



To maintain peace rather than wasting money on nuclear weapon, we use the money for education

Kiyose Junior High School Visit

Participant spent the afternoon on with Kiyose junior high school students, teachers and parent teacher association members. Participants were treated to presentation about the school by the school director.



“Those who have real devastating experience are indispensable for reconstruction because they want peace more strongly more than anyone”



9 August 2019: MEXT and Ministry of Foreign Affairs Visit

MEXT Museum

The team received a presentation at the MEXT from Misato Kageyama, Unit Chief Student Affairs Division, Elementary and Secondary Education Bureau, Ministry of Education, Culture, Sports, Science and Technology on Student Guidance. The presentation focused on how Teaching as an educational activity aims to enhance the social attributes and behavior of students, while respecting each student's character and working towards the development of their individual personality' (Teacher's Manual); it is in line with the course guidelines and has a very important place in school education.



This aim of the student guidance is to encourage a full, healthy and sound development of each individual student, and nurturing them with abilities for the present or future expression of themselves for that specific cause a Teacher's Manual developed.

The following perspectives are important in order to improve student instruction as presented

- Multi-faceted and comprehensive understanding of each student (deep understanding of students)

- Building a relationship of trust between teachers and students
- A desirable human relationship, balance between group instruction and individual instruction

Bullying was also one of the problems which affected the students' engagement in their education. Bullying is strictly prohibited, but still happens to students in schools. The presenter also shared in detail mechanisms schools put to prevent bullying.

A presentation was done on Student Safety and Disaster Education presented by Health Education and Shokuiku Division, Elementary and Secondary Education Bureau. The presentation was a great resource for informing delegates on how to integrate safety Disaster Education in policy, curriculum planning and teaching. The national government in 2012 drew up a school safety plan based on the School Health and Safety Act (1958, No. 56). The Minister of Education, Culture, Sports, Science and Technology in April 18, 2016, made inquiries to the Central Council for Education, with an eye to drawing up a new school safety plan since the first one was due to conclude at the close of academic year 2016 (AY 2012 through AY 2016). In response to these inquiries, the council's primary and secondary education committee's school safety subcommittee deliberated on the basic orientation of the policy and the specific measures for the new five-year period (AY 2017 through AY 2021). The Cabinet adopted the Second School Safety Plan on March 24, 2017.

Act

Schools undertake school safety measures based on the **School Health and Safety Act (into effect on April 1, 2009)**.

Chapter 1 General Provisions

Article 3 (Duties incumbent on the national and local governments)

○ The national government must draft a plan to promote safety and take other measures necessary to carry forward in a comprehensive and effective manner measures related to safety at each school.

→ **Plan to Promote School Safety** (decided by the Cabinet on April 27, 2012)

This stipulated the basic orientation and specific measures to promote school safety over a roughly five-year period (fiscal 2012 through fiscal 2016).

Chapter 3 School Safety

Article 26 (Duties related to school safety incumbent on school establishing entities)

○ School establishing entities must endeavor to fortify the facilities, equipment and administrative system and to take other necessary measures regarding the schools they establish.

Article 27 (Drafting school safety plan and other measures)

○ Each school will **draft a school safety plan** that incorporates school inspections; school safety instructions; as well as faculty and staff training, and **will advance efforts based on the plan**.

Article 28 (Securing safety of the school environment)

○ The principal secures safety of students and others when maintain or upgrading school facilities, and if there is trouble take measures necessary to rectify the situation without delay.

Article 29 (Drawing the essentials for dealing with emergencies)

○ Each school will **draft an emergency management manual unique for the school**, make faculty and staff aware of the manual, and **run drills in anticipation of an emergency**.

Article 30 (Partnering with local community institutions)

○ Each school will **proactively endeavor to partner and collaborate with local families and organizations (police departments, fire departments and local government bodies)** in order to **energize school safety activities**.



