed the participants to the Japan International Cooperation Agency (JICA). His Excellency Estifanos, the Ambassador of the State of Eritrea to Japan was in attendance and also participated in the discussions. Mr. Shinichi Ishihara, Deputy Director General of JICA's Education Cooperation, presented on JICA's Peace-building and development projects in Africa and globally. Following a discussion session, participants watched a short documentary on the history of Japan's educational system and its evolution over the past 150 years.

Some key messages from JICA's presentations & discussions were:

1. There is a need for teaching and assessment strategies that develop learners' 21st century skill sets
2. The connection between basic education, TVET and higher education need to strengthening
3. Ambassador Estifanos stated that during his youth, most countries in Africa used the same curriculum, which made it easy for movement of teachers and learners within the region. This relationship is no longer since each country now has its own curriculum. He suggested that there may be a need to re-establish this kind of education system.
4. However, we need to consider that each country has its specific needs, socio-cultural contexts and political ideology as well as development path that its education policy should promote. While it is a good idea to have a standardized approach for assessment and evaluation of education quality, the broader aim of any education needs to be context-sensitive.
5. The concept of inclusive education is a very sensitive concept which is usually ignored (such as shortage of professional teachers and training materials). It requires a multi-sectoral approach.
6. Use of mother tongue in schools, i.e. the language used at home, notwithstanding the challenges, may contribute to peacebuilding in schools and societies.
7. Not every education builds peace and, in fact, some education may even result in violence. Hence, the emphasis ought to be on peace education that seeks to entrench a peace culture in schools and communities at large with a view to resolving conflicts peacefully.
8. Moral education has become a part of the curriculum in Japan recently. However, there are serious debates going on how and what to teach with regard to moral structure.

Key points from JICA's documentary on the history of Japan's Education System are:

- Education in Japan was first informal. The country first adopted the USA education system but this was difficult to implement in Japan, resulting in low enrolment and high dropout rates;
- Diversification of education in the 1970s to 1990s saw teachers' salaries increase by 30% over and above other public servants; this raised teachers' prestige, attracting a number of people as teacher trainees;
- For an education system to benefit the nation, there is a need to consider issues of the day and future challenges in order to review the curriculum for development of that given nation;
- Teachers' incentives need to be strengthened in order to produce better results in education. Japan increased teachers' incentives to 30% above incentives of other public servants to encourage quality results in education;
- Japan's education system is flexible and it adapts to the economic and social situation and demands at that time. The country reviews its education curriculum every 10 years to adapt it to the factors at hand. Japan considers good ideas from other countries for their curriculum.

Following the visit to JICA, participants concluded their first full day in Japan with a debriefing and reflection session held at JICA TIC by Professor Yoshida of CICE, Hiroshima University.



Participants with JICA SVP Kato, 3 August 2017 © UNESCO-IICBA



HE Estifanos with Eritrean Participants, 3 August 2017 © UNESCO-IICBA

4 August 2017: Training at MEXT, Meeting Mr. Matsuura and Parliament Members

Session 1: Japan Ministry of Education, Culture, Sport, Science and Technology (MEXT) Training

Mr. Keitaro, Planning and Research Unit Chief in the Special Needs Education Division greeted the participants and welcomed them to MEXT. Participants then received trainings in three areas:

- 1) Student safety and disaster education;
- 2) Promoting an inclusive education system;
- 3) Student guidance

- Student safety and disaster education

Participants were provided with an overview of occurrences of recent disasters such as heavy rains and flooding in northern Kyushu in July 2017 that resulted in 37 deaths and 7 missing persons to the Great Earthquake of 2011. In Japan, there is a basic safety policy in place which stipulates specific activities and measures based on 12 policy objectives. Japan has had school safety efforts based on school health and safety acts since 1 April 2009. Safety programmes in school include: school safety plan, safety education, safety management, organisational activities such as cooperation system and training in schools and local communities.

- Promoting an inclusive education system

An important point of this presentation was the transition from ‘special education’ to ‘special needs education’. Additional presentation points were:

1. Schools should implement special needs education in response to the growing population of students in need of special support, including those with developmental disorders.
2. The convention on the rights of persons with disabilities and special needs education should be followed. Key phrases in the convention are: ‘Nothing about us without us’; social model of disability; and ‘reasonable accommodation’.
3. There is a need to promote special needs education in terms of diverse learning settings, enhanced school organisation, continuous support system, fostering qualities for a cohesive society, and rich study environments.
4. Schools and Japanese society are responding to the Disability Discrimination Act which was put into effect in 2016. The major elements of the Act are: prohibition of unjust discrimination, provision of reasonable accommodation; and enhancement of organisational efforts for consultation, training and education.

- Student Guidance

Participants were debriefed on student guidance which included information on a survey that MEXT conducted on issues related to education of children with behaviour problems; reasons for non-attendance; measures for supporting non-attendant students; making educational programmes flexible at schools for non-attendant students; priority measures for the future; school violence; number of cases of violence; bullying; definition and number of recognized cases of bullying.



Participants attentive at MEXT training, 4 August 2017 © UNESCO-IICBA

Session 2: Lecture by Mr. Matsuura, Former UNESCO Director General (1997-2007)

During the afternoon of 4 August 2017, Mr. Matsuura provided a lecture based on his extensive experiences in diplomacy. He was the Director General (DG) of UNESCO from 1997 to 2007; During his tenure, Mr. Matsuura established basic primary education as his priority area.

