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Asia-Pacific Center of
Education for International Understanding
under the auspices of UNESCO

Report of the Sub-Saharan Africa Regional GCED Network Meeting

Perspectives, strategies and actions for GCED

6-7 April 2017
Johannesburg, South Africa

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UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nation's specialized agency for education and the Education Sector provides global and regional leadership in education, strenthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.
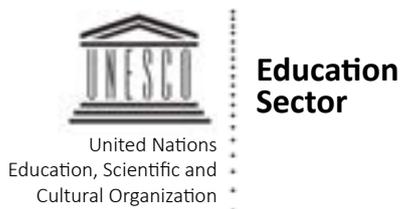
The Global Education 2030 Agenda

UNESCO, as the United Nation's specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".* The Education 2030 Framework for Action provides guaidance for the implementation of this ambitious goal and commitments.

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ACRONYMS AND ABBREVIATIONS

ADEA	Association for the Development of Education in Africa
APCEIU	Asia-Pacific Centre of Education for International Understanding
AU	African Union
AUC	African Union Commission
AYC	African Youth Commission
CBE	Competency-Based Education
CESA 16–25	Continental Education Strategy for Africa 2016–2025
CSE	Comprehensive Sexuality Education
ECOWAS	Economic Community of West African States
ESD	Education for Sustainable Development
EU- SET	European Union Support to Education and Training
GCED	Global Citizenship Education
GEFI	Global Education First Initiative
HRDC	Human Rights and Documentation Centre (University of Namibia)
HRE	Human Rights Education
IBE	UNESCO International Bureau of Education
ICQN	Inter-Country Quality Node
ICTs	Information and Communication Technologies
IICBA	International Institute for Capacity-Building in Africa
MOEST	Ministry of Education, Science and Technology (Kenya)
NATCOM	National Commission for UNESCO (Uganda)
NCC	National Curriculum Centre (Swaziland)
NCDC	National Curriculum and Development Centre (Uganda)
NFE	Non-Formal Education
NGO	Non-Governmental Organization
PVE	Prevention of Violent Extremism
PVE-E	Preventing Violent Extremism through Education
ROSA	UNESCO Regional Office for Southern Africa
SADC	South African Development Community
SARUA	Southern African Regional Universities Association
SDGs	Sustainable Development Goals
USAID	United States Agency for International Development

ACKNOWLEDGEMENTS

Sub-Saharan Africa Regional GCED Network Meeting

An increasingly globalized world has raised questions about what constitutes meaningful citizenship as well as about its global dimensions. Global Citizenship Education (GCED) aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. Education is the most important tool for equipping young people, our future generation of leaders, with the knowledge, skills and attitudes to tackle prejudice and hostility, and to build more peaceful, tolerant and equitable societies. While there are different understandings and manifestations of GCED in different countries, GCED in its various forms is fast becoming an important and necessary component of education systems in sub-Saharan Africa and across the world.

The commitment of actors around the world to promoting GCED has contributed highly to the development of GCED, including raising awareness and catalysing action. Furthermore, this has led to the incorporation of GCED in the Sustainable Development Goals (SDGs) through Target 4.7, which captures the clear call for an education that addresses the needs of the twenty-first century, empowering learners to act towards a more peaceful, just, inclusive and sustainable world. GCED reflects the aim of education to go beyond just access and 'ensure inclusive and equitable quality education and promote lifelong opportunities for all' in the next fifteen years.

UNESCO Regional Office for Southern Africa (ROSA) and the Asia-Pacific Centre of Education for International Understanding (APCEIU) invited partners across Africa for the 2017 Sub-Saharan Africa GCED Regional Network Meeting on 6–7 April 2017 in Johannesburg. The meeting was designed to jumpstart the formation of the Africa Regional GCED Network, map different GCED programmes in the region, and explore areas of possible collaboration in light of solidifying regional action on GCED.

I. INTRODUCTION

One of the key challenges for education today is to ensure that learners (of all ages and throughout life) are equipped with those values, knowledge and skills that nurture a sense of belonging to a common humanity, as well as a sense of responsibility for building more just, gender-equal, peaceful and sustainable societies. For UNESCO, this is not only a moral imperative but also a dimension of quality, relevant education.

An increasingly globalized world has raised questions about what constitutes meaningful citizenship as well as about its global dimensions. Although the notion of citizenship that goes beyond the nation state is not new, changes in the global context have significant implications for global citizenship. Global Citizenship Education (GCED) aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. While there are different understandings and manifestations of GCED in different countries, GCED in its various forms is fast becoming an important and necessary component of education systems in sub-Saharan Africa and across the world.

The commitment of actors around the world to promoting GCED has made a large contribution to the development of GCED, including raising awareness and catalysing action. Furthermore, this has led to the incorporation of GCED in the Sustainable Development Goals (SDGs) through Target 4.7, which captures the clear call for an education that addresses the needs of the twenty-first century, empowering learners to act towards a more peaceful, just, inclusive and sustainable world. GCED reflects the aim of education to go beyond just access and embrace inclusive and equitable quality education over the next fifteen years. In various global and regional events, stakeholders have identified challenges and consequently tasks needed to further develop GCED, at both the conceptual and implementation levels.

In sub-Saharan Africa, UNESCO has been supporting GCED implementation through existing programmes in the Education Sector, covering for example peace education, but also through Social and Human Sciences programmes (intercultural dialogue and culture of peace and social inclusion) as well as in the Culture Sector. Successful programmes on education for a culture of peace, sustainable development, human rights, civics and citizenship, democracy and good governance, conflict management, as well as the prevention of violent extremism (PVE) have been promoted across the sub-Saharan Africa region. GCED studies and reports have been produced and sub-regional meetings held. There is a need to bring these together and reflect an African perspective on GCED.

II. OPENING SESSION

The Sub-Saharan Africa Regional GCED Network Meeting was officially opened by high-level representatives from UNESCO, APCEIU and the host Government.

Representing the host country, Ms Lefika Chetty, Deputy Secretary-General of the South African National Commission for UNESCO, highlighted the urgency for GCED to leave no one behind, saying that 'It is obvious, especially within the overall context of accelerating global peace, that individuals and communities without a satisfactory level of basic education risk becoming marginalized not only within their own society but from the global society too.'

