



Peace Education in Formal Schools of West Africa:

An Implementation Guide



**Lessons from WANEP's Peace Education Program
in West Africa Since 2001**

PEACE EDUCATION IN FORMAL SCHOOLS OF WEST AFRICA:

AN IMPLEMENTATION GUIDE

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Emmanuel Bombande
Executive Director, WANEP

Foreword

The West Africa sub-region continues to grapple with situations of violence that renders hostage entire communities and impedes growth and development across the sub-region. While the causes of these acts of violence vary, it is evident that erosion of core social values within communities and a general lack of credible and responsible leaders to both prevent and effectively address these issues have contributed to the culture of violence that pertains.

While perpetrators of these acts of violence cut across different generations, it is an established fact that young people continue to constitute the largest percentage of perpetrators. The effects of young people being key perpetrators of violence in the sub-region have included the minimisation of the value and respect for human life and this has further contributed to the loss of positive social values such as respect and discipline in society. It is therefore urgent and imperative that measures are taken to revitalise our social values beginning with the younger generation.

Peace education seeks to provide young people with the knowledge and skills required to ensure the promotion of positive social life skills and attitudes that will help lead to a culture of non-violence and foster social cohesion. It is an empowering process that seeks to effect change through the development of personal non-violence capacities. It adopts a multi-cultural approach to changing both people and their communities.

Increasingly, academics and practitioners in the sub-region are becoming aware of the potential role of peace education to address some of the challenges relating to violence among children and young people. At the level of the sub-region, the Economic Community of West African States (ECOWAS) has in its ECOWAS Conflict Prevention Framework, given prominence to peace education as a key conflict prevention strategy. This has contributed to development of several peace education initiatives across West Africa. However, the sustainability of most of these initiatives remains a

critical issue as many actors at various levels continue to grapple with how to effectively design and implement sustainable Peace Education programmes. This in turn, has contributed to some questioning the suitability and viability of peace education within the African context in general and West Africa in particular.

This guide, first and foremost, seeks to bring hope and provide opportunity for practitioners to use tried and tested techniques to develop capacities of young people to build requisite knowledge and skills to become credible and responsible leaders. It provides both a conceptual and practical framework of peace education and confirms the potential benefits of Peace Education, particularly in the formal sector. It has been developed based on the extensive experience of WANEP's Peace Education programme across West Africa and this experience has been outlined in great detail throughout the manual.

The guide lays emphasis on entry points for developing and initiating Peace Education programmes in schools and provides practical tools for engaging various stakeholders and the wide range of potential roles they can play. In terms of the content of a peace education programme, guidelines are provided on developing a comprehensive programme that integrates effectively key concepts such as Gender and Human Rights. Critical issues of sustainability, resource mobilisation and monitoring and evaluation are covered using practical case studies based on the WANEP experience. The concluding chapter is devoted to addressing some Frequently Asked Questions.

I commend WANEP for this laudable initiative and recommend this guide for adoption by West African states and institutions especially the educational sector as a tool for inculcating a culture of peace and nonviolence amongst children.

Mrs Levinia Addae-Mensah
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The Kofi Annan International Peacekeeping Training Center

Preface

Children and young people in West Africa constitute a significant percentage of actors or victims directly affected by the various violent conflicts that has bedevilled the sub region in the past two decades. Major civil wars and violent conflicts experienced in Sierra Leone, Guinea, Liberia, Cote D'Ivoire, Senegal and quite recently Mali and Nigeria has left physical and psychological impact on children with implication for future stability of the region. Parents as well as the state have found it increasingly challenging to provide welfare support and most importantly to control, discipline or rehabilitate juveniles. Diminishing resources means that parents and guardians are struggling to meet the needs of their children and wards and consequently face tremendous challenges in monitoring them. Limited access to education at formal and informal levels has narrowed the opportunity of children and young people to acquire moral and ethical principles for constructive social change and development of a future West Africa.

It is in recognition of this impact that the West Africa Network for Peacebuilding (WANEP) designed and implemented a West Africa specific peace education program since 2001 as its contribution to address the rising level of children and young people involvement in violent conflicts in West Africa. It is based on the understanding that significant young population of West Africa hold the key to its future stability or instability. The program, which has been successfully tested in seven (7) pilot countries of West Africa, has led to the Networks experience and capacity to work with children and young people. The acceptability and impact of the project has motivated WANEP to capture its experience through a practice guide that will become a referral document to institutionalise peace education policy and practice in West Africa.

The guide is divided into six chapters. Chapter 1 consists of introduction and the conceptual definition of basic philosophy that influenced the peace education program of WANEP. It also examines the role of peace education on the psycho social behaviour of youths in West Africa.

Chapter 2 highlights WANEP's guiding principles to the development of its peace education in the sub region and also the basic steps it took to implement its program in the seven (7) pilot states.

Chapter 3 looks at how to mobilise resources to sustain the peace education program especially within the context of West Africa.

Chapter 4 highlights the challenges that WANEP encountered in implementing the program.

Chapter 5 emphasises the importance of monitoring and evaluation for impact and success of a peace education program.

Chapter 6 deals with frequently asked questions by interested stakeholders.

Acronyms

CSR	Corporate Social Responsibility
FAQ	Frequently Asked Question
IEC	Information Education and Communication
JCC	Joint Consultative Committee
LGEA	Local Government Education Authority
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
NCE	National Council of Education
NGO	Non Governmental Organisation
SPEB	State Primary Education Board
TOT	Training of Trainers
UN	United Nations
WANEP	West Africa Network for Peacebuilding

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I hope that someday we won't even need to say 'peace education', that it will simply be education- that there will be education for all, and that all education will be education for peace –Stephanie Knox Cubbon

1a. Introduction

Beginning from the 90's, the West Africa sub region was challenged by various complex violent conflicts. Major civil wars and intra-state conflicts were fought by countries in the Mano River Union, consisting of Sierra Leone, Liberia and Guinea. Additional ethnic and civil wars from disputed elections have also been fought in la Cote d'Ivoire and recently a coup d'état and a resurgence of violent extremism was witnessed in Mali. Other countries in West Africa such as Nigeria, Senegal, and northern Ghana have continually grappled with political landscape characterised by pluralistic and destabilising conflicts with implications for sustainable peace and security in the sub region. The global and regional concern over these conflicts has been their increasing impact or implication on young people and children who constitute a significant population of the countries in this region. A recent population index highlights that global youth population - those aged between 15 and 24 – comprise 18% of the world's population or more than 1 billion people, 85% of which live in developing countries. Moreover, up to 48% of the world's population is under the age of 24 and many countries in sub Saharan Africa have predominantly young populations¹. Children and young people in West Africa have been conscripted, abducted and coerced into joining different armed factions². Under the influence of narcotic substances or pressure from older fighters, young people have committed horrendous atrocities against innocent civilians including in some cases, members of their own families.

¹ GA RES A/40/256 pg.219. Statistical information provided by World Program of Action on Youth and DESA

² Graca Machel, "The Impact of Armed Conflict on Children: A Critical Review of Progress Made and Obstacles Encountered in Increasing Protection for War Affected Children", paper presented at a conference in Winnipeg, Canada, September 2000. P.8.

However, victims of the physical and psychological consequences of violent conflict are not limited to impressionable young soldiers. Conflicts have also had a negative impact on non combatant children in war/conflict torn areas. Children constitute about half of refugee and displaced population in those wars and conflicts and many of them are orphaned and lack the opportunities for personal development. They also sometimes, suffer massive abuse at the hands of members of the armed groups, including rape and sexual slavery. The proliferation of arms and violent conflicts in West Africa coupled with the illicit trafficking and trading in valuable mineral resources and commodities, has compounded the plight of children in the sub region. Juxtaposed to this is the growing loss of capacity by States in the region to generate employment, to provide welfare support and most importantly to control, discipline or rehabilitate juveniles. Similarly, with diminished access to resources, many parents have struggled to meet the needs of their children and consequently faced tremendous challenges in monitoring them. With limited access to education, many young people and children have become alienated from the state and mainstream society³. It has resulted in the creation of a vulnerable pool of children and young people with limited or zero guidance on moral and ethical principles for constructive social change and development within their societies.