Some key points of his lecture were:

- The Dakar Declaration of the Millennium Development Goals: (1) integrating MDGs with national programmes, (2) compulsory primary education for all children until 2015; (3) elimination of poverty;
- There is much more progress that needs to be made in Africa;
- All 17 goals of 2030 SDGs need to be implemented by all nations of the world; the most important goal being goal 4.7 which emphasises quality and equitable education;
- There should be coordination between UN agencies to meet the 2030 SDGs
- Japan is challenged with an aging population and an inward looking young generation



Participants with Mr. Matsuura, Former DG of UNESCO, 4 August 2017 © UNESCO-IICBA

Session 3: Meeting with Members of the Japanese Parliament

Study Tour participants had the privilege to meet Japanese parliament members in the office building of the Lower House. The parliamentarians were led by the Head of Japan Friendship League.

In his opening remarks the honourable Mr. Aizawa discussed Japan's contribution to economic improvements in African countries. He singled out the Abe Initiative, a scheme to invite African graduate students to Japan and engage them in internships in Japanese companies in order to support capacity building in their countries. The honourable Mr. Aizawa also cited the Tokyo International Conference of African Development (TICAD), a summit on African development co-organized by the Government of Japan, the United Nations Office of the Special Advisor on Africa (UN-OSAA), the United Nations Development Programme (UNDP), African Union Commission (AUC) and the World Bank held on 28-29 August 2016. The key objectives of TICAD are to promote high-level policy dialogue between African leaders and their partners and to mobilize support for African-owned development initiatives.

Following, the honourable parliament members, including the honourable Ms. Makishima, heard from participants about what they had learned while in Japan. Participants shared that they were impressed by Japan's:

- ✓ Decision making based on sound data such as surveys carried out on school bullying
- ✓ Courtesy and humility of the Japanese people
- ✓ Japanese people's impressive time management and work ethic
- ✓ Involvement of stakeholders in decision making
- ✓ Flexible educational curriculum
- ✓ Inspiring technological advancements
- ✓ Clean cities, care for the environment and efforts toward sustainability

Additional discussion points during the meeting with parliament members were:

1. Education is important in the creation of nations. Japan recovered after the Second World War as a result of education
2. Despite challenges currently facing Africa, it is a continent of possibilities and opportunities.
3. A closing question gave all room for pause: *What helped you to learn and reach the level you have reached now? How could you help others to learn?* A possible interpretation of this question is: What helped Japan to learn and reach this stunning level it has now reached; and how could Japan help others to learn and reach the level they dream to reach?



Dr. Yokozeki, Director of UNESCO-IICBA, introduces Ethiopian participants, 4 August 2017 © UNESCO-IICBA



Study Tour participants with Parliament members, 4 August 2017 © UNESCO-IICBA

5 August 2017: Training Sophia University

Session 1: Training at Sophia University by Dr. Komatsu Taro

Dr Komatsu has rich background in peace education and is currently serving as head of global education, citizenship, and peace education. He is also a practitioner (Kosovo) and associate professor. Dr Komatsu engaged participants in deep discussions focussing on key concepts relating to peace education and peace-building. The first part was devoted on how to become informed when planning education policy and practices in local contexts. This was followed by experience sharing by the participants summarized below:

Eritrea: The components of Citizen Education include communication skills, social sciences, dialogue, individual and collective responsibilities for peace. The major problems include quality education in terms of materials, methods, and/ or pedagogy and content.

Somalia: The main issues for Somalia is war, lack of infrastructure, and the unavailability of schools; lack of proper education system; lack of textbooks, the non-existence of peacebuilding education, and children who are still out of school. Nearly all schools in Somalia are private schools and there is high political instability in the country. Somali participants said there was no peace or peace education in Somalia at present and there is an ongoing fear that terrorism would destroy what exists.

Kenya: Participants discussed election-related conflicts which lead to ethnic cleavages. The system of education is exam-oriented and the curriculum is not based on competence, problem solving, or critical thinking. The country still uses an old curriculum. Moreover, drug abuse leads to many issues such as truancy, violence, students burning schools, students attacking teachers, and high dropout rates.

Ethiopia: The country has a diversity of language (over 80 languages) with the current policy emphasis on mother tongue education for all; Civic education is not addressing fundamental civic issues and consequently, pupils focus more on rights rather than responsibilities. There is a lack of proper provision for peace education; Other issues include a shortage of teachers, teacher training, and no harmonised curriculum.

South Sudan: The country faces challenges with refugees, war, instability, and training teachers. Peace is scarce and students cannot attend school due to war. Challenges in South Sudan including integration and mainstreaming peacebuilding, forging a national identity, high illiteracy rate, lack of the very foundation to start peace education, and no infrastructure that have not been demolished by war. It was thought that training teachers was unthinkable since most available schools were turned into war camps or refugee camps; South Sudan is supported by UNESCO but the country needs more support.

Uganda: Uganda faces issues with natural disasters. Uganda has a large number of refugees from the neighbouring countries (South Sudan). War has ravaged the country. Issues include lack of commitment from some teachers, coordination problems, and the fact that peace education is missing from the curriculum. Participants felt optimistic with the new reforms that are underway.