Officially opening the meeting, Regional Director and Representative at ROSA Professor Hubert Gijzen explained that GCED is an opportunity to rethink the role of education, and a way to integrate all the dimensions of sustainable development. He further said that while Global Citizenship might be a relatively new term in African countries, components of GCED such as human rights, citizenship, international relations, peace, conflict resolution, democracy and environmental education are not new in the lexicon of Africa. He urged stakeholders in GCED to strengthen partnerships and explore possible synergies to solidify region-wide action for GCED.

Echoing the significance of collaboration, the Director of APCEIU, Dr Utak Chung, emphasized that the partnership between APCEIU and UNESCO ROSA in the organization of the meeting came at the most opportune time, as participants gather to take a step further in the realization of GCED by exploring potential collaboration through the formation of a network for GCED in Africa. Dr Chung urged

participants towards closer collaboration for GCED, as it is everyone's agenda. 'Fostering global citizenship is not just one of the UN or UNESCO's agendas. It is every educator's agenda, every teacher's agenda. It is everyone's agenda,' he said.

III. OBJECTIVES AND EXPECTED OUTCOMES

Building on implemented GCED activities in sub-Saharan Africa, with the goal to consolidate regional action on GCED, ROSA and APCEIU called on partners in the field of GCED in sub-Saharan Africa to form a regional network for GCED with the following goals:

• Strengthen delivery mechanisms of GCED programmes towards improving impact within the region, ensuring inclusive participation of stakeholders;
• Improve the scope and outreach of GCED programmes within the region, addressing the priorities and needs of different subregions and groups;
• Catalyse political engagement and leadership to ensure the commitment of stakeholders.

The formation of a regional network for GCED comes at an important time of moving forward the agenda set by the SDGs. The aim is to strengthen the existing GCED and GCED-related initiatives of different partner organizations in the region through partnership, exploring possible synergies and solidifying region-wide action for GCED. The Network will be composed of partners who are committed and have expertise in GCED and issues pertaining to it, the capacity to bring forth activities to spread awareness of GCED, and the willingness to engage with stakeholders in the region.

In this context, this Sub-Saharan Africa Regional GCED Network Meeting was designed to:

- Map different GCED programmes in the region;
- Jumpstart the formation of the Africa Regional GCED Network; and
- Explore areas of possible collaboration in light of solidifying regional action on GCED.

The following expected outcomes were envisaged:
- Overview and updates on GCED, in line with SDG Target 4.7;

- Identification of regional, subregional and country-level entry points for GCED and strategies;
- Mapping of planned activities, recommendation of synergies between partner organizations, and exploration of potential areas of collaboration;
- Formation of the Africa Regional GCED Network and identification of partnership strategies, including follow-up plans and checklists for future reference.

IV. THE GLOBAL AND AFRICAN CONTEXT

A. THE GLOBAL CONTEXT

1) UNESCO and GCED

Ms Carolyn Medel-Anonuevo, Senior Education Specialist and Head of the Education Unit at ROSA, explained UNESCO's perspective on GCED. She started by raising the question of what Global Citizenship can mean in a world where the notion of national citizenship is increasingly challenged by all sorts of ethnic conflict. This question encouraged the participants to reflect critically on global citizenship and education to develop it.

Ms Medel-Anonuevo positioned the discussions of this meeting within the Sustainable Development Agenda, more specifically SDG4 which commits the international community to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all. The SDG4 target which is of particular significance for this meeting is Target 4.7.

The sentiments of Target 4.7 are also echoed by the Continental Education Strategy for Africa 2016–2025 (CESA 16–25)[1] which indicates the aspiration to 'create' a new African citizen who will be an effective change agent for the continent's sustainable development as envisioned by the 2063 Agenda.
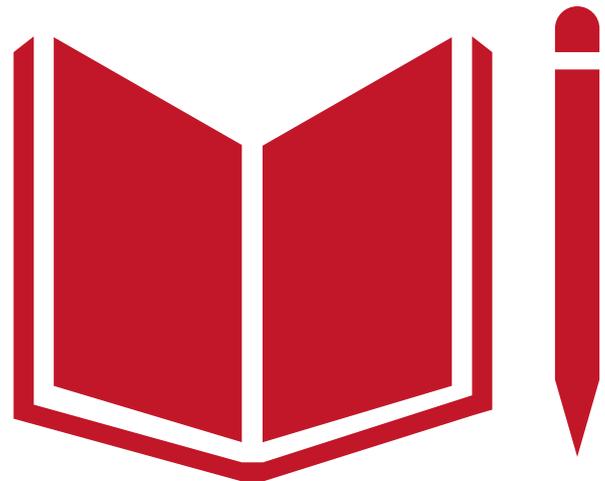
The fundamental spirit of GCED involves learning to live together. Ms Medel-Anonuevo highlighted that this spirit is not new and not just an agenda initiated by the United Nations. In 1996, the International Commission on Education for the Twenty-first Century led by Jacques Delors (the Delors Commission) presented UNESCO with its landmark report Learning: The Treasure Within (the Delors report)[2]. The Delors report called for a critical rethink of the aims and the means of education. The report proposed an integrated vision of education, and claimed that education should be based on two concepts of learning throughout life and four fundamental pillars: learning to know, learning to do, learning to live together and learning to be. The Delors Commission placed particular significance on learning to live together, which it claimed to rest at the

Target 4.7: 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.

heart of learning and which may be viewed as the crucial foundation of education. This Delors report has influenced and continues to influence the education policies and practices of national governments as well as the work of international development partners including UNESCO.

The GCED notions are built on the legacy of this analysis. GCED is about nurturing respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. It aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. This ethos can be practised globally, but also locally.

Regarding the interaction between GCED and Education for Sustainable Development (ESD), Ms Medel-Anonuevo explained that UNESCO recognizes ESD and GCED as mutually reinforcing approaches with commonalities and specificities. Both ESD and GCED prioritize the relevance and content of education in order to ensure that education helps build a peaceful and sustainable world. Both also emphasize the need to foster the knowledge, skills, values, attitudes and behaviours that allow individuals to take informed decisions and assume active roles locally, nationally and globally. However, they have different agendas, discourses and international policy frameworks. They also have distinct thematic areas of focus and as a result partly different stakeholder groups.

She continued with emphasizing that UNESCO's approach to GCED is:
• Part of a larger commitment to support the quality and relevance of education;
• Transformative: enabling learners to transform themselves and society;
• Value based: promoting universally shared values such as non-discrimination, equality, respect and dialogue;
• Holistic: addressing learning content and outcomes, pedagogy and the learning environment in formal, non-formal and informal learning settings.