The interplay of intractable conflict environment and the arising negative socialisation process has placed children and young people at risk of fostering various manifestations of radicalism, 'vicious' violent characters capable of further destabilising peace, security and development within the region. Their vulnerability is further increased based on their critical phase of human development when patterns of interpersonal, social and civil behaviour are shaped and solidified⁴. This paints a grim picture for the transformation of the sub region and the attainment of Millennium Development Goals (MDGs) for all countries in the region as they face higher risk of future violent conflicts if national and sub regional actors do not re-prioritise their policies and strategies of preventive action to address youth bulge in armed conflicts.

³ Funmi Oloisakan, "Children and Armed Conflict" in Adekeye Adebajo and Ismail Rashid (ed), "West Africa's Security Challenges: Building Peace in Troubled Region", Lyne Rienne Publishers Inc. Colorado, U.S.A. 2004. Pg. 245

⁴ Bureau for Crisis Prevention and Recovery, "Youth and Violent Conflict: Society and Development in Crisis? A Strategic Review with a Special Focus on West Africa", 2005

A viable intervention option is the platform provided by peace education as a tested pedagogic tool of action for conflict transformation and prevention, accessible and beneficial to West African children and young people. Peace education aims at promoting a culture of peaceful co-existence and preventing the incidence of conflict situations with active responsibility. Since its development and global acceptability for psycho-social transformation of children and youths, its impact and success has been acknowledged and continually adopted across countries and communities. It has gained popularity and prominence as a character building intervention based on a human, civic, moral and spiritual value system with stress on developing peaceful living competencies in children and young people⁵.

It is in recognition of its impact that the West Africa Network for Peacebuilding (WANEP), a regional based Non Governmental Organisation designed and implemented a West Africa specific peace education program since 2001 as its contribution to address the rising level of involvement of children and young people in violent conflicts in West Africa. The program was designed with the understanding that based on the significant young population of West Africa, its future development lies on how well they are adequately prepared to appreciate their role as the drivers of conflict or peace in the sub region. The prevalent complex dynamics of socio-economic deprivations means that children and young people are continually faced with the risk of being engaged in societal destabilising conflicts which has implication for business and growth of West Africa. The peace education program of WANEP grooms and conditions young minds to understand non violent options of engagement that enable them achieve their future goals and at the same time, become necessary support to development and peace in their communities. The program has been successfully tested in seven (7) pilot countries identified with high record of youth involvement in ethno religious, economic and political conflicts. WANEP's approach to this project was to target primary and post primary students with the goal of equipping them with knowledge and skills of non violence and conflict resolution which will transform their attitude to conflict. It achieved this success by working with

⁵ Lokanath Mishra, "Designing a Peace Education Programme for Secondary Schools", 2011

various levels of critical state and non state actors. The experience garnered from this project was adopted and expanded by its national networks that built and consolidated the project in their countries. The acceptability and impact of this project has therefore motivated WANEP to capture its experience through a practice guide that will become a referral document to support the institutionalisation of peace education policy and practice in West Africa. Educational institutions across West Africa will have the opportunity provided by the documented experience of WANEP, to develop a road map for enhanced school curriculum that combines positive psycho social behaviours with leadership and peacebuilding skills for children and young people in the sub region. It will build a critical mass of young change agents who have the capacity to contribute to the development, peace and security of their communities and countries. In that way, the sub region will be in a position to utilise the strengths of its young population in not only achieving a more viable and stronger West Africa sub region as envisioned by the Economic Community of West Africa States, but also to key into the successful achievement of global Millennium Development Goals (MDGs).

1b. Concept Definitions

Peace Education:

Peace education has been defined as a process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youths and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level⁶. Peace Educators hope to create in the human consciousness a commitment to the ways of peace. Just as a doctor learns in medical school how to minister to the sick, students in peace education learn how to solve problems caused by violence. Peace education tries to inoculate students against the evil effects of violence by teaching

⁶ Susan Fountain, "Peace Education in UNICEF", United Nations Children's Funds Staff Working Papers, New York. 1999. Pg.1

skills to manage conflicts non-violently and by creating a desire to seek peaceful resolutions of conflict⁷. Peace education pedagogy is interactive, with the use of dialogue, deliberation and critical learning. Formal and informal collaboration with other groups and cultures in the community is encouraged. Peace education curricula offer diverse content, form, structure, skills and attitudes that address the needs of alternative perspectives⁸.

Non Violence:

Non Violence means abstaining from the use of physical force to achieve an aim. It is a philosophy, a principle and a practice. As an ethical philosophy, it upholds the view that moral behaviour excludes the use of violence; as a political philosophy it maintains that violence is self-perpetuating and can never provide a means to a securely peaceful end. As a principle, it supports the pacifist position that war and killing are never justifiable. As a practice it has been used by pacifists and non pacifists alike to achieve social change and express resistance to oppression. For pacifists, of course, all demonstrations of their view and protests against violence must by definition be non violent⁹. It has been perceived as a general philosophy of abstention from violence in pursuit of political, social justice and independence from tyranny, because of the obvious fact that, violence is the weapon of oppressors, thus violence would surely help to prolong barbarity and further oppression. Non violence refers to the behaviour of people using non violent action, such as, but not limited to: demonstrations, boycott, non-participation and non-cooperation, maintained under nonviolence principles. It is a means of struggle for achieving political, economic and social justice transformation, using non violent action as a strategy for realising change, rejecting the use of violence for achieving the desired political, economic and social justice evolution. The desire to pursue transformation effectively is the reason for the rejection of violence¹⁰.

⁷ Ian Harris, "Peace Education: Definition, Approaches and Future Directions" in Peace Literature and Art- Vol.1. University of Wisconsin- Milwaukee. U.S.A.

⁸ Eve Magi, "Meanings of the Main Concepts of Peace Education Among Estonian and American Secondary Students", Master Thesis. University of Tartu. 2000

⁹ Peace Pledge Union, "Non Violence-What's It All About", www.ppu.org.uk

¹⁰ Braham Maskanina, "Definition of Non Violence", in The Venus Project Foundation site www.venusproject.com

Peer Mediation:

Peer mediation is the use of trained student mediators to resolve disputes among their fellow students. The most common disputes mediated include arguments between friends, playgroup fights, property theft issues, rumours...e.t.c. Peer mediation is perhaps an under inclusive name for the diverse conflict resolution programs implemented in schools. In its simplest form, peer mediation means training a small group of students to help resolve school disputes. The most common elementary school model features uniformed 'conflict managers' who monitor playgroup activity to resolve disputes before they become physically violent¹¹. It is a negotiation based strategy that teaches student mediators alternative strategies to help resolve conflict among their peers. Such strategies may help keep many minor incidents from escalating over time into more serious incidents. More importantly, peer mediation teaches students an alternative set of skills that they can apply in conflict situations. Over time, students in schools with effective peer mediation program learn that there are alternatives to violence for solving personal problems or resolving interpersonal conflict¹².