Following the debriefing, Dr. Komatsu reiterated that the principle of peace education is to build resilience. He shared that there are different meanings for peace and that the impact of conflict on peace and peace on conflict should be carefully studied. Similarly, the ways in which education can promote peace and how peace can promote education also should be critically examined. He stressed:

- The impact of education on conflict and peace is global. Half of children live in conflict affected societies – with limited access to schools; Many examples come from countries in the Horn of Africa and surrounding countries.

- Indirect causes of conflict can be more damaging and negative than direct ones. Ninety percent of mortality is from indirect causes of war (hospitals destroyed by war means no place to go to for medical treatment).
- Protecting children’s lives is essential. Peace education can protect young people, a group who are more vulnerable to violence than other members of society; Without education that engages them meaningfully, youth are more likely to engage in conflict and so education needs to be prioritised.



Professor Komatsu of Sophia University training participants, 5 August 2017 © UNESCO-IICBA

Three perspectives were discussed:

1. Education in emergencies
2. 'Do no harm'
3. Peacebuilding

1. Education in Emergencies

To analyse education in emergencies, focus on immediate causes to provide (1) access to schools since education is a fundamental human rights. (2) It can protect children’s lives from violence.

2. Do no harm

This refers to providing support that does not exacerbate conflict; if the support is not holistic/balanced, it will exacerbate the conflict such as one ethnic groups benefiting and the other groups feeling neglected.

3. Peacebuilding

Peacebuilding is essential to transforming individuals and to renewing societies. Arguably, conflict prepares people to live through post-conflict reconstruction. Hence, Hiroshima listened to the stories of the makers of atomic bomb and listened to the experience of those who underwent the experience. Teachers from Herzegovina were invited to share their experience and listen to persons from Hiroshima so that all could learn from each other as human beings.

Sequencing of peace education

Participants debated if it was realistic for young people from different background to come together and discuss their differences; Can two fighting communities’ children come together to do business, hold discussions in classrooms and in other social settings easily? The answer is not an easy one, but it is possible. A gradual sequenced approach is preferable: ‘Ripeness is all’ as Edgar notes in Shakespeare’s *King Lear*.



Dr. Komatsu of Sophia University with Study Tour participants, 5 August 2017 © UNESCO-IICBA

Other important ideas from Dr. Komatsu’s training session were:

- Conflict-sensitive education is important for policy makers as well as practitioners. Peace education should consider efficiency vs. equity, legitimacy vs. equity, and pros and cons. It is worth noting that focusing on ethnic quota killed quality of education in Bosnia Herzegovina. This is a very common problem in Africa. It was discussed that perhaps a thoughtful merit-based approach should replace the ethnic quota in post-conflict contexts.
- Education is about social issues: students learn from what the teacher does, or how the teacher behaves in the classroom or social contexts, sometimes even more than what the teacher says. Textbooks are also sources of violence. For examples a textbook in Mosul stated: ‘Let’s go and watch women being stoned’ or practical example from Afghanistan was that students were taught to count the bodies of Russians. In both cases the message was teaching violence as opposed to promoting peace. It is clear that all education is not meant to build peace; some is intended to incite violence and revenge, to distort relations, and to rewrite history. It is here that one has to underscore the necessity of peace education, peace-education teacher training, and provide the necessary materials, pedagogical tools and resources.
- Social cohesion – refers to trust (horizontal and vertical); Citizenship education – teaching of political systems, of a certain government – rights and responsibilities of the citizens; a sense of belonging to the nation. It could be about peace as well but peace education should cross boundaries of nationalism and be based on sharing common social principles: if we share some basic social principles, we can make intergroup contact - hence, ‘contact hypothesis’ is significant in ‘inter-group contact’. The contact, however, must be long-term.
- The following rhetorical question was left for the participants to consider: *What approaches do you promote for citizenship education for ‘do no harm’ or ‘intergroup contact’ or ‘peacebuilding’?*

6 August 2017: Hiroshima Peace Memorial Ceremony & Museum

Session 1: Hiroshima Peace Memorial Ceremony & Visit to Peace Memorial Museum

Participants were humbled and privileged to be invited guests to the 2017 Hiroshima Peace Memorial Ceremony. Songs, stories, children's poems and the release of doves that were part of the ceremony left many in tears and in deep thought about the urgent need for world peace.

Following the ceremony, participants then visited the Peace Memorial Park and Museum where they reflected on the horror that human beings are able to inflict on one another. Yet, participants were also touched by Japan's resilience, capacity to forgive, to learn from the past, and to move forward stronger.

Each participant articulated their impressions, deep feelings and lessons in almost all occasions that followed the Hiroshima Peace Memorial Ceremony and Museum. The Hiroshima Peace Memorial Ceremony and Museum will remain forevermore in the hearts and minds of the participants.