GCED covers values, behaviours, attitudes and knowledge. UNESCO identified three core conceptual dimensions that are common to varied definitions of the objectives, indicators and learning outcomes of GCED[3]:
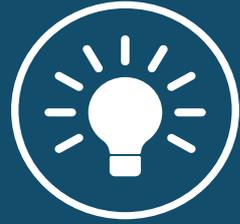
The cognitive
To acquire knowledge, understanding and critical thinking about global issues and the interconnectedness/interdependency of countries and different populations.

The socio-emotional
To have a sense of belonging to a common humanity, sharing values and responsibilities, sharing empathy, solidarity and respect for differences and diversity.
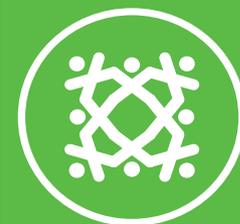
The behavioural
To act responsibly at local, national and global levels for a more peaceful and sustainable world.

When it comes to measuring progress in GCED, Ms Medel-Anonuevo informed the participants that it has been agreed that there is one single official global indicator, which concerns the 'extent to which (i) GCED and (ii) ESD, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies (b) curricula (c) teacher education and (d) students assessments.' Global data on this indicator are collected by UNESCO through a survey questionnaire designed for the 1974 Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms. The Survey covers the key concepts of GCED as well as ESD. The global indicator however falls short of capturing all complex dimensions of GCED, but for this purpose UNESCO will compile, analyse and disseminate other available ad-hoc research and survey results that can shed additional light on how Target 4.7 is being implemented.

2) APCEIU and GCED

Dr Utak Chung, Director of APCEIU – a UNESCO Category 2 centre based in Seoul, Republic of Korea – presented the agenda-setting process of GCED and current initiaWtives by APCEIU with a particular focus on engaging partners in Africa.

He started by explaining that while the concepts of GCED were pre-existing, the strongest push towards its inclusion in the global education agenda can be attributed to the Global Education First Initiative (GEFI) of the former UN Secretary-General Ban Ki-moon, which includes GCED as a priority. This was followed by the Technical Consultation on GCED in 2013 and UNESCO Forums on GCED. During the Global Education For All (EFA) Meeting in Muscat, Oman in 2014, it was identified that education needs to go beyond literacy and numeracy. During the World Education Forum in 2015, GCED was translated into the Incheon Declaration, and it was finally included in the global agenda during the UN Sustainable Development Summit as one of the SDG Targets.

Dr Chung informed the participants that APCEIU has a history of promoting GCED in the Asia-Pacific region. Many of the issues and challenges identified in implementing GCED in the Asia-Pacific region are faced by education systems in Africa as well, though they may have varying intensities. Some of these are:

- Low relevancy – difficulty in teaching GCED because of timetable constraints and emphasis on exams;
- Role of religion – some GCED values may conflict with religious beliefs and teaching in some countries;
- Global skills versus values – GCED is often understood as a tool to strengthen global skills (such as foreign languages and information and communication technologies, ICTs) rather than as values and attitudes;
- Sensitivity of issues – in some countries teachers may hesitate to deal with some sensitive issues such as human rights, ethnic/religious conflicts and refugees);
- Conflict-affected areas – citizenship education/ peace education is newly introduced to conflict-affected countries;
- Main provider – the partnership of international or local-level non-governmental organizations (NGOs) with government is critical in implementing GCED.

Dr Chung further stated that these similarities between the Asia-Pacific and Africa were discussed during the 2013 Technical Consultation on GCED, held after the launch of the former UN Secretary-General Ban Ki-Moon's GEFI, which stipulates GCED as one of its three priorities. In

particular, challenges about the structure of education systems are seen to be the main barriers for GCED in Africa, such as loaded curricula, lack of policy translations for GCED in education systems, and the legacy of the current education system.

In addressing these diverse challenges, APCEIU has been supporting the promotion of GCED in Africa. The major messages throughout the implementation of APCEIU programmes are that, first, GCED already exists in various educational contexts across Africa, and second, committed educators for GCED are present. APCEIU has implemented a wide variety of GCED initiatives and programmes for educators, education administrators and young people. Examples of these are the UNESCO/Korea Joint Fellowship Programme, an annual Global Capacity-Building Workshop on GCED, the GCED Workshop for African Educators, a Youth Leadership Workshop on GCED, and online GCED training courses.

In order to consolidate the work of different organizations promoting GCED globally, APCEIU has led the establishment of a GCED Global Network with partner institutions, including African partner organizations, since 2016. A major message of the network is that there is a need to strengthen networks of organizations promoting similar GCED activities, such as training, research, policy development and material development.

The GCED Network is envisioned to promote mutual benefit among partners through the exchange of information on GCED; invitations to meetings and events; and the co-organization of collaborative activities including meetings, conferences, seminars, workshops, resource publications and research programmes. The GCED Network has the following three visions:

1. The GCED Network aims to become an Accelerator for GCED, to raise the impact and accelerate the delivery and mechanisms towards the achievements of SDG 4.7;
2. The GCED Network aims to become a Bridge, to connect the different institutions and organizations working on the needs of different geographical regions, and to connect with more stakeholders to let them know about GCED;
3. The GCED Network aims to build a Community, both an epistemic community and a community of practice for monitoring, data collection and evaluation.

B. THE AFRICAN CONTEXT

This panel discussion focused on challenges and opportunities in the practice of GCED in sub-Saharan Africa by drawing on examples of what different institutions in Africa have been doing regarding GCED. From an Africa-wide or subregional perspective, representatives from the African Youth Commission (AYC), JET Education Services, the UNESCO Africa Department, the UNESCO Regional Office in Dakar and the Association for the Development of Education in Africa (ADEA) expanded on the GCED initiatives their institutions have undertaken in Africa.

1) African Youth Commission

Mr Boubakar Yougbare, Executive Chairperson of the AYC, based in Banjul, Gambia, explained that AYC was founded in November 2013, as the African Union Youth Working Group (AUYWG), at a Youth Consultation on Agenda 2063 in Tunis, Tunisia. The AYC's vision is to become young people's own version of the African Union Commission (AUC), where all inspiring and capable young African leaders and those from the African diaspora can organize themselves, take up their responsibilities, strengthen cooperation among youth and youth structures as a platform, and speak and promote young voices in the context of Africa's development through the Africa 2063 development aspirations.