Mediation, which can be used in a variety of contexts, is a process whereby people involved in a dispute enter voluntarily into an arrangement to resolve the problem collaboratively. By establishing agreed ground rules for the conduct of the mediation, a neutral mediator enables the participants to identify the issues by talking about the situation from their own point of view, to be heard by the other participant(s), and to say what their preferred outcome would be. Together, the participants then draw up a written agreement. The mediator neither gives advice nor imposes a solution; responsibility and control rest with the participants. In schools where mediation schemes have been introduced, the process works along similar lines, but with pupils mediating disputes between pupils. Usually a whole group is given some training in conflict resolution after which pupils who are interested are invited to apply to go on to further training. Because of the age of the mediators and the people they are working with, there are

¹¹ William S. Haft and Elaine R. Weiss, "Peer Mediation in Schools: Expectations and Evaluations" in Harvard Negotiation Law Review (Vol.1) Spring 1998.

¹² Safe and Responsive Schools, "Creating a Positive Climate-Peer Mediation", Nebraska.

clearly particular issues that have to be considered in school setting, such as disclosure of abuse or incidents that are so serious that the involvement of an adult in the school would be essential¹³.

1c. The Role of Peace Education on the Psychosocial Behaviour of Youths in West Africa

Based on a recent report by the United Nations office of the Special Representative of the Secretary General for Children and Armed Conflict, Children in approximately 50 countries grow up in the midst of armed conflict and its aftermath. In the last decade alone, wars injured 6 million children, killed 2 million and displaced nearly 30 million. A UN report called attention to over 300,000 child soldiers forced to serve various military roles including participating in killings and torture¹⁴. A significant population of these children could be found in West Africa which has experienced its fair share of civil wars, political conflicts and terrorism. The success of engagement of children in violence lies on the basic cognitive principle guiding their learning process. It is therefore not surprising that the sub region became notorious for child soldiers and child violence which pervaded the region in the last decade.

All too often, children react to exposure to violence in different ways and many children show remarkable resilience. Research has found that early identification, intervention and continued follow up are valuable strategies to prevent or decrease the impact of exposure to violence¹⁵. Psychologists have learnt that children are consistently bothered by injustice and are concerned by people being hurt physically or psychologically. Children struggle to make sense of their own action and in so doing, further their sense of themselves as moral beings¹⁶. They consider their own needs and

¹³ William Baginsky, "Peer Mediation in the U.K: A guide for Schools", NSPCC Publications and Information Unit. London. 2004.

¹⁴ UN (2006), "The Impact of Armed Conflict on Children", Special Representative of the Secretary General for Children and Armed Conflict. www.un.org/special-rep/children-armed-conflict/index.html

¹⁵ David Finkelhor, Heather Turner, Richard Ormrod, Sherry Hamby and Kristen Kracke, "Children's Exposure to Violence: A Comprehensive National Survey", in *Juvenile Justice Bulletin*. October 2009.

¹⁶ Smentana J. "Social Cognitive Domain Theory: Consistencies and Variation in Children's Moral and Social Judgement in M. Killen and J.Smentana (Eds). *Handbook of Moral Development* (pp.119-154). 2006. Mahwah, NJ: LEA

their own reasons for having acted the way they did, and they also consider the needs and the feelings of the people they hurt. They think about how their actions affect others, and they think about how to repair relationships¹⁷. The peace education program for West Africa was conceived and designed to harness this generative mindset of children and young people as change agents to their community and environment. It is an investment in the young generation of West African citizens whose values are remoulded to appreciate civic order and democratic ethos rather than the path of force and violence that has increasingly characterised socio-political life in the region. Peace clubs emerged as a mechanism to promote a new culture of leaders, civil debate and peer mediated dispute resolution. The promotion of non violence ethos among students was clearly appealing to teachers, authorities and parents exasperated by widespread violence among students.

1d. Scope of the Guide

The guide focuses specifically on the experiences garnered by WANEP at the regional and National levels of its networks in the implementation of the peace education program from 2001 to 2012. These interventions form a rich resource that will offer direction and support for follow ups, further research or similar initiatives by state or non state actors in the implementation of the peace education program in West Africa. Specifically the peace education experiences captured in this guide are derived from seven pilot countries. These include Ghana, Senegal, Togo, Sierra Leone, Nigeria, Cote d'Ivoire and Liberia. Also the interventions were mostly focused on formal platforms such as the primary and post primary schools and core beneficiaries were children between the ages of 3 – 17 years. In addition to the experiences of the program implementation in these countries, additional information is derived from content analysis of peace education theory and practice.

¹⁷ Wainryb C. Brehl B. And Mawin S., 'Being Hurt and hurting others: Children's Narrative Account and Moral Judgement of their Own Interpersonal Conflicts.' Monographs of the Society for Research in Child Development

2

If education is the only defence against human catastrophe, peace education is the soul of education that can create the shield for human survival on the planet earth. It is only through peace education that peace can be installed in human mind as an antidote to 'war is in the minds of men'- UNESCO

2a. Guiding Principles: WANEP's conceptual Approach to Peace Education

Peace Education of WANEP was designed to address the rising level of child and youth involvement in deadly conflicts in West Africa. It derived its motivation and relevance from the significant record and impact of child involvement in violence across the sub region especially at the turn of the new millennium when wars and violence pervaded the entire sub region and threatened to destroy the entire state structures in the region. This was reinforced by the predominant causal factors of poverty, low infrastructure, education and access to justice. Parents and guardians increasingly found it difficult to sustain education of their children both at the formal and informal levels which quickened the collapse of prevailing normative values and culture of respect and tolerance by children and young people. The attendant fall out of control became a source of grave concern for state and non state actors alike as mechanisms for psycho social transformation were sought.

WANEP through a needs assessment across the sub region designed the peace education program as its response and contribution to peace and security in the region. WANEP's program approach was to target formalised education sector using the primary and secondary school platforms. It was guided by the following key principles: A learning environment where both teacher and students teach and learn from one another through equitable dialogue; combining academic study with practical application towards societal transformation; analysing issues in a holistic way that accounts for

the past, present and future as well as includes the personal, local and global levels; promoting values such as compassion, equality, interdependence, diversity, sustainability and nonviolence.

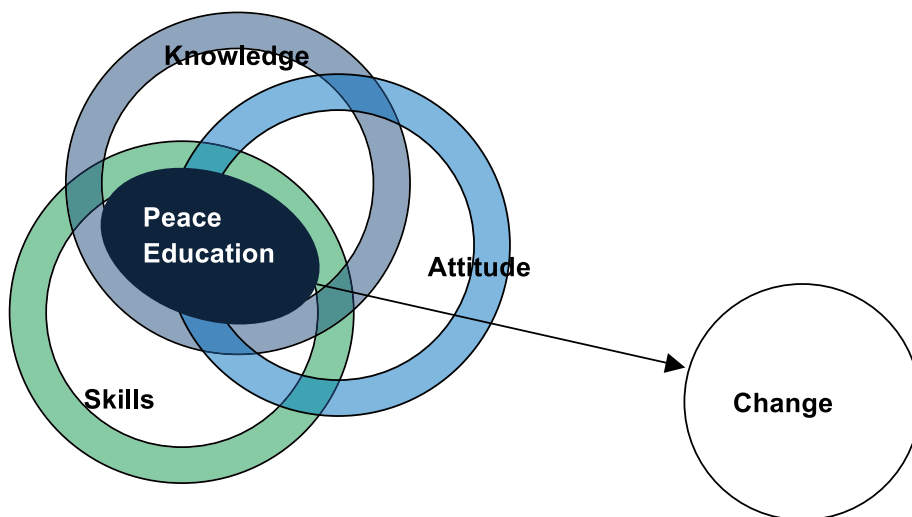


Fig 1: An illustration of the 'Ring' of Impact of Peace Education on Children

Specific objectives of the program include: Develop region specific curriculum, teacher's guide and source books for Non violence and peace education; organise TOT workshops for teachers from the seven pilot countries considered as flash points of violence at that period; design strategies for the implementation of a three year peace education program and conduct trial test of the curricula in the 84 schools selected from seven West African countries; organise a regional conference of ministers for education, youth and the girl child in 2002 to adopt policies that will mainstream peacebuilding and non violence in education in West Africa; develop peace clubs in West African Schools.