Participants at the Hiroshima Peace Memorial Museum Tour, 6 August 2017 © UNESCO-IICBA

7 August 2017: Training and Reception at CICE, Hiroshima University

Session 1: Introduction and Peace Education by Professors Yoshida and Yamane

- Introduction to CICE, Hiroshima University

The Center for International Cooperation in Education (CICE), celebrating its 10th anniversary this year:

- 1) Implements international cooperation schemes of the government
 - 2) Focuses on how policy integrates with education such as represents Japanese education goal of 2030 – SDGs 4.7¹ with special emphasis on equitable education
 - 3) Teaches peace education as a compulsory subject to undergraduate programme irrespective of differences in the area of specialisation.
 - 4) Publishes journals together with the Ministry of Foreign Affairs (MOFA) and collaborates with over 30 institutions including Addis Ababa University in Ethiopia
 - 5) Conducts research in areas such as children’s self-confidence/efficacy and educational achievement, Islamic studies and African cultures
 - 6) The University owns farms that it uses for its self-reliance
 - 7) Staff and student exchange are one of the features that focus on international cooperation in a comprehensive sense
- Peace Education by Professor Yamane



Participants during CICE training session, 7 August 2017 © UNESCO-IICBA

Professor Yamane started his presentation with a comprehensive question: *What is peace education for you as a person as well as a community?* Different participants provided a variety of answers: For some it was spiritual, psychological empowerment; for others it meant development, poverty alleviation process, coping mechanism of post-conflict context; peace education is context specific, liberating the mind, body and spirit of the person; For some, the creation of the whole person and healthy community relationships.

¹ By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

Key themes and points of the presentation and discussion included:

1. Peace-education should be a compulsory subject for all students with special focus on how to manage conflicts for undergraduate and graduate students
2. Issues of contemporary conflicts
3. Lessons Japan learned from the A-bomb and learning how to manage natural disasters
4. Types of peace to be pursued in international relations (IR).
5. Creation of state-centric system, i.e. the history of WW I and WW II, democracy, liberalisation, free-market economy was the core concern.
6. Theories such as realism, liberalism, structuralism, states and non-state actors were some of the analytic framework for global peace.
7. Peace could be seen from 'negative peace – absence of war' to 'positive peace – presence of justice and development' on the basis of Johan Galtung theory of 'peace by peaceful means'. Equally important approach to peace includes analysis of multiple levels: global, international, state, local, and individual.
8. Theoretical stances discussed were Thomas Hobbes (1651) and his work – the Leviathan and 18th century Immanuel Kant's theory of *Perpetual Peace*, which was reconstructed in Liberal Peace by Michael Doyle. The latter approach reinforced the so called democratisation process accompanied with external aid for 'good governance' underlining the liberal peace theory. This has been further stipulated under the UN Charter Chapter 7; Article 39. Involvement of the international community and coalition force to stop the invasion of Kuwait by Iraq was concrete evidence of liberal peace approach 'to avoid threat to international peace and security', which was not true in the case of genocide in Rwanda in 1994.
9. Governance in peace is a relevant area to focus on so as to take concrete action for peace education. Globalisation and information are essential to consider in peace education; Three areas: 1) power politics; 2) economics; 3) culture/values are factors to think in the areas of peace at global level to materialise peace education.
10. Peace education requires a peaceful teacher who is well-versed in local context and knowledge, understands the context of the country with speciality both in peace education content and pedagogy as well as international/global peace/security issues and global citizenship. It should also be noted that the role of the media and policy makers is important in designing peace education. This was demonstrated in the process of the establishment of peace education, which was based on the analysis of Hiroshima's overall context.

Session 2: Reflection on Peace from the Viewpoint of International Politics and Global Environment by Professor Shinuke Tomotsugu

Dr. Tomotsugu presented on Peace Education and Global Governance from the viewpoint of international politics and global environment. He gave the background to the establishment and organization of the Institute for Peace Science which had three pillars:

1. Research activities

- Promotion of research cooperation in the field of peace science at home and abroad;
 - Joint studies with other institutes
 - Symposium and research seminars
- Accumulation and process of documentary materials and relating to peace science
- Dissemination of information of and research output.
 - Academic journals, bulletins & occasional papers

2. Education

- Undergraduate and graduate courses
- Liberal courses
- University made the peace project course compulsory for all freshmen students from 2011

3. Contribution to society at different levels

- Commentaries and op-ed articles
- Meetings with journalists, citizens and high school students
- Public research panels
 - The Hiroshima study group on reconstruction of the local fallout from the A-bomb in 1945;
 - The Hiroshima study group on compilation of reconstruction and peacebuilding study
- Secretariat at Pugwash conference

Deriving its mandate from the UNESCO declaration on Science and the use of scientific knowledge, the Institute has designed a peace education course for all students traditionally divided as science oriented and humanities oriented.

Key Messages from the presentation and discussion were:

- The need to address Structural Violence. This refers to a form of violence where some social institutions or structures harm people by preventing them from meeting their needs
- Peace does not simply mean the absence of war. It also means a sustainable society without structural violence such as environmental destruction, human rights infringement and poverty which are capable of taking away a person's inherently inalienable rights
- It is important to explain to students the value and significance of the subject of peace, use academically controversial issues and theories and let the students construct their own knowledge
- What professional men and women should carry away with them from the university is not the professional knowledge, but that which should direct the use of their professional knowledge and bring the light the general culture to illuminate the technicalities of special pursuit
- Scientific knowledge itself could be a social construct and the findings should be used in accordance with the social consensus (as in the case of nuclear energy)

Following the day of trainings, CICE invited Japan Study Tour participants and academics to a reception at the Faculty Club where discussions continued and connections were forged.



Reception at Hiroshima University, 7 August 2017, © UNESCO-IICBA

8 August 2017: UNITAR Training Session

Session 1: UNITAR (UN Institute for Training and Research)

The presentation touched on Hiroshima's history. Hiroshima peace reconstruction law (1949) was established 5 years after the war ended. The process was a very difficult one. It was pointed out that life in slums in Hiroshima which were the consequence of the bombing led the local people to protests, discontent to the level of revenge because of bitter feelings against the central government in Tokyo. The local people did their best to reconstruct Hiroshima. But they forgave, and did not forget. They did not seek revenge, but moved on.