The AYC deals with the question of how to ensure that at country level, member states are capacitated to transform the African Union (AU) Agenda 2063 and the UN Agenda 2030 into concrete programmes. AYC contributes to providing input and data to the AUC to formulate these programmes.

AYC provides support to the AU goal of silencing the guns to end all wars in Africa by 2020. Mr Yougbare stated that the establishment of a GCED network in Africa is critical, not only to support this AU vision of silencing the guns, but also because more generally it provides the opportunity to rethink our education systems and bring on board concepts of sustainable development, tolerance and peace.

Mr Yougbare ended with emphasizing to UNESCO and partners the importance of integrating and taking into account people living with disabilities.

2) JET Education Services

Dr James Keevy of JET Education Services presented the highlights of a desktop review of the understandings and practices of GCED in Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe. The 2016 desk study was commissioned by UNESCO ROSA and presented during the Southern Africa Sub-Regional Meeting on GCED, organized by UNESCO in July 2016.

Locating the review of GCED in Southern Africa within the specific competence-oriented research design, the study defines GCED as follows: 'GCED is a pedagogical approach, based on human rights and a concern for social justice, which enables individuals to act collaboratively and responsibly to find global solutions to global challenges and to strive for the collective good.'

The research approach focused on the 'receiver level' of GCED (as opposed to the societal and supplier level): focusing on learners' knowledge and skills, attitudes and values, and behaviours. This approach, together with a refined understanding of learner abilities such as knowledge (the ability to recall and present information), skills (the ability to do) and competences (the application of knowledge and skills in context), makes up the conceptual framework within which the different understandings and applications of GCED among the nine Southern African countries was reviewed.

Regarding the findings of the study, the researchers noted the following:

• GCED is a growing area but it has gained limited traction in southern Africa;
• Of the nine countries included in the study only three

showed extensive inclusion of GCED within their systems: Botswana, South Africa and Zimbabwe;
• While several activities under way in these countries can be broadly categorized as GCED, these are not explicitly described as GCED, nor is the broader international intention reflected in any explicit manner.

Dr Keevy furthermore highlighted the need to make the necessary links between GCED and employability. What is ultimately important is that young people's values match the values of employers. GCED should contribute to this.

3) Africa Department

Mr Edson Carvalho of the UNESCO Africa Department at the Headquarters in Paris explained the Department's mandate as to 'coordinate the full range of UNESCO's cooperation with African Member States, African IGOs and NGOs, and with the bilateral partners and multilateral bodies that implement similar programmes for Africa which are related or complementary to UNESCO's'. The department is 'responsible for the liaison, coordination and mobilization needed within the UNESCO Secretariat to ensure that the priority assigned to the African region is reflected in all programmes'.

Specifically regarding the promotion of GCED initiatives, Mr Carvalho explained that as part of UNESCO's Operational Strategy for Priority Africa, the Africa Department implements a flagship programme entitled 'Promotion of a Culture of Peace and Non-Violence' to build inclusive, peaceful and resilient societies as one of the main areas of action for Africa.

Furthermore, at the 24th Summit of the African Union (January 2015), the Heads of African States and Governments adopted two important decisions on the culture of peace, which have implications for UNESCO's work in the GCED area.

- In particular, they requested the 'African Union Commission to take all appropriate measures in consultation with UNESCO and the Government of the Republic of Angola to host the biennial Pan African Forum for a Culture of Peace in Africa, the Luanda Biennale';
- The Conference of Heads of State and Government also requested the African Union Commission to study, in collaboration with UNESCO and the Government of Côte d'Ivoire, the opportunity to create a 'School of Peace'.

Both projects were adopted at the 38th session of the General Conference of UNESCO, and the Africa Department is contributing to their implementation.

4) UNESCO Dakar

Ms Akemi Yonemura of the UNESCO Regional Office in Dakar provided an overview of UNESCO's GCED activities in West Africa. UNESCO Dakar organized a GCED workshop for the Economic Community of West African States (ECOWAS) in 2015. Recommendations regarding advocacy, capacity development, educational tools for teaching and learning, methodological support, and regional and international cooperation were made.

She explained that the specific focus areas for GCED in the West African context are:
- Global advocacy and policy;
- The global measurement of progress on GCED and ESD (SDG Target 4.7);
- Peace and human rights education;
- Preventing violent extremism through education (PVE-E);
- Education about the Holocaust.

Ms Yonemura furthermore highlighted an example of promoting peace through a regional network, more specifically the development of an ECOWAS Reference Manual for use by trainers of trainers in 2011. The manual focuses on education for a culture of peace, human rights, citizenship, democracy and regional integration.

5) Association for the Development of Education in Africa (ADEA)

Ms Dora Kitala of the Directorate of Policy, Partnership and East African Community Affairs in the Kenya Ministry of Education started by explaining that Inter-Country Quality Nodes (ICQNs) under ADEA are inter-country mechanisms that provide a platform for exchange of experiences and collaborative action.

The ICQN on Peace Education was the first ICQN to be established under ADEA. The ICQN was formally launched at a workshop held in Mombasa, Kenya in September 2009. Kenya, and more particularly the Ministry of Education, Science and Technology (MOEST), was nominated as the lead country. The aim of the ICQN is to bring together African countries and strategic partners to promote dialogue and collective learning, and to create space for collaborative action on peace education, including addressing issues related to radicalization and violent extremism.

Ms Kitala said that the ICQN on Peace Education in collaboration with ADEA and USAID is in the process of implementing a programme on prevention and management of emerging forms of violence in Africa through education. The programme targets five African countries: Liberia, Democratic Republic of Congo, Uganda, Côte D'Ivoire and Kenya. The overall objective of the intervention is to establish mechanisms for imparting knowledge, skills, values and attitudes for preventing and addressing emerging forms of violence through learning institutions in Africa.

6) Discussion

The discussions following this panel focused on the need to mainstream GCED in universities, TVET institutions and the non-formal and informal modalities of learning system. If GCED as a concept is to make an impact and a change, it needs to move beyond the formal education system, and what happens outside the schools should not be excluded. Furthermore, the importance of the young people in implementing the GCED agenda cannot be overemphasized.