The first phase of the program was officially launched on 23 May 2000 at Sogakope, Volta Region of Ghana with an expert meeting of over 41 participants comprising of critical stakeholders from the government

education ministries oversight institutions, child psychology experts, NGOs with background or experience in implementing peace education in Africa and heads of primary and post primary institutions. These participants were identified from 9 countries which include Liberia, Guinea, Nigeria, Togo, Sierra Leone, Cote d'Ivoire, Ghana, Kenya and Cameroun.

The second phase of the project was the step down consultations/trainings which took place in 2000/2001. This was organised in Nigeria and Ghana. The selection of the two countries was based on the prevailing context of pervasive violence in Nigeria and Ghana at the time as well as opportunities provided by the educational systems and structures in the two countries.

The third phase of the project commenced in May 2001 with the development of sub regional specific non violence and peace education curricula beginning with an expert meeting of 26 participants. These peace education experts were drawn from Ghana, Nigeria, Togo, Cote d'Ivoire, Liberia, Sierra Leone, Guinea and Senegal. The experts produced working draft curricula for primary, secondary and tertiary educational levels. The curricula emphasises West African values for social reconciliation, justice and peacebuilding, civic responsibility, human rights and social living. Additionally, a teacher's guide and source book were also drafted. The experts committed themselves to improving the product within and beyond the meeting to ensure its practicability and reliability for training. To this end, a working committee of six experts from Senegal, Nigeria, Sierra Leone and Cote d'Ivoire was constituted to coordinate the gathering of more information to improve the source books, teacher's guide and curricula. The working committee held two meetings in August and September of 2001 at Accra, Ghana. These meetings led to improved draft of teacher's guide for primary, junior secondary and senior secondary schools designed during the expert meeting. Concentration focussed on developing the source books and consolidating reference materials. As a follow up to the expert meeting in 2001, focal countries were mandated to select pilot areas to kick start the program in their country. Following the successful completion of this pilot program, the participating countries have taken ownership of the program and have further evolved and consolidated the program for impact and sustainability.

2b. Stakeholders Analysis:

Stakeholders are all those who need to be considered in achieving project goals and whose participation and support are crucial to its success. They are people, groups or institutions, which are likely to be affected by a proposed project (either negatively or positively), or those which can affect the outcome of the project. Stakeholder analysis identifies all primary and secondary stakeholders who have a vested interest in the issues with which the project or policy is concerned. The goal of stakeholder analysis is to develop a strategic view of the human and institutional landscape, and the relationships between the different stakeholders and the issues they care about most¹⁸. The active engagement or participation of different stakeholders in the decision making process (be it active or passive involvement) introduces a range of ideas, experiences and expertise that motivate the development of alternative solutions. This in turn enhances the knowledge of the actors involved in decision making and implementation of the project. Moreover, if involvement of stakeholders can lead to reaching consensus at an early stage in the project, the potential for serious conflict, which is detrimental to the project decreases and the likelihood of lasting and improved solutions increases. Stakeholders can greatly influence the intended outcome and success of a project. Their involvement can take place during any stage of the project; however, performing a stakeholder analysis during the planning stage can greatly influence the development of an effective project strategy. Gaining stakeholder involvement is not always easy. Careful and thorough planning is essential to identify the right stakeholders and to ensure stakeholders participate in appropriate and effective ways¹⁹. For the success of a project, it is important to know what the views and interests are of the stakeholders to a proposed project or proposed project alternatives. The importance of stakeholder participation should be recognised in a number of aspects of project preparation and implementation. These aspects include:

- The identification of stakeholders' interests in, importance to, and influence over the proposed project;
- The identification of local institutions or processes upon which to build support for the project;

¹⁸ Bronwen Golder (WWF-US) and Meg Gawler (Artemis Services), "Cross Cutting Tool Stakeholder Analysis", 2005.

¹⁹ U.S. Centre for Disease Control and Prevention, "Stakeholder Analysis: Introduction".

- The provision of a foundation and strategy for involving the stakeholders in the various stages of preparing and implementing the project;
- Potential conflicts or risks that can jeopardise the initiative;
- Opportunities and relationships that can be built on during implementation;
- Groups that could be encouraged to participate in different stages of the project; and
- Ways to reduce negative impacts on vulnerable and disadvantaged groups

The full participation of stakeholders in both project design and implementation of a project is key to, but not a guarantee of success. Stakeholder participation gives people some say over how projects or policies may affect their lives; it is essential for sustainability; generates a sense of ownership if initiated early in the development process; provides opportunities for learning for both the project team and stakeholders themselves and builds capacity and enhances responsibility.

(i): **Stakeholders for Effective Peace Education Structure in West Africa**

The following stakeholders have been identified and considered important for the effectiveness of peace education in West Africa. The list is not exhaustive but captures the critical stakeholders for institutionalising peace education in West Africa.

- a. **Regulatory Agencies:** Regulatory Agencies are created by the government to deal with issues relating to proper function of systems and procedures. They are usually established by an act, policy or constitution of the relevant government with list of powers and authorities to function. They operate in the area of administrative law – regulation or rulemaking (codifying and enforcing rules and regulations and imposing supervision or oversight for the benefit of the public at large). They are set up to enforce standards and safety, or to oversee use of public goods and services²⁰. **Providers/Implementers:** These are institutions

²⁰ Wikipedia- The Free Encyclopaedia. <http://en.wikipedia.org/wiki/Regulatory-agency>

and professionals with the expertise and capacity to ensure the successful initiation and implementation of the peace education program in the benefiting schools. They are often a combination of Non Governmental Institutions/organisations and the school administration that facilitates the success of the program among the target group. They form the important link between the children and regulatory agencies.

- b. **Influencers:** Influencers are not directly involved in the implementation or direct beneficiaries of the program, but their contribution or inaction affects the entire success or impact of the program. These include the parents/wards of the children, the Parents Teachers Association e.t.c.
- c. **Funders/Development Partners:** These are institutions or organisations who provide financial resources to support the design, implementation and sustainability of the program. These can be International Non Governmental Organisations, Government agencies/institutions or corporate institutions. They also provide non financial resources such as technical direction based on their experience and knowledge of peace education programming and operations.
- d. **End Users/Beneficiaries:** These are groups or individuals who are directly impacted by the peace education program. They are the primary beneficiaries of the program as the entire concept and implementation of the program is adopted to address their needs. These include the children and young people in the school environment.

Country	Stakeholders	Roles/Responsibilities	Stages/Levels of Involvement
Nigeria	<p>Enugu State Ministry of Education; Delta State Ministry of Education; Rivers State Ministry of Education; Delta State Post Primary School Management Board.</p> <p>Heads of Pilot Schools; Teachers from Pilot Schools, WANEP-Nigeria</p> <p>Parents/Guardians of the students</p> <p>Students in pilot schools of Enugu, Delta and Rivers State</p> <p>United States Institute of Peace (USIP)</p>	<p>Regulators: Provided technical input to the training manual for the project; provided direction in the balanced selection of pilot schools to benefit from the project; Facilitated the acceptance of the program in pilot schools through direct communication with the heads of the selected schools.</p> <p>Implementers: Responsibility for the implementation of the program in benefiting schools.</p> <p>Influencers: Gave their consent for their children to participate in the peace clubs and peer mediation activities.</p> <p>End Users: Active participation in the peace education program in their schools</p> <p>Funder/Development Partner</p>	<p>At pre implementation stage as well as the implementation of the project in pilot schools.</p> <p>Throughout the life span of the program implementation in benefitting schools.</p> <p>At the implementation stage of the project.</p> <p>At the implementation stage of the project.</p> <p>Pre implementation and post implementation stage.</p>

Ghana	Ministry of Education	Regulator: Active in the revision of syllabuses for 5 subject areas in the Ghana curriculum for primary and post primary schools.	At the implementation stage of the project.
	Teachers from pilot Schools		
	WANEP-Ghana	Implementers: Responsible for the facilitation of the program in their schools.	At the pre intervention and implementation stages.
	Students in pilot Schools	Implementers: Responsible for the initiation and facilitation of the program at benefiting schools of Ghana Beneficiaries: Responsible for the active function and operations of the Peer Mediation clubs in their schools.	From the pre intervention to the implementation stages. Implementation stage.