Economic recovery was successful for two reasons: (1) Hiroshima was a centre of manufacturing even before 1949; (2) there were skilled workers, (note that skilled labour consisted of mostly women because most men died in war); 3) In addition, the 1950 Korean War helped the economy to revive as there was a huge demand for the materials produced in Hiroshima.

It was also noted that Hiroshima was centre for military actions, which was the primary reason why it was hit by the A-bomb in the first place. The local people decided that Hiroshima must be centre of peace, no more military training and actions and it remained so since 1946.

UNITAR identified three strategic pillars for reconstruction globally: **peacebuilding, culture, disarmament and Agenda 2030/SDGs**. Peacebuilding is underway in collaboration with African, Asian, and European countries. One such example is South Sudan in which the UNITAR has been running its programme for six months now. It focuses on root causes (structural causes – corruption, culture, identity, religion, and traditional issues) for conducting needs assessment. The programme makes use of logical framework; security, geographical, and financial matters including SMART (specific, measurable, achievable, reliable and time-bound) plans, project cycle management, and servant leadership style in South Sudan.

Other areas of UNITAR activities are

- Training on developing entrepreneurship, presentation skills, servant leadership style, and methods of fund raising. These activities include creation of social entrepreneurship – starting with small companies and business that is focusing on empowering the locals.
- The success story from Iraq of a 19-year-old new graduate who organised debate competitions engaging local people in Iraq was extremely educative. The aim of the debate project was to create peaceful communication leading to constructive dialogue crossing religious, ethnic, gender, and social class divides.
- Women's leadership programme including soccer programme from Afghanistan where gender issues are fundamental is worth noting. In short, UNITAR is involved in post-conflict reconstruction and peacebuilding through training by reaching out to emotions, people's feelings through art, music, and sports which go beyond religion, tribe/ethnicity.

Other lessons from UNITAR's presentation include:

- 1) Tackling the root causes – deep level analysis
- 2) Promoting inclusiveness – marginalised or left behind
- 3) Building indigenous capacity – local people are at the centre
- 4) Tailored to the local context – understanding the context
- 5) Incorporating effective adult learning methodologies

Session 2: Visit Fukuromachi Elementary School Museum

Participants had a guided tour of the Fukuromachi Elementary School Museum. The school was where many students and teachers lost their lives when the A-bomb was dropped and was later used in the recovery efforts. Years later, messages written on the original walls of the school were found and serve as a reminder of the love and devastation of the dark days.

Session 3: Meeting with former Principal and School Governance Advisor

The group had a memorable visit with former Principal Nakayama, who served at Kannon Junior High School. He shared his inspirational story about transforming the school and began with sharing that his father was 80 years old when the A-bomb was dropped. Social crisis was rife as a result of war and students lacked concentration as a result of the aftermath of the war. Skipping class, lying at the back of the classroom while the class was going on was common; smoking in and outside of classroom, punching the wall, stealing, insulting, smashing glasses, doors, desks, chairs, and tables by students. Students fought with each other, and beat female students. When teachers intervened, they were reprimanded by the students' parents.

The veteran teacher came with the idea of transforming the school and transforming the community with unwavering commitment: his decision to involve students, coordinate teachers to talk to students who come late or are not in class during class sessions. Those teachers who were not teaching had a duty to walk around the school and talk to students, discuss with them, and convince them to attend class. Gradually, there was order and discipline. Community, students, teachers, and all stakeholders all become involved to build peace at the school. Principal Nakayama shared a conceptual model of a school bus where each part is played by different stakeholders, which worked very well in Hiroshima to deal with difficult situations. It changed adversity into opportunity, despair into hope and conflict into cooperation. This ignited the imagination the Study Tour participants.



Meeting the Inspiring Former Principal Nakayama, 8 August 2017 © UNESCO-IICBA

9 August 2017: Reflection and Reporting at University of Tokyo

Session 1: Public Reporting and Reflection Session at University of Tokyo

The public reporting and reflection session at University of Tokyo served as the conclusion of the Study Tour. Ministry staff, NGOs, academics, students, press and community members were in attendance.

- The session began by Professor Kitamura welcoming the participants and guests
- Ms. Azmeraw provided a summary of the programme and the work being undertaken by IICBA/UNESCO
- Professor Yoshida of CICE discussed the lectures, visits, reflection and his message to the team
- Dr. Yonas of Addis Ababa University presented the challenges the six countries face while attempting to materialise peace education
- Dr. Yumiko Yokozeki facilitated a panel session with participants from each of the six countries who discussed and reflected the lessons they would take back from Japan
- The audience asked questions and made comments to the participants. This led to rich discussions.
- Professor Yoshida provided a completion of training certificate to each Study Tour participant
- Dr. Martha K. Ferede provided the closing remarks and the collective gratitude for the incredible opportunity of the study tour (See Annex III).