V. GCED IN TEACHER TRAINING AND CURRICULA

The next panel discussion focused on teacher training and the curriculum, two main vehicles for GCED implementation. Representatives from the International Institute for Capacity Building in Africa (IICBA) and Rhodes University talked about GCED efforts in teacher training, while representatives from the Uganda National Commission for UNESCO and the Swaziland Ministry of Education and Training presented their efforts at incorporating GCED into curricula. Following the presentations, participants further discussed common challenges in mainstreaming GCED in teacher training and curricula.

A. International Institute for Capacity Building in Africa (IICBA)

Mr Virgilio Juvane of UNESCO-IICBA explained that as the only Category 1 UNESCO institute in Africa, IICBA is mandated to strengthen the capacities of the fifty-four African Member States in the area of teacher development. Mr Juvane emphasized that sustainable education reforms can only be pursued through teacher training.

In the area of GCED, the basic assumption is that effective and sustainable development and implementation of GCED programmes requires well informed and trained teachers to deliver GCED contents. Mr Juvane highlighted four key challenges in implementing GCED programmes:

- Policy challenge: mainstreaming GCED concepts within existing pre-service and in-service teacher training programmes;
- Curriculum challenge: finding ways to adapt/transform the curriculum content to reflect GCED;
- Teacher training challenge: ensuring that GCED concepts are coherently reflected in pre-service and in-service teacher training programmes (with a need for transformative pedagogy approaches);
- Resource challenge: designing and writing student-centred teaching and learning guides and other resource material.

B. Sustainability Starts with Teachers

Professor Heila Lotz-Sisitka of Rhodes University presented the Sustainability Starts with Teachers project which UNESCO ROSA is implementing in partnership with the Southern African Regional Universities Association (SARUA), Rhodes University and the Swedish International

Centre for Education in Sustainable Development (SWEDESD). Funded through the Japanese Funds-in-Trust, the project will deliver a training course for secondary education teacher educators. The main objective of the course is to support teacher educators in South African Development Community (SADC) countries to integrate ESD concerns into existing or new secondary teacher education programmes.

Professor Lotz-Sisitka further explained that the project will work with sixty teacher education institutions in nine countries in the Southern Africa subregion, and is attempting to design a course-activated process of change for secondary education in SADC for Target 4.7. The ESD-oriented changes in the practice of the teacher educators are expected to encourage a similar change in students' behaviour.

C. Uganda National Commission for UNESCO

On behalf of the Uganda National Commission for UNESCO (NATCOM), Dr Victoria Kisaakye explained that in Uganda, the concept of citizenship has evolved over time as citizenship did not historically extend to all. On top of that, Uganda is the number one country in Africa in hosting refugees through its compassionate policy, and is now home to over 1 million refugees.

She further informed the participants that in 2016, the Uganda Ministry of Education and Sports and APCEIU signed a Memorandum of Understanding for strengthening GCED interventions in Uganda. Uganda NATCOM is the coordinating institution while the National Curriculum and Development Centre (NCDC) is leading on curriculum interventions.

A situational analysis was conducted to establish the status of GCED in the Uganda education system. Based on the key findings of the situational analysis an action plan was developed and is being implemented. The plan includes curriculum development, development of GCED supporting materials, development of GCED monitoring and support supervision tools, capacity-building workshops and orientations, among others.

D. Swaziland Ministry of Education and Training

Ms Nonhlanhla Shongwe, Senior Planning Officer in the Swaziland Ministry of Education and Training, informed the participants that the Swaziland Constitution and the national policies and plans clearly articulate the GCED ideas, values and principles. Drawing from these, she continued, the Ministry of Education and Training developed the education sector policy and strategic plan in 2011. The consultative development of the Ministry's policy documents made it possible to integrate the concepts of GCED. Given this, it became necessary for the Ministry to ensure that GCED is mainstreamed in the entire education system, including policies, plans and curricula, learning contents and outcomes, pedagogy, teacher training, and the learning environment.

Ms Shongwe said that in 2014 the Ministry of Education and Training initiated a curriculum reform for the primary education level aimed at introducing competency-based education (CBE). The purpose of developing CBE was to equip and empower learners with the knowledge, skills, values and attitudes that would enable them to be competitive globally.

This curriculum reform initiative is led by the National Curriculum Centre (NCC) and supported by the European Union Support to Education (EU- SET) project and the UNESCO International Bureau of Education (IBE). CBE was conceptualized, the NCC staff and stakeholders were trained on CBE and guidelines for the development of the competency-based curriculum were developed. Currently, the NCC is working on the development of materials for each subject. Furthermore, teachers are being capacitated on CBE through in-service training and workshops. An expert has been engaged to assist pre-service and in-service teacher training institutions to align their content to the primary CBE, which has integrated the GCED concept. The plan is to introduce the new curriculum in schools at the beginning of the school calendar in 2019.

E. Discussion

After the presentations, there was a plenary discussion on the challenges of establishing GCED in teacher training, curricula and assessment. It was noted that the inclusion of GCED poses new and diverse pedagogical challenges and that therefore pre-service and in-service teacher training for GCED is of paramount importance. Participants talked about the need to support transformative learning in order for individuals to change their frames of reference by critically reflecting on their assumptions and beliefs, and consciously making and implementing plans that bring about new ways of defining their worlds. Participants suggested that indigenous knowledge should be thought about as one of the foundations of transformative learning.

Regarding the curriculum, participants discussed the challenge of choosing between mainstreaming GCED in existing subjects and organizing it as a stand-alone subject. Throughout the discussions and presentations it became evident that the route of mainstreaming is being taken by most countries and institutions. It should be noted though that the mainstreaming process needs to be conducted in a very coherent manner and based on a clear framework. The need to teach GCED through the local languages was raised as key for empowering communities.

Another issue that came out from the discussions was the challenge of assessing GCED learning outcomes considering they are value-based.

VI. DIFFERENT THEMES IN GCED IMPLEMENTATION

GCED (and Target 4.7) encompasses a wealth of concepts and themes. In order to map and understand this diversity, the next panel discussion elaborated on the different themes embedded in the concept. Representatives from different institutions presented their work in Human Rights Education, Culture, Comprehensive Sexuality Education and ESD.

A. Human Rights Education

Dr Chiku Mnubi-Mchombu, coordinator of the Human Rights and Documentation Centre (HRDC) at the University of Namibia, a semi-autonomous component of the Faculty of Law, presented the central mission of the centre as creating and cultivating a sustainable culture of human rights and democracy in Namibia.