Cote d'Ivoire	National Ministry of Education	Regulator: Signed a partnership agreement with WANEP Cote d'Ivoire for the implementation of peace education in the country. Supported the design and implementation process in the selected schools. To facilitate the inclusion of human rights education in the school curriculum Implementers: Facilitated the implementation of the program in their schools in Abidjan and Adzope Beneficiaries: Receive teachings and trainings on human rights, democracy, citizenship and peaceful resolution of conflict. Funders/Development Partners Funder/Development Partners: Provided support for the implementation of peace education in Sierra Leone.	Preparatory/pre implementation stage
	Education Inspectors		Pre implementation stage
	National Commission for Human Rights		Pre implementation stage
	Directors of selected schools and trained teachers.		Implementation stage
	Students from 3 zones of the country.		Implementation stage.
	OCHA Cote d'Ivoire		Pre implementation stage.
	UN Cote d'Ivoire		Pre to the Implementation stage of the project.

<p>Sierra Leone</p>	<p>Teachers</p> <p>Junior and Secondary School students at Port Loko (northern region), Moyamba (southern region) and western urban and rural areas.</p>	<p>Implementers: Were trained under the peace education program to facilitate the training of students in their schools.</p> <p>Beneficiaries: Were trained on mediation and dispute resolution mechanisms and also formed peace clubs in their schools.</p>	<p>Implementation stage</p> <p>Implementation stage</p>
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2c. Gender and Peace Education

There can be little doubt that gender is crucially important in understanding the requirements for peace. The history of peace education in particular confirms the alignment of peace, education and gender. However, where peace education is offered at the school level, it is often under the broad rubric of 'global education'²¹. But long before the emergence of global education in the 1970s, peace education had been developed in the late nineteenth century by groups such as the Women's International League for Peace and Freedom²². Historically, promoting peace was seen as the role of women, while men were thought to be drawn to war and violence²³.

The nineteenth century notion of 'maternal feminism' depicted women as holding the moral high ground, and therefore as especially important in providing, through education, a blueprint for a morally upright and peaceful society²⁴. Case studies of peacebuilding interventions attributed to women in recent times across the West Africa sub region, validate this fact. The past decade of wars and conflicts in West African States has highlighted a unique peacebuilding role of women during conflict as peacemakers and opportunities for conflict resolution and transformation within communities. Their roles have rapidly evolved from the traditional gender defined 'home keepers' to mediators in conflict situations driven by men and youths. It is therefore important that this intrinsic quality needs to be harnessed and reinforced with gender balanced peace education for boys and girls whose values will become appreciative and mutually supportive for sustainable peace within communities and states at the longer term. It should reflect the new gender mindset and global thinking that not only prevents or mitigates gender based violence during conflicts but also provides balanced education that protects boys and girls from falling into the ways of violence in society. When a new gender culture of peace is taught, it will lead to a critical

²¹ Tara Goldstein and David Selby, "Weaving Connections: Educating for Peace, Social and Environmental Justice (Toronto: Sumach) 2000.

²² Gertude Bussey and Magaret Tims, "Women's International League for Peace and Freedom, 1915-65(London: George Allen and Unwin).1965

²³ Sharon Anne Cook, "Through Sunshine and Shadow": The Woman's Christian Temperance Union, Evangelicalism and Reform in Ontario, 1874-1930 (Kingston: McGill-Queen's University Press)1995.

²⁴ Bernice A. Carroll, "Feminism and Pacifism: Historical and Theoretical Connections", in Women and Peace: Theoretical, Historical and Practical Perspectives, ed. Ruth Roach Pierson (London: Croom Helm)1987.

mass of young change agents that will be responsible men and women of tomorrow. It will inculcate higher human and social values in the mind of the child and develop a set of behavioural skills necessary for peaceful living and peacebuilding from which everyone within the society will benefit. It will ensure a critical dimension of concrete possibilities for alternatives to the conditions of structural and cultural violence against women as well as offer constructive dimension to all the diverse forms of peace education²⁵.

2d. Stages of Implementing Peace Education in Schools

Peace education needs a setting in which it may be delivered. While it may take place in churches, summer camps, youth organisations and so forth, the most natural setting for peace education is schools. It is a microcosm of the larger society and it also plays significant importance in shaping the psycho social behaviour of children in relationship to their families and wider environment. Based on WANEP's experience of implementing peace education, two optional structures for effective peace education program in schools is possible depending on the context, the intended beneficiaries and also the type of educational structures or systems. These are integrative peace education and independent peace education structures.

(i) Integrative peace education structure

It is the infusion of the peace education program into already existing approved education curriculum in the country under review. It requires less structure as selected subjects are expanded to include topics on peace education. The identified subjects are expected to be closely related to Civic Education, Social Studies, Guidance and Counselling, Moral and Ethics Education, Religious Studies, and General Studies. An inclusion into the curriculum will however require the approval of the respective educational regulatory bodies or agencies. It will also require additional capacity building for the respective teachers of the subjects. Depending on the recommended subject, it may be part of an examination process for the students. However

²⁵ Beatrice Kizi Nzovu, "Women's Peace Education: The Way to Reduced Structural and Cultural Violence in Kenya", (Thesis). European University Centre for Peace Studies. Austria. 2006

it is strongly recommended that the infused peace education topics are not included as part of examination but rather highlighted as part of character moulding and behavioural change process for the students. This structure can be applied at both the primary and post primary schools.

(ii) Independent peace education structure

It is a conscious development of peace education as a separate subject of learning. It requires a restructure of the school curriculum following a review and approval of a new education policy by the respective regulatory government agency/body. It also requires specific training and specialisation for teachers. This structure can be applied at both primary and post primary school levels. However, it will require medium to long term planning and is often cost intensive. It is also recommended as a non examination subject that deepens the knowledge and culture of students for peace and conflict resolution.

Case Study #1

Independent Peace Education Structure – WANEP-Nigeria implementation of Peace Education in Delta and Rivers States – 2008 – 2010

Based on the success of its implementation of Peace Education in selected pilot schools in Enugu in 2003, WANEP-Nigeria initiated a peace education project in two states of Delta and Rivers State in the south south geo political zones of Nigeria. It focussed on selected 30 pilot primary and post primary schools to test peace education as a standalone subject through a 3 months mock class teaching using a teachers guide and source book. The success of the project has motivated the Network to advocate for a new curriculum specifically focussing on peace education as a subject of learning in primary and post primary schools in the two states.

Despite the differences of these types of peace education structure, the process/stages of ensuring its set up or implementation in West African schools are almost similar. These include the following:

Step 1: Consultations with relevant regulatory or oversight institutions and professionals:

Prior to the set up of peace education in schools, it is important to discuss the plan of action with the relevant government regulatory bodies and education experts to determine the possible structure that will be feasible as well as to contextualise the entire peace education program to suit the realities of the targeted environment and beneficiaries. The support and suggestions provided by this group ensures that the program is impactful, successful and sustainable.