Below are just a few of the lessons learned by the participants, organized by country

Country	Lesson Learned	Adapting to the Country Context
Eritrea	<ul style="list-style-type: none"> • The concept of do no harm is equivalent to spread justice and equity- very important for peace building. • How societies can be transformed with the long process through education. 	<ul style="list-style-type: none"> • Now I will try to know more and more about peace education and see what I can do to integrate it with our citizenship education curriculum.
Ethiopia	<ul style="list-style-type: none"> • In order to have peace we need to propose different approach to regard the country situation. 	<ul style="list-style-type: none"> • Use multiple methods to motivate both teachers and students. • Bilateral and multicultural cooperation at country level/institutional level.
Kenya	<ul style="list-style-type: none"> • That since world war one the education has been reviewed 10 times. Curriculum review is not a one shot process. • The school bus model facilitating the different players and roles. 	<ul style="list-style-type: none"> • It is important to link all stakeholders in education and in peace building. This creates ownership giving the activities higher chances of success. • Children in our schools should be taught survival skills given the threat of terrorism and other disasters.
Somalia	<ul style="list-style-type: none"> • Students safety and Disaster Education • Peace Education and Global Governance 	<ul style="list-style-type: none"> • To make peace education a compulsory course in foundation semester of Somali National University, the only public university

South Sudan	<ul style="list-style-type: none"> • Governments collaborative involvement in educational reforms can lead to improvement of citizen’s standard of living and better development • Educational experiences from other countries might be applied to other developing ones with different history and cultures but mindful of what points deserves particular notice in the experience transfer 	<ul style="list-style-type: none"> • Briefing to senior management and trainings, also through inter-ministerial cooperation • Country assessments are needed in the remote areas to implement the peace education and capacity building
Uganda	<ul style="list-style-type: none"> • Education plays a great role in the development of a nation given the ability to create opportunities of a nation’s characteristics • There are multiple ways to address issues related to student safety guidance, as well as special needs education (inclusive education) 	<ul style="list-style-type: none"> • Incentives should be attractive in order to encourage the teacher who is a bridge to better education • Think outside the box- look at other methods/benchmark what other countries are using and see if it works out for your country

ANNEX I: List of Participants

	Country国	Name名前	M/F	Position役職
1	Eritrea エリトリア	ムサ フセイン ナイブ Mr. Musa Hussien Naib	男性 M	教育省 基礎教育局局長 Director General of Basic Education State of Eritrea, Ministry of Education
2		フレウイニ ゲブレアブ ウェルデミカエル Ms. Freweyni Ghebreab Weldemichael	女性 F	アスマラコミュニティカレッジ 講師 Lecturer, Asmara Community College, Asmara
3		ヨシフ テウオルデ ヌグソ Mr. Yosief Tewolde Negusse	男性 M	教育省 シティズンシップ教育課課長 Head of Citizenship Education State of Eritrea, Ministry of Education
4	Ethiopia エチオピア	ヨナス アダイエ アデト Dr. Yonas Adaye Adeto	男性 M	アディスアベバ大学 平和と安全保障研究所 准教授 Assistant Professor, Addis Ababa University Institute for Peace and Security Studies
5		シメネシュ ヨハラシエツトウエデマニュエル Ms. Simenesh Yehualashet Weldeamanuel	女性 F	中等学校教諭 Secondary School Teacher Abyot Kirs Preparatory School, Addis Ababa
6		ショワングゾー シフロン デスタ Mr. Shewangizaw Shiferaw Desta	男性 M	教育省 教師・教育リーダー開発局 上級専門家 Senior Expert, Teachers and Education Leaders Development Directorate, Ministry of Education
7	Kenya ケニア	チャールズ ゲタウ マニケ Mr. Charles Gitau Mwaniki	男性 M	教育省 基礎教育局 副局長 Assistant Director of Education, State Department of Basic Education, Ministry of Education
8		モニカ オリーブ アチェング オウオコ Ms. Monicah Olive Achieng Owoko	女性 F	教員養成大学 学生部長 Dean of Students, Kibabi Diploma Teachers College, Bungoma
9		アン ワンジャ ムイア Ms. Anne Wanja Muya	女性 F	教育省 基礎教育局 シニア副局長 Senior Assistant Director, State Department of Basic Education, Ministry of Education
10	Somalia ソマリア	ヒボ アブディ カミル Ms. Hibo Abdi Kamil	女性 F	教育省 教員養成者 Teacher Trainer, Ministry of Education
11		イハン モハメド アブディ Ms. Ilhan Mohamed Abdi	女性 F	中等学校教諭 Teacher, Moalim Jama Secondary School, Mogadishu
12		モハメド サイド アブディ Mr. Mohamed Said Abdi	男性 M	ソマリ国立大学 教育学部 講師 Teacher, Somali National University Faculty of Education, Mogadishu
13	South Sudan 南スーダン	バブ エマニュエル エジボン ロス Mr. Babu Emmanuel Ezibon Losu	男性 M	教育省 企画部部長 Head, Planning Department Ministry of General Education and Instruction
14		ドル ジョイス ラデュ エリソマ Ms. Doru Joyce Ladu Elisoma	女性 F	中等学校教諭 Secondary School Teacher, Juba
15		ヴィクター ドウト チョル Mr. Victor Dut Chol	男性 M	教育省 研究政策担当部署部長 Director for Research and Policy Documentation, Ministry of General Education and Instruction
16	Uganda ウガンダ	アネット カジュラ ムギシャ Ms. Annet Kajura Mugisha	女性 F	教育スポーツ省 教員インストラクター訓練局 上級教育官 Senior Education Officer, TIET Department, Ministry of Education and Sports
17		フィオナ リンダ イオジャ Ms. Fiorna Lyndah Iwoyja	女性 F	教育スポーツ省 政策分析官 Policy Analyst, Ministry of Education and Sports
18		ムワンジェ エドワード Mr. Mwanje Edward	男性 M	中等学校教諭 Biology Teacher Kitante Hill School, Kampala
19	UNESCO IICBA	横関 祐見子 Dr. Yumiko Yokozeki	女性 F	ユネスコ・アフリカ地域能力開発国際研究所 所長 Director, UNESCO-IICBA
20		イェルサラム アズメラウ メレセ Ms. Eyerusalem Azmeraw Melese	女性 F	ユネスコ・アフリカ地域能力開発国際研究所 プロジェクトオフィサー Project Officer UNESCO-IICBA
21		マルタ カテリ フェレデ Dr. Martha Kateri Ferede	女性 F	ユネスコ・アフリカ地域能力開発国際研究所プロジェクトコーディネーター Project Coordinator, UNESCO-IICBA
22	Hiroshima University 広島大学	吉田和浩 Professor Kazuhiro Yoshida	男性 M	広島大学 教育開発国際協力研究センター (CICE) センター長/ 教授 Director, CICE
23		櫻井 里穂 Dr. Riho Sakurai	女性 F	広島大学 (CICE) 教育開発国際協力研究センタ 准教授 Associate Professor, CICE
24		山根友美 Ms. Tomomi Yamane	女性 F	広島大学 教育開発国際協力研究センター(CICE) 研究員 Researcher, CICE
25	Translator	胡子優子 Ms. Yuki Ebisu	女性 F	通訳 Translator