She set out the four main activities of the HRDC as:
1) Teaching of human rights – It is easier for a person to ascertain their human rights if they know their rights, hence the importance of teaching human rights. The HRDC provides human rights models and creates awareness among students, traditional leaders, among others;
2) Establishment of a documentation centre for human rights materials – The centre currently holds more than 9,000 titles on human rights;
3) Research on human rights – Research conducted for a human rights action plan, for human rights study, research on access to information and services for students with disabilities, research on customary laws in Namibia, and so on;

4) Organizing workshops and conferences on human rights – For example, in 2016 HRDC organized a conference on women's rights.

B. Comprehensive Sexuality Education

Ms Siphiwe Nkambule-Vilakati, Executive Director of the Super Buddies club in Swaziland, introduced Super Buddies as a non-profit organization established in 2006 and officially registered by the Government of Swaziland in 2008. The NGO was established with the mission to facilitate the creation and sustenance of peer education platforms for behaviour change communication and skills development approaches that enable young people to make informed decisions on their behaviour and their vulnerability to HIV, abuse, coercion and gender-based violence.

To work towards this mission, the Super Buddies club is implementing different programmes such as an In-school Peer Education Programme, which supports the Ministry of Education in rolling out the CSE programme in schools, an Academic Excellence Programme, and a Life Skills Programme for HIV+ adolescents and young people.

C. Culture

Ms Yvette Kaboza, Culture Programme Specialist at UNESCO ROSA, approached the challenge of defining GCED from a culture perspective. She raised the importance of embedding the concept of Global Citizenship in existing African philosophies, such as Ubuntu in southern Africa. According to her, Ubuntu (or its equivalent in other sub-Saharan African countries) could prove to be an interesting starting point to translate/contextualize the GCED concept in order to make it more relevant to the sub-Saharan Africa situation.

Ms Kaboza continued by saying that in traditional African societies, the feeling of belonging to a community is instilled in individuals' mind throughout their upbringing. Individuals are taught that people do not live in isolation but in a community. That sense of community gives the individual an identity, and if that is broken, then the individual too becomes broken. This belief is the very profound sense of the Ubuntu philosophy. According to Christian B. N. Gade, the nearest English equivalent to the Ubuntu 'I am what I am because of you' was provided by President Kaunda of Zambia in his book on African humanism[4].

D. Education for Sustainable Development

Mr Rod April, Secretary-General at the Namibia National Commission for UNESCO, talked about ESD activities in Namibia. He emphasized that Namibia's ESD Strategy states that sustainable development issues are complex and interlinked matters which are social, economic and environmental.

He informed the participants that Namibia has various good ESD practices in place. ESD is for example integrated in various policies and strategies, in teacher training and curricula, and substantial ESD networking takes place.

Key players in GCED and ESD are the UNESCO ASPnet schools whose vision is to be a beacon for promoting global citizenship. Mr April highlighted some best practices, such as the ASPnet Annual Camp and the ten ASPnet schools' implementation of the whole-institution approach to climate change. He exemplified the latter with one particular school which is implementing the whole-school approach through activities such as seedling production, tree planting, gas cooking, water and electricity conservation, among others.

E. Discussion

The discussion of the different themes included in GCED made the participants realize the wealth of concepts that are embedded in its implementation. It was noted that the different concepts such as GCED and ESD need to go hand in hand in order to move closer towards the idea of sustainable development. The question was raised of how to bring it all together in order to effectively monitor Target 4.7.

Another issue discussed was the identification of concepts that reflect similar notions to GCED in local languages. This would facilitate understanding and awareness of GCED.

VII. CHALLENGES AND ACTION POINTS FOR GCED IN SUB-SAHARAN AFRICA

Through group work, participants worked on identifying challenges and action points to respond to these challenges. This was first done from an institutional perspective, by grouping government officials, universities, civil society organizations, National Commissions for UNESCO and UNESCO Offices, and allowing them to respond from their organizational point of view. The consolidation of the groups' work resulted in the identification of seven areas of challenge:

1. Conceptual
2. Integration as strategy
3. Competences needed
4. Resources needed
5. Working with youth
6. Partnerships
7. Monitoring and evaluation.

Table 1 presents an overview of what these challenges entail from the different institutional perspectives. At the same time, it also indicates the identified action points to respond to these challenges.

In a subsequent exercise, the participants were grouped based on the thematic GCED area they are working on: ESD, Culture (CLT), Human Rights Education (HRE) and Peace Education/Prevention of Violent Extremism (PVE). From this thematic perspective, the participants were requested to prioritize the areas of challenge most significant for the theme. These thematic priorities are also indicated in column 1.

Table 1 Challenges and action points for implementing GCED						
		Governments	Universities	CSOs	NATCOMs	UNESCO
Conceptual (prioritized by CLT, HRE)	Challenges	Lack of a universal definition.	Linkage of theory and practice of GCED aspects.	Lack of shared understanding of concepts.	Creating a common understanding.	Advocacy for understanding.
	Action points			Indigenization and contextualization of GCED.	Convene awareness-raising and sensitization platforms and advocacy campaigns to increase understanding.	
Integration as strategy (prioritized by ESD, Peace/PVE)	Challenges	Integrated vs stand-alone subject. Limited integration of GCED in non-formal education.	Limited extent to which GCED is covered in universities' missions. Fragmentations of GCED aspects across faculties and departments. Lack of specific GCED courses.	Moving from theory to practice – linked to government policy and implementation.	Lack of ownership and political commitment.	Country-specific contexts challenging implementation.
	Action points	Integration as best option.	Recognition and prioritization of GCED (development of new course modules and integration into existing courses). GCED being explicit in universities' missions.		Link urgent national challenges and issues that are relevant to GCED to instil political will.	Facilitate workshops, meetings, sharing of good practices to enable countries to identify their GCED entry points. Need for a multi-sectoral approach from all UNESCO Sectors.
Competences needed (prioritized by CLT, ESD, HRE, Peace/PVE)	Challenges	Inadequate expertise among teachers, curriculum developers and assessors.	Limited capacities for teaching.	Lack of skills, capacity and expertise.	Inadequate human resources.	
	Action points	Capacity-building pre and in-service, broad scope of learning areas.	Start with in-service training and develop it into pre-service training of teachers.	Build the capacity of stakeholders.	Build capacity on mobilizing resources. Develop NATCOMs' understanding of their liaison role.	
Resources needed (prioritized by ESD, HRE)	Challenges	Learning support materials. Funds.	Lack of materials and teaching resources.	Lack of funding and resources.	Inadequate financial resources.	
	Action points		Development and dissemination of GCED teaching materials.			