Step 2: Design and development of a teacher’s guide and source book:

To facilitate the teaching of peace education in schools, it is important to develop a teacher’s guide and source book that will enable the teacher(s) understand the essential tools of training for students as well as the expected impact and outcome. Education and child psychology experts are relevant for the development of the teachers guide and source book. It is advised that the document is developed first as a draft that will be subsequently tested in pilot school(s).

Step 3: Selection of pilot school(s) for the program:

In selecting the schools to benefit from the program, balanced consideration has to be given to the school structure to ensure inclusive participation and impact. For instance, it is important to select schools at urban and rural locations. A mix of private and public schools is also advised. Where post primary schools are involved, the identification of schools that have both girls and boys will reflect a gender balance and consideration. It is advised that this selection process is done in consultation with the relevant government oversight or regulatory agencies/bodies that provides technical direction and suggestions for the success of this process.

Step 4: Consultation with Heads of Pilot Schools:

Seeking opportunity to discuss and agree with the heads of schools selected for the peace education program is very important. It provides the platform to discuss their willingness and commitment of the success of the project in their schools. It also provides a forum for discussion on the logistics and modalities of implementation of the program in their schools. Suggestions on the subject areas and teachers that will be overseeing the implementation process will be discussed at this forum. Based on the nature of education regulations in West Africa, the participation of regulatory bodies or agencies to this meeting often reinforces the trust, confidence and commitment of the heads of schools to the process. Agreements and discussions on the selection process for the students who will lead the practical peace learning and adaptation among their peers usually takes place at this forum.

Step 5: Consultations with the Parents Teachers Association

Gaining the support of parents and guardians of children or students who will be part of a peace education process is very important. Therefore a prior consultative forum is advised to enable the parents appreciate the entire essence of the program and also to ensure their support for their children or wards to actively be involved/ in the program. This is important as their children or wards are likely to be more engaged in practical peace learning actions which will be additional school work or activities beyond the existing curriculum. This also gives confidence to the school administration and also to the children to remain focussed in the peace program within their schools.

Step 6: Training of teachers on the guide and source book:

The administration of the benefiting school(s) for the peace education program will suggest and select the teacher(s) who will be trained to facilitate the program in their school(s). Ideally, the selection of the teachers often relate to the following subjects or disciplines: Social studies, Religious studies, moral instructions, guidance and counselling. This works in situations where the intention of the

implementation is directed towards an integrated peace education structure. However, for an independent peace education structure, beyond the choice of these disciplines, consideration can also be made for teachers who have the mien, respect and trust of the children and students irrespective of the subject they teach. Selection of these teachers for the training will be based on their interest and willingness to volunteer for the process. Where it is possible, at least two teachers from the benefiting school(s) will be trained to offer mutually supportive roles. The teachers will be encouraged to seek additional opportunity for replication of the training to identified colleagues in school with support from the school administration. This provides additional support and boost to the teaching of peace education in the benefiting school(s).

Step 7: Training and establishment of peer peace education supportive groups in school(s)

To enhance interest, commitment and active participation of the students to peace education in the benefiting school(s), it is advisable to identify and train students who reinforce the peace education teachings through practical activities that build the culture of acceptance and behavioural change among their peers in schools. Ideally, these students are selected based on their willingness to put in extra time for the program. They are also expected to have good academic standing and capable of maintaining good grades. This is because since the program will be engaging and will often require extra time, engaging students who do not need to put extra time to their academic work is key to its success. They must also have good conduct and character as 'shining' examples of emulation and respect from other students. In some cases, the engagement of delinquent students as part of the support group whose behaviour and character has been transformed from participating in the program can enhance acceptance and mass participation from the students. Therefore it is important that the context and opportunities for the consolidation of the program is properly understudied by the implementers. These students must be trained and supervised by a trained teacher. It is also important to establish a platform

with regulations of operation to guide the students. This platform could be in the form of a peace club, a peer mediation club or a crisis management group and guided by the modalities/regulations of club formation and operations in benefiting school(s). It is also advisable that the school makes provision for a room or space for the club to meet regularly. Required furniture and stationery can include chairs (at least 4), a table and a file cabinet for storing documents and materials related to the program, stationery for note taking and documenting. Time of meetings for this club is also important in order not to disrupt the normal academic period of the students. Therefore during school recess or after school periods may be ideal for the club activities.

Step 8: Teaching of Peace Education in benefiting school(s)

Trained teachers embark on teaching the students on the various dimensions of peace education in the classes. The source book and teacher's guide are used by the teacher. However, the teacher is encouraged to be creative in adapting his/her teaching to the understanding of the students. Participatory Learning Action using environmental or societal specific examples that are familiar to the children is advisable. At least a mock class is expected to run for a whole term of 3 months. Assessment and evaluation tools are used by the teacher to test the knowledge and understanding of the students on the topics taught.

Step 9: Information, Education and Communication materials (IEC) as tools for mass enlightenment

Peace education in West Africa is a relatively new concept and therefore requires that additional public enlightenment and awareness be created to ensure civic acceptance and support. Depending on the nature and form of the IEC, the consultation and participation of various relevant stakeholders is necessary to facilitate effective communication. The IEC for students will require the consultation of students, especially members of the peace clubs who can offer direction for the message that will impact positively on their peers. Some of the optional IEC materials can include posters, leaflets, introductory booklets, T-shirts, caps and magazines.

Step 10: Evaluation of the program impact in school(s):

Evaluation of the impact of the program on the psycho social behaviour of the students is key to its success. The evaluation tool must highlight indicators of progress as well as key challenges that need to be addressed. It will also flag out the opportunities that have been provided by the program which will support and justify institutionalising peace education in schools within targeted state, county, region or country.

Step 11: Strategic consultations with government regulatory agencies/ bodies to Institutionalise peace education

It is advisable to refer back to the government regulatory agencies based on the documented experiences of the pilot of the peace education program to advocate for its adoption into the curriculum of education. It will be helpful to provide the impact of the program in the pilot school(s), especially on the psychosocial behaviour of the students to justify this adoption. The engagement of these regulatory agencies to the entire process of the program implementation enhances the appreciation and support of state actors to this process. The platform will also offer opportunity for the further design and adoption of policy that includes peace education for students. This strategic discussion and advocacy determines the next steps to consolidate the peace education programs in the school(s). The process in many countries of West Africa is slow due to the need for standard technical input and, policy review or formulation and multi level actions that it requires. However, the success of the basic steps forms the driver that determines the continuity or sustainability of peace education in any given state or country.

2e. Sustainability of Peace Education in Schools:

For the sustainability of peace education in schools, it is important that all state and non state actors who provide supportive roles to its continuity are engaged in the design and implementation of the program. First it requires

continuous technical expertise and advice from education professionals who will offer direction to the contextualisation and adoption of the program to impact on targeted schools. Secondly it requires the development and a curriculum that is easily adaptable to the environment of the program. This will be further enhanced by the review of prevailing education policies in the respective country to accommodate peace education as a required subject of learning in primary and post primary schools which will necessitate that all schools will adopt as part of the broad curriculum of learning in schools either as an integrated subject or an independent subject. A basic component of the new educational policy will also require the revision of the training module of teachers to include peace education as an elective area of specialisation in teacher training colleges. A state support for the implementation of peace education will also mean that modalities for state, societal and school support for the subject will be mutually agreed. The opportunity for the action learning through continuous training and support for peer support groups as peace clubs, peer mediators or crises managers ensures the development of a critical mass of children with developed culture of conflict resolution skills and management that engages in non violent approaches and solutions to emerging threats to violent conflicts in their communities.

Case Study #2

Sustainability of Peace Education in Schools – WANEP-Ghana

Based on the impact of the peace education program in Ghana, the Ministry of Education has taken the responsibility of revising the syllabuses of five (5) subject areas in primary and post primary school levels in the country. This has helped to stabilise the program in the country and led to the ownership and sustainability of the program in the schools in Ghana.