ANNEX II: Japan Study Tour Schedule



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

2 – 9 August 2017

1. Tokyo Schedule (August 2-August 5)

Date	Time	Form/Activity	Venue etc.
Wednesday 2 August	17:25 & 20:25	Arrival at Narita Airport	EK 318 17:25 (3 people): Terminal 2 ET 672 20:25 : Terminal 1 Tomomi Yamane will meet arrivals with sign
	21:00-22:30	Airport to JICA TIC by bus	Tokyo International Center (TIC)
Thursday 3 August	8:00	Breakfast	<i>Breakfast is offered</i>
	9:45	Meet @ lobby	After short briefing, receive DSA, take bus to Government Building
	10:30	Tokyo Metropole Government Building Observation Decks	Enjoy a full view of Tokyo from 202 meters above the ground.
	12:30-13:00	Bus to JICA HQs	
	13:00-16:00	JICA HQs *Ambassador of Eritrea to Japan Hon Estifanos to join us*	13:00-14:00 Lunch at JICA Canteen <i>*paid*</i> 14:00-15:00 Courtesy call, SVP Kato 15:00-16:00 Briefing with basic education div, Africa regional div., peace building div.)
	16:00	Bus return to JICA TIC	
	Evening	Dinner	JICA Tokyo Restaurant 17:30-21:30 <i>*participants responsible for dinner*</i>
Friday 4 August	9:00	Meet @ lobby	
	10:00-13:10	MEXT – Japan Ministry of Education, Culture, Sport, Science and Technology	(With Mr. Keitaro and other MEXT division personnel) 10:00-10:30 Session on inclusive education 10:30-11:00 Session on school safety 11:00-11:30 Session on student guidance 11:40-12:40 Lunch (<i>paid already</i>) 12:40-13:10 Visit to MEXT Museum 13:10 Departure by Bus
	13:45-14:45	Lecture by Mr. Matsuura	Toho Hibiya Building (Hibiya Chanter) (no translation needed)
	15:00	Bus to Parliament	
	16:00	Meet parliament members	First Members' Office Building of the Lower House (in Japanese, translation will be provided)
	17:00	Bus to JICA TIC	
	Evening	Dinner	<i>*Participants responsible for dinner*</i> For organization, pack items for Peace Ceremony day in separate bag

Saturday 5 August	7:00	Breakfast at JICA TIC	<i>Breakfast is offered</i>
	9:00	Meet at the lobby and transfer by bus	Bring bags to put on bus and ready to travel to Hiroshima.
	10:00-11:30	Lecture at Sophia U	Prof. Komatsu
	12:00	Transfer by bus Shinagawa Station	<i>*Participants are responsible lunch*</i> Buy lunch in station or on the train (pricier)
	14:17-18:08	Bullet train to Hiroshima	Nozomi Super Express 39 Car 16, toward Hiroshima (row 1-5) <i>*Tickets paid – please keep it with you*</i>