Working with youth (prioritized by CLT)	Challenges		Lack of GCED youth programmes.	Finding innovative approaches for reaching young people.		
	Action points			Focus on young people to find innovative ways of communicating and implementing GCED.		
Partnerships (prioritized by HRE, Peace/PVE)	Challenges	Slow flow of information.		Lack of a coordinating platform to capture and capitalize on the work of civil society		Lack of coordination between partners. Lack of consultation within UN agencies and AU.
	Action points	Improving the dissemination strategy, starting with high ministry officials and moving down.	Identifying, acknowledge and support university centres of GCED.	Setting-up of a coordinating platform to harmonize the work done on GCED.	Follow up with stakeholders and provide advice through various communication modes.	Consultation, communication between UNESCO and other UN agencies and AU, and reach regional economical communities.
Monitoring and valuation (prioritized by HRE)	Challenges	Single indicator for monitoring and reporting. Assessment for learning.	GCED issues not assessed, therefore lack of prioritization.	Lack of shared understanding.	Monitoring and evaluation hampered by inadequate resources.	
	Action points	Development of more indicators at global level. Improved assessment (alternative assessment e.g. portfolios).	Research and audit of GCED aspects in the curriculum.			

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From the thematic perspective, the groups were also asked to respond to what they could do differently in their work to address the priority challenges. Table 2 consolidates the responses to this question

Table 2 Thematic challenges and responses	
ESD	**Prioritized challenges of integration, competence and resources**
	1. Project approach (transiting from theory in the curriculum to practice within the community) – formal. 2. Media-based education (civic education) – informal. 3. Youth-oriented education (youth clubs and associations) – non-formal education (NFE).
Culture	**Prioritized challenges of competence, conceptual and working with youth**
	1. Be more appreciative of the value of culture across all aspects of society (economic, health, sustainability, inclusivity, etc.). 2. Emphasize cultural application. 3. Research documentation, apply and raise awareness.
Human rights education	**Prioritized challenges of competence, conceptual, partnerships and monitoring and evaluation**
	Conceptual 1. The need to look at HRE in a holistic matter, necessitating a shared understanding and approach. 2. Making HRE expand beyond the highly technical arena. 3. Examine HRE from a contextual perspective and use a differentiated approach. Monitoring and evaluation 4. Attitudes and behaviour are not as tangible to measure, this speaks to long-term social and behavioural changes. 5. Governance as a measure, including freedom of expression and laws about the media. 6. Legislation which supports human rights. 7. Global movement, linked to governance. 8. Heightened awareness of the part of citizens, different and contextual channels. 9. Access to facilities and services, education, health
Peace education/ PVE	**Prioritized challenge of Integration, Competence and Partnerships**
	1. Theory to practice: • need to focus on outcomes – towards behaviour change • innovative pedagogy (ICTs, digital literacy) – create platforms • involve young people – for the innovative. 2. Building teachers' capacity – regular curriculum reviews. 3. Coordination mechanisms: • involve high-level political, indigenous and religious leaders – interest, commitment (plus communication of international leaders to local) • make sure that there are spaces for civil society organizations – for advocacy • informal and non-formal involvement – technical and vocational education and training (TVET), social entrepreneurship.

VIII. REFLECTING ON THE AFRICA GCED NETWORK

The aim of the regional network for GCED is to strengthen the existing GCED and GCED-related initiatives of different partner organizations within the region through partnership, exploring possible synergies and solidifying region-wide action for GCED. The Network will be composed of partners who are committed and have expertise in GCED and issues pertaining to it, the capacity to bring forth activities to spread awareness on GCED, and the willingness to engage with stakeholders in the region.

The participants worked in groups based on their geographical regions, and identified priority action points to be undertaken by the network. The three main actions for the network relate to contextualization of the concepts, capacity-building and strategic partnerships.

Priority action points for the Africa GCED Network
• **Contextualization of the concepts** of GCED among institutions to create a shared understanding of the issues;
• **Contextualizing curricula** by bringing in local cultural knowledge, values, practices, and so on;
• **Competency and resources,** training teachers and subject specialists, and representatives of civil society, traditional leaders and faith-based organizations, among others;
• **Forming strategic partnerships** – to include media, communities, peace clubs, religious groups – should be focused on involving informal/non-formal education (extra-curricular activities).

In order to facilitate implementation, the participants further suggested that thematic groups be formed in the network. The identified themes were Culture, Peace Education, Human Rights Education and Gender, with the latter being more of an intersecting issue. The importance of young people was also raised, and the participants agreed that youth should be a cross-cutting theme.

When reflecting on the roadmap to implement this network, the groups identified the following steps to be taken.

Roadmap to implementing the Africa GCED Network
• **Mapping** existing networks and their key areas of work and their respective materials – situational analysis
• **Advocacy**
• Designing and developing **action plans** – common framework, roadmap for implementation
• **Consultative meeting** – dissemination of findings
• Setting up a **steering committee** for implementation and evaluation
• **Coordination**
• **Monitoring and evaluation**

In the discussion following the outcomes of this exercise, UNESCO proposed that the lead role for coordinating the implementation of the GCED themes in the network be divided between the UNESCO Regional Offices. It was agreed that the Regional Office for Eastern Africa would lead the coordination of Human Rights Education, the Office in Dakar would lead the coordination of Peace Education, and ROSA would lead the coordination of the Culture theme. The Gender theme would be considered cross-cutting and a responsibility of all offices. The Yaoundé and Abuja offices will be informed about the outcomes of the meeting and taken on board in one of the themes.

The participants further discussed the need to be given advice in the form of guidelines for the implementation of step 1 in the roadmap above. The UNESCO offices, with ROSA leading, agreed to develop these guidelines for the situational analysis/mapping exercise for their respective themes. APCEIU will continue to engage with stakeholders in Africa in the promotion of GCED through the Africa GCED Network.

IX. CLOSING

In her closing remarks, Ms Ann Therese Ndong-Jatta, Regional Director and Representative at the UNESCO Regional Office for Eastern Africa, emphasized the importance of issues such as integration, coordination, communication and cooperation, and was pleased to have seen these play out in the efforts and achievements made in this meeting.