3

At the school level, the predominant need is to have a peaceful climate i.e. a peace culture. When there is such culture, children will naturally absorb the spirit of peace from it. UNESCO 2001

3a. Resource mobilisation for Peace education:

Resource mobilisation refers to strategies to generate resources to support or implement designed programs or projects. The effective implementation of a strategy for resource mobilisation for a peace education program will require an unremitting effort of all identified stakeholders to attain defined goals. This can only be achieved based on trust, mutual accountability, credibility and impact of the program and its sustainability in the longer term. The working relationship and cooperation between stakeholders means that it becomes an integrative effort in the management of resources for expected results. The allocation of resources to a program plan is part of an overall process of planning, estimating and resources for the program. Within the peace education program, these resources translate to financial and non financial resources such as expertise, personnel or professionals available and capable of working on the project, equipment and materials as well as funds.

3b. Internal Resource Mobilisation:

This provides opportunity for the mapping and consideration of alternative local resources. It focuses on available assets or opportunities which can be harnessed to support and sustain the program. This entails non financial resources such as the school administration, children or students as volunteers of the peace support groups and the teachers trained with capacity for oversight of the program in their respective schools. It also involves the engagement and support of Parents Teachers Association who

can be sensitised and mobilised to provide financial resources through additional payment of fees to subsidise the activities or the peace support groups for their seminars, stationeries, and information, education and communication materials. A school administration with commitment to the goals of the program in their school is likely to dedicate a part of their annual school financial allocation to its continuity. The school administration with the students can also organise community fund raising events such as peace festivals, special seminars and sporting events for peace to raise funds for the continuity of the program in their schools. These events have the dual purpose of also publicising the program and creating a positive image within the society or community of the program and its impact on transforming the children as change agents. If well organised, this could be an annual event that could sustain the activities of the program in the school. Successful internal mobilisation requires a high level of openness, communication and accountability.

Case Study #3

Internal Resource Mobilisation- Youth Palaver Managers in Liberia

The peace education program in Liberia led to the training and certification of students and youths termed palaver managers who have the technical capacity to manage campus-based peer mediation centres that provide dispute resolution services in benefit schools. They perform this role on a volunteer basis and offer opportunity for replication process and pool of mediators with non financial capacity and resources that ensures the impact and success of the project.

3c. External Resource Mobilisation:

This requires the active collaboration of internal actors directly responsible for the implementation of the peace education program in schools as well as external actors such as regulatory institutions, donor/funding agencies,

nongovernmental organisations with special capacity for peace education implementation. External resource mobilisation also entails financial and non financial resources. Assessing funds for the program can be performed directly or with the support of Non Governmental Organisations who have the technical capacity to mobilise funds that will facilitate the implementation of the program in benefitting school(s). The involvement of government through its respective educational bodies ensures a comprehensive support for peace education in schools which includes the training and availability of personnel and also allocation of funds to subsidise the activities of the program in the schools. NGO involvement bridges the gap for mobilisation of donor funding and grants that support specific pilot initiatives on peace education in school and community. They also provide auxiliary professional expertise and volunteerism which further boost the impact and effectiveness of the program on benefitting children. The schools can also request for direct sponsorship from donors and aid agencies if they have the capacity for proposal writing and fund mobilisation from external donors to support the program.

Case Study #4

External Resource Mobilisation- The support of the Peace Education program by GPPAC at Sierra Leone:

Based on the credibility of the peace education program by WANEP-Sierra Leone in primary and post primary schools in Freetown, the Network was supported by the Global Partnership for the Prevention of Armed Conflict (GPPAC) to organise mediation skills training workshop for 45 student leaders on University of Sierra Leone.

3d. Private-Public Resource Mobilisation:

Private-public resource mobilisation has been advocated as the best option for sustainability of the peacebuilding initiatives such as peace education. There is increasing debate and discussion on the need for private businesses as well as public corporations in West Africa to invest in peacebuilding activities. This is because these companies and businesses need a clement environment to produce and distribute their goods and services. Some of these companies are already involved in various aspects of Corporate Social Responsibility (CSR) as part of a developed internal policy of their companies to provide social development support for stakeholders and communities where they operate. However, they are not bound by law or regulated by the state on the impact or ethical significance of such obligations to the prevailing needs of the targeted community. Support for peace programs are often absent in the CSR of these companies despite the level of violent conflict suffered by West African countries. A private-public resource mobilisation for peace education needs to be situated in the context of this new agitation for investment in peace by these companies and businesses. Taking an example from western countries where these policies are already in operation, it is important for West African government to adopt a tax formula and law on profits of companies and public corporations that will be channelled into peacebuilding interventions such as peace education in schools. This will provide sustainable lifeline for the program in a longer term. In addition, these companies can also be mobilised to engage in endowments that specifically provide funding for peace education development in schools or sponsorships in specific activities of the schools which goes a long way to consolidate confidence and mass interest of the children and school administration for impact and expected change.

4

If we are to reach real peace in this world we shall have to begin with the children – Mahatma Gandhi

4a. Challenges of Implementing Peace Education:

Based on WANEP's experience, the following are some of the critical challenges of implementing peace education in West Africa Schools:

- Lack of acceptability of the peace education concept by governments in West Africa as well as their lack of political will to adopt it as part of the education policy in their countries despite the increasing appreciation of its positive impact on the psycho social behavior of children who have already benefitted from the program.
- Lack of financial resources especially funding dedicated to peace education
- Lack of an appropriate and comprehensive Peace Education Curriculum that can be well adaptable to the local needs in each respective country of West Africa.
- Lack of coordination and collaboration between different initiators of Peace Education programs in West Africa.
- The limited gender dimensions and input to the peace education program and the risk of the program responding only partially to local contexts and conditions.
- There is lack of proper understanding and interest in peace education by all the stakeholders.
- Limited expertise and capacity for peace education available in the sub region.
- The contentious ambivalence of accreditation of peace education as an examinable subject which affects the level of seriousness attached to its

teaching and learning in schools

- The methodologies currently used in formal learning in schools contrast with the peace education approach and tools which places more emphasis on cooperative learning , critical inquiry and discovery method than competition among learning students.
- The parents and guardians are often reluctant to support their children and wards from active participation in peace education programs and activities.
- The turnover of teachers and heads of schools from public schools through redeployment which affects the supervision and management of the support groups in benefitting schools.
- The frequency of strike actions by teachers of public schools which disrupts the program in these schools.

5

We are, each of us angels with only one wing and we can only fly by embracing one another – Luciano de Crescenzo

5a. Monitoring and Evaluation of Peace Education Program

Monitoring is a continuous function that uses the systematic collection of data on specified indicators to provide management and stakeholders of an ongoing program with indications of the extent of progress and achievement of objectives. Evaluation is the systematic and objective assessment of an ongoing or completed project, program, or policy, including its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision making process of critical stakeholders. In recent times, there has been a significant shift from the traditional implementation focused M and E which focuses on inputs and outputs to Result based M and E that focuses on outcomes and impacts²⁶. It is critically important for ongoing improvement and eventual optimisation of the program. It bolsters transparency and demonstrates good governance of the program. M&E can include any or a variety of different models which can include cost/benefit analysis, efficiency, process, outcome e.t.c. The type of M & E undertaken in a peace education program depends on what needs to learnt from it. It is important not to worry about what type of evaluation is being performed but is more critical to worry about the needed information to accurately understand the impact of the program and how that translates to improved decision making and

²⁶ Jody Zall Kusek and Ray C. Rist, "Ten Steps to a Results Based Monitoring and Evaluation System", The World Bank. Washington. 2004.

sustainability in schools.