2. Hiroshima schedule (August 5-August 8)

Date	Time	Form/Activity	Venue etc.
Saturday 5 August	Evening	Transfer from Hiroshima to Kaita City Hotel	Trainees will meet with Prof. Yoshida, Dr. Sakurai and Ms. Ebisu @ Hiroshima Station. Using local train, transfer to Kaita station (10 min) stop for Kaita City Hotel
		Dinner in hotel restaurant	<i>*Participant responsible for dinner*</i> Please be aware next morning early wake-up time. Remember to wear local traditional dress. Everything should be packed.
Sunday 6 August	5:30 – 6:30	Wake up, breakfast and check out	<i>Breakfast is offered</i> Bring bags down to lobby and check out
	Departure at 6:30	Bus to Peace Memorial Park	Higashi Hiroshima bus will pick up the trainees at Kaita City Hotel
	7:30-9:00	Peace Memorial Service	Peace Memorial Park – participants attend as official guests
	9:00 - 11:00	Hiroshima Peace Memorial Museum	Walk 5 minutes from Memorial Service to Museum <i>*Entrance fee: 180 JPY*</i>
	11:30-12:00	Transfer by tram to Hiroshima station café	Trainees take tram to the Hiroshima station. (Care Garage <i>* Participants pay 180 JPY for tram on way out*</i>
	12:00-13:00	Lunch	Lunch at Le GARAGE (1st floor) <i>*paid*</i>
	13:00-13:45	Local train transfer to Kaita City hotel	Pick up luggage at Kaita City Hotel and take local train <i>*travel paid*</i>
	14:00 – 14:30	Transfer to Saijo station	Take a local JR train to Saijo and check in to the hotel in Route-Inn Higashi Hiroshima Saijo Ekimae
	Afternoon & Evening	Rest & Dinner	Dinner at a neighboring restaurant <i>* Participants responsible for dinner*</i>
Monday 7 August	Morning	Breakfast at Hotel	<i>Breakfast is offered</i>
	9:30	Hotel to Hiroshima University	Take a regular local bus, accompanied by Ms. Ebisu <i>*travel paid*</i>
	10:00-10:30	Briefing at CICE	Center for the Study of International Cooperation in Education with Prof Yoshida
	10:30-12:30	Lecture 1	CICE (Prof. Yamane)
	12:30-14:00	Lunch	On-campus restaurant (school cafeteria) <i>*participants responsible for lunch*</i>
	14:00-16:00	Lecture 2	CICE (Prof. Tomotsugu)
	16:00-17:00	Reflection (TBA)	CICE at Hiroshima University
	17:30 – 19:00	Reception	La Boerme <i>*paid*</i>
	19:00	HU to Route-inn	Take regular bus with Ms. Ebisu <i>*paid*</i>
Evening / Dinner	Pack and dinner	Pack all bags and bring to hotel lobby in the morning for check out	

Tuesday 8 August	7:00-7:30	Breakfast @hotel	Eat and check out of Saijo Route Inn by 8am. Leave bags in bus
	8:00	UNITAR by bus (United Nations Institute for Training and Research)	Saijo Route inn to UNITAR
	9:25	Arrival at UNITAR	UNITAR https://unitar.org/hiroshima/ja
	9:30-11:30	Lecture	UNITAR
	11:35-11:45	Transfer by bus	5-10 min ride
	11:50-12:40	Visit school	Fukuromachi elementary school peace museum
	12:45-12:55	Transfer by bus	5 min ride to Café Savoir
	13:00-13:45	Lunch	Lunch at Café Savoir <i>*paid*</i>
	13:50-14:00	Transfer by bus	Transfer to Crystal Plaza
	14:00-15:30	Lecture	School Governance Advisor, Hiroshima City office of Education, Former principal at Kannon Jr high school
	15:35-15:50	Transfer to train station	<i>*participants responsible for dinner*</i> Option to buy food at station or on train
	16:17-20:13	Transfer to Tokyo by bullet train	Departure to JICA TIC Cafeteria will be closed when we arrive
	20:13	Arrival at Tokyo	Tomomi will be with us and direct us
20:20	Bus to JICA TIC	In the evening, pack everything for return	

3. Tokyo schedule (August 9)

Date	Time	Form/Activity	Venue etc.
Wednesday 9 August	7:30	Breakfast	Bring bags down and be ready for evening flight
	8:30	Meet at lobby and transfer by bus	Check out and be on bus with bags
	9:30-11:30	Public Session at University of Tokyo	Peace Building through Teacher Training and Development ~ Learning w/African Educators Venue: Ichijo Hall, Yayoi Campus, University of Tokyo
	12:00-13:00	Lunch	Cafeteria at the University of Tokyo (participants responsible)
	13:00-13:30	Transfer to Edo-Tokyo museum by bus	
	13:30-16:00	Edo-Tokyo museum & souvenir shopping	
	16:00-18:00	Transfer to Narita Airport by bus	
	21:15 & 21:25	Flight out of Japan	ET673 21:15 TK 53 21:25

ANNEX III: A Note of Gratitude

Distinguished Guests,

It is my great privilege to express the collective gratitude of our Japan Study Tour Group.

First and foremost, thank you very much to the government of Japan whose support has made this project and study tour possible. To parliament members, SVP Kato, former UNESCO DG Mr. Matsuura and His Excellency Estifanos, Ambassador of the State of Eritrea to Japan, the honour was ours.

Thank you to our partners at CICE Hiroshima University, in particular, Professor Yoshida, Dr. Sakuria, Ms. Tomomi Yamane and the tour's translator Ms. Yuki Ebisu.

To the people of Hiroshima, Fukuromachi school peace museum, and principal Nakayama, your lessons of struggle, hope and resilience will guide our paths to peace like stars.

For the faculty and staff at JICA, Ministry of Education, Sophia University, CICE/ Hiroshima University, UNITAR, and University of Tokyo we are eternally grateful for your time and effort.

It has been said that the highest appreciation is not to utter words but to live by them. Thus, please know that we will return with these lessons, packing them in our hearts and minds and make good use of them in our respective countries.

Thank you to all who have made this study tour and project possible.