She furthermore expressed a deep appreciation to APCEIU for the collaboration with UNESCO, and to all participants for their seriousness and important contributions in this meeting. GCED carries education beyond literacy and numeracy. She said that the network therefore must become a community of practice which is reflecting on the question of how to become a better Africa and make sure the continent is part of the global community, working on GCED.

X. SUMMARY AND WAY FORWARD

'While education is an ongoing process of improving knowledge and skills, it is also – perhaps primarily – an exceptional means of bringing about personal development and building relationships among individuals, groups and nations.'
(Delors report, 1996)

An increasingly globalized world has raised questions about what constitutes meaningful citizenship as well as about its global dimensions. GCED aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. While there are different understandings and manifestations of GCED in the different countries, GCED in its various forms is fast becoming an important and necessary component of education systems in sub-Saharan Africa and across the world.

In order to ensure that education helps build a peaceful and sustainable world, the international education community included the various GCED concepts in SDG Target 4.7. The global indicator established for Target 4.7 measures the extent to which GCED and ESD, including gender equality and human rights, are mainstreamed in national education policies, curricula, teacher education and student assessments. UNESCO contributes to the measuring of progress towards this target by analysing country reports used as data for this indicator.

Against this background, UNESCO ROSA and APCEIU organized a Sub-Saharan Africa Regional Meeting to map and share lessons regarding GCED implementation in the region, as well as to explore improved collaboration and the feasibility of a catalysing an Africa Regional GCED Network

which would strengthen the delivery mechanisms, scope and outreach of GCED programmes in the region while ensuring the commitment of stakeholders.

The sharing of experiences during the meeting and the different discussions identified a few important points about GCED implementation:
- GCED is being implemented in various forms throughout sub-Saharan Africa;
- There is a clear need to move beyond the formal system and include GCED in the informal education system;
- Including youth in the implementation of the GCED agenda is of paramount importance;
- Including marginalized groups in the implementation of the GCED agenda is equally important;
- Teacher training and curricula are two main vehicles for GCED implementation, but both come with their own challenges and opportunities;
- GCED (and Target 4.7) encompasses a wealth of concepts – opportunity lies in approaching them from a complementary perspective by combining them in such a way as to enhance or emphasize the qualities of each;
- To increase understanding and awareness of GCED concepts, it is critical to connect them to concepts in local languages that reflect similar notions.

Based on these discussions, participants deliberated on strategies at the organizational, thematic and regional levels, and identified challenges and action points for improved GCED promotion and implementation in sub-Saharan Africa. Seven areas of challenge related to the Conceptual, Integration, Competence, Resources, Working with youth, Partnerships, and Monitoring and evaluation were identified, and accompanying action points established.

After analysing and strategizing on GCED implementation in sub-Saharan Africa, the participants reflected on the features of a GCED Network for Africa. It was noted that in order for the network to be effective, it is important to build on existing mechanisms such as networks, UN conventions, resolutions and decisions, policies and strategies. The discussions resulted in the following recommendations for the Africa GCED Network.

At the end of the two-day meeting, the envisaged expected outcomes were met as follows:
- A global, regional and subregional overview of GCED was provided, in line with SDG Target 4.7;
- Regional, subregional and country-level entry points for GCED were identified through the different presentations and follow-up discussions;
- Ongoing and planned GCED activities were mapped;
- Synergies between partner organizations and

potential areas of collaboration were mapped and explored;
- An Africa Regional GCED Network was formed through the commitment of partners and identification of steps to be taken, with accompanying responsibilities for implementation.

UNESCO will coordinate and follow up on the recommendations, and collaborate with APCEIU on the implementation of the GCED Network for Africa.

Recommendations for the Africa GCED Network	
Design	Formed around four thematic groups: HRE, Peace education, CLT, Gender (with youth cross-cutting)
Implementation	Roadmap with situational analyses as Step 1
Coordination	UNESCO – Field Offices lead coordination of assigned themes
Actions	• Contextualization of the concepts • Capacity-building • Strengthening strategic partnerships.

ANNEX I: PROGRAMME

Wednesday 5 April, 2017		
All day	Arrival of participants	All
Thursday 6 April, 2017		
Session I: Opening session		
08:00 – 08:30	Registration	NATCOM/ROSA
08:30 – 09:00	Welcoming and Opening	SG SA NATCOM Director UNESCO ROSA Director APCEIU
09:00 – 09:20	Introduction of participants Objectives of the meeting and programme Commemorative photo	UNESCO ROSA
Session II: Global and African context – GCED achievements and lessons		
09:20 – 09:35	Global background: GCED in the SDGs	UNESCO ROSA
09:35 – 09:50	Global context: review of GCED agenda-setting process: background overview, current activity and future	APCEIU
09:50 – 10:40	GCED in Africa: challenges and opportunities in the practice of GCED Discussion	Panel discussion (ADEA, UNESCO Dakar, JET Education, AYC)
10:40 – 11:00	Tea/Coffee	
Session III: GCED implementation in sub-Saharan Africa		
11:00 – 13:00	GCED in teacher training and curriculum Discussion	Panel discussion (IICBA, Uganda NATCOM, Swaziland Ministry)
13:00 – 14:00	Lunch	
14:00 – 15:30	Group work: Challenges and action points for GCED in sub-Saharan Africa Report back	Group work (Institutions)
15:30 – 17:30	Different themes in GCED implementation Discussion	Panel discussion (HRE: UNAM HRDC; CSE, Super Buddies club; ESD: Namibia NATCOM; CLT: ROSA; Gender)
17:30	Reception	
Friday 7 April, 2017		
08:30 – 09:00	Recap of Day 1	ROSA/APCEIU
Session IV: Developing network strategies		
09:00 – 10:45	Group work: thematic challenges and action points Report back	Group work (themes)
10:45 – 11:15	Tea/Coffee	
11:15 – 13:00	Group work: regional challenges and action points Report back	Group work (regions)
13:00 – 14:00	Lunch	
Session V: Planning ahead – Summary and way forward		
14:00 – 15:30	Group discussion synthesis and reflection Recommendations for GCED Network in Africa	Plenary
15:30 – 15:45	Summary and way forward	ROSA/APCEIU
15:45 – 16:00	Closing	Director UNESCO Regional Office for East Africa
16:00 – 16:15	Tea/Coffee	

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ANNEX II: ATTENDANCE LIST

		Country	Name	Position	Institution	Email
1	West Africa	Ghana	Queeneth Tawo	Coordinator	West Africa Network for Peace Building	qtawo@wanep.org
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