Participants in an M&E will include target groups or those sectors of the population that benefit ultimately from the results of the program; individuals or institutions who are direct recipients of the program or directly or indirectly impacting on the target group or beneficiaries; those who are responsible for ensuring that the results are produced as planned; and those who are accountable for the resources that were provided or to policy making authorities.

M & E has many uses:

- (iii) **Management tool:** Monitoring inputs and outputs can help determine whether the program is reaching its beneficiaries or whether issues related to content, program scope, defined coverage areas or target audience should be re-examined. Monitoring also helps in formulation of new annual plans of actions by detailing what has or has not been accomplished by previous ones.
- (iv) **Accountability to beneficiaries:** Information from monitoring systems provides feedback to all project levels, including the community. This feedback may encourage community support from the beneficiary population.
- (v) **Advocacy:** Monitoring provides credible information about program progress, problems and potential. Advocates can use this information to mobilise greater commitment and financial support for improved policy and programs.
- (vi) **Reporting requirements:** Critical stakeholders such as regulators, program influencers and donors require some form of reporting so that they can assess whether resources are being used for agreed upon objectives.

6

Peace in its multiple forms and manifestations should become the core, the very purpose of education. As such, it must pervade the educational experiences in content, pedagogy, school management and school-community relations. – Muhammad Ssenkumba

6a. Conclusion:

The implementation of peace education in West African schools has raised new dimensions of positive relationship among children through the platforms for the practice of a new culture of tolerance, non violence and dialogue. It has deepened their understanding and practice for mutual empathy as a condition for attaining their common goals, especially where such goals clash. They have learnt how to engage in democratic decision making and creative problem solving, enabling them to manage emerging conflict constructively. Children who have benefitted from the implementation of the program in their schools have become more open minded to engage in diverse conversations and also seek ways of resolving conflicting interests that maximise joint benefits. These gains support the advocacy for adoption and mainstream of peace education in the curriculum of primary and post primary schools in the sub region. It will ensure that conflict resolution procedures become internalise among children/students as an automatic habit. The personal experience resulting from learning together with diverse peers to achieve mutual goals strengthens informed decision making on the basis of open minded discussion of each other's perspectives and views. It offers platforms for integrative agreements to resolve conflicts.

6b. Frequently Asked Questions (FAQ)

- (i): **What are the characteristics of Teachers Required to teach and Supervise Peace Education?**

- The teacher must have the ability to communicate his/her teaching in a form easily understood by the children.
- He/she must have the patience and tolerance to supervise the peace support groups.
- He/she must have the trust and respect of the students.
- He/she must have time and commitment to dedicate to the peace education program.
- Must be willing to learn and adapt to new changes.
- Must have the spirit of volunteerism and expect little or no financial reward for his/her efforts.

(ii): **How different is Peace Education from Civic Education?**

Civic education relates to the democracy and the exploration of national identity including issues related to social cohesion and social diversity. It is usually infused in several studies such as social studies, history, government e.t.c.²⁷ Peace education embraces physical, emotional, intellectual and social growth of children within a framework deeply rooted in traditional human values. It is based on a philosophy that teaches love, compassion, trust, fairness, cooperation and reverence for the human family and all life on our beautiful planet²⁸.

(iii): **How do you select participants for peace education programs?**

Selection of participants for peace education is based on a needs assessment that highlights all stakeholders who have a critical role to play in the success of the program. These participants go beyond direct beneficiaries to include stakeholders who can influence the impact of the project as well as regulators and institutions that will facilitate its sustainability at the longer run.

(iv): **What are the characteristics of Pupils to be involved in the Peace Education?**

- Ability to put in extra time to the program
- The student is required to have good academic standing and be capable of maintaining good grades so as not to be affected by

²⁷ Education.com, "Civic education". www.education.com/definition/civic-education

²⁸ UNESCO, "Peace Education: Framework for Teacher Education", India. 2005.

extra time put into the program.

- Must have good conduct and be example to other students.
- Must have approval from parents/guardians.

(v): **What is the role of Guidance and Counselling to Peace Education?**

Guidance and Counselling complements peace education. It is crucial for proper adjustment of students that were both directly and indirectly affected by violent conflict or conflict environment. It provides students opportunity to develop knowledge and appreciation of themselves, ethical standards and a sense of responsibility²⁹. This is integral to their appreciation and acceptance of peace education skills and capacities leading to a holistic capacity and culture of non violent and conflict resolution for the students.

(vi): **Who's Responsible for initiating and implementing peace education?**

Based on the newness of the concept in West Africa, the program is often initiated by Non Governmental Organisations with relevant capacity or expertise. At other circumstances it is initiated by the government agencies with support of schools and NGOs. Interested schools can also initiate the program for their respective schools.

(vii): **Should Peace Education be taken as an exam?**

It has been highly debatable if students should be subjected to examination of peace education. As a character related concept and education, it is suggested that it will be limited in its scope of understanding, practice and appreciation if it is placed under examination condition. Rather it should remain a continuous platform that encourages and supports children to learn new cultures of non violent relationship and conflict resolution which becomes an intrinsic part of their normative values.

(viii): **Does Peace Education exist only in Schools?**

Peace Education can be implemented beyond the school environment

²⁹ Muhammad Ssenkumba, "School Based Peace Education and Guidance and Counselling in Secondary Schools in Northern Uganda", USAID. 2010

such as the camps, religious platforms, civic centres, rehabilitation centres, and juvenile correctional facilities e.t.c. The location and environment is determined by the context and goal set to be achieved by the initiators of the program.

(x): **Can a teacher be a mediator?**

Within the concept of peer mediation clubs in the benefiting school for the peace education program, teachers are positioned to be supervisors and provide advisory roles to the students. The role of the mediation is left to the members of the peer mediation club or crises managers as fellow students will be willing to confide in their peers than the teacher.

(xi): **What is the difference between peace clubs and other clubs?**

Peace clubs are solely set up with the mandate of facilitating a platform for students to deepen their skills of conflict resolution and non violent actions through interaction and practice which is distinct from every other club in the school. It's an open space for dialogue and mediation of disputes and conflicts in schools.

(xii): **Is Peace Education only applicable in post conflict zones?**

Peace education can be implemented at any stage of conflict spectrum.

(xiii): **Can someone make a career from peace education?**

Peace Education is a specialised field of study and has raised professionals and experts who have excelled in their chosen career.

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ABOUT WANEP

The West Africa Network for Peacebuilding (WANEP) is a leading Regional Peacebuilding organization founded in 1998 in response to civil wars that plagued West Africa in the 1990s. Over the years, WANEP has succeeded in establishing strong national networks in every Member State of ECOWAS with over 500 member organizations across West Africa.

WANEP places special focus on collaborative approaches to conflict prevention, and peacebuilding, working with diverse actors from civil society, governments, intergovernmental bodies, women groups and other partners in a bid to establish a platform for dialogue, experience sharing and learning, thereby complementing efforts at ensuring sustainable peace and development in West Africa and beyond.

In 2002, WANEP entered into a historic partnership with the Economic Community of West African States (ECOWAS) an inter-governmental structure in the implementation of a regional early warning and response system (ECOWARN). A memorandum of understanding between WANEP and ECOWAS was signed in 2004 for five years, and has since been renewed for another 5 years. This partnership constitutes a major strategic achievement for WANEP and West Africa civil society as it offers the much desired opportunity to contribute to Track I response to conflicts and policy debates.

At continental level, WANEP is a member of the Peace and Security cluster of the African Union's (AU) Economic, Social and Cultural Council (ECOSOCC) representing West Africa. At international level, WANEP has a Special Consultative status with the United Nations Economic and Social Council (ECOSOC) and is the West Africa Regional Representative/current Chair of the Global Partnership for the Prevention of Armed Conflict (GPPAC).