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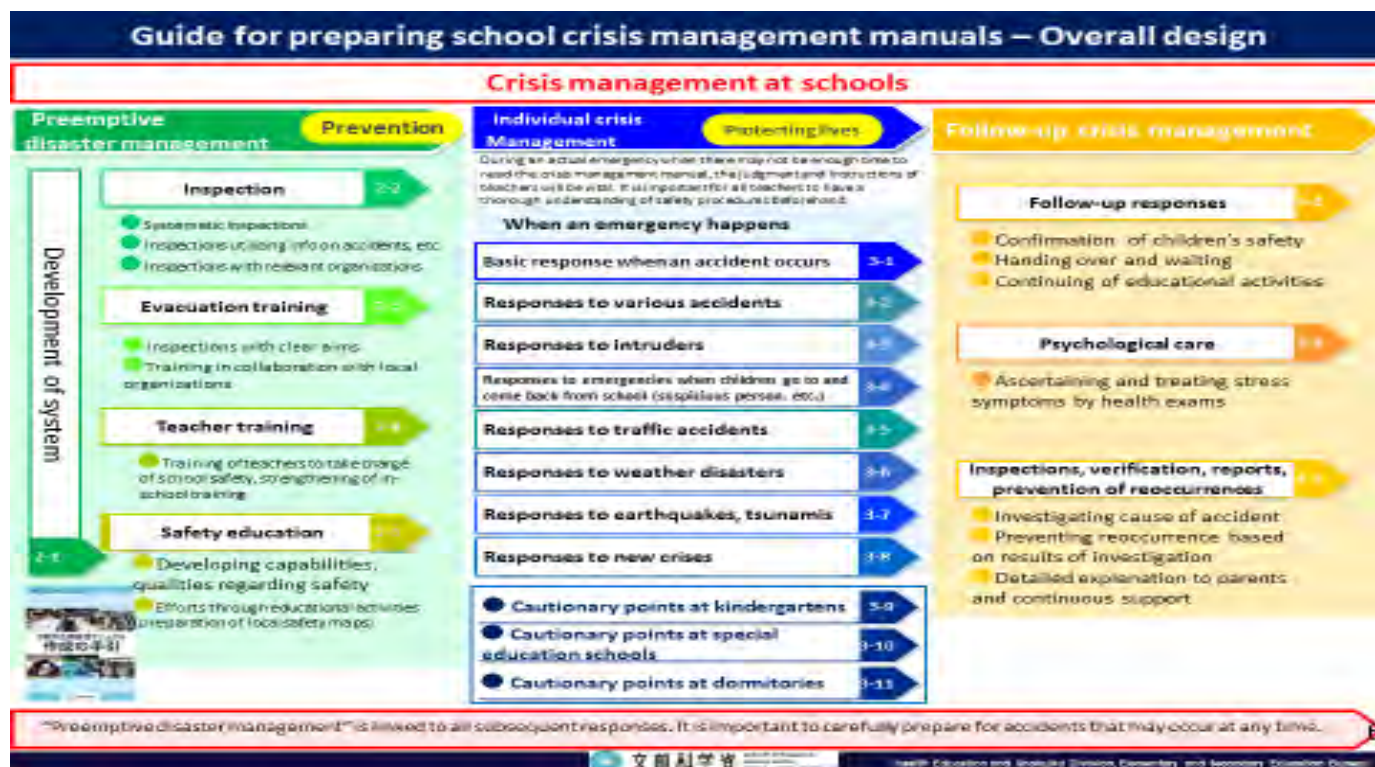


文部科学省

MINISTRY OF EDUCATION, CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY JAPAN

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Participants discussed the presentation on how to prepare a guide for school crisis management manual





The Japanese people have shown to the world that defeat in war and destruction is not an absolute end that defies recovery. We in the Sahel region would benefit from this experience the soonest we overcome the challenges of insurgency, conflicts and wars.

The concept of global peace education, its contents and methodology of imparting it to High School and university students which Hiroshima University has developed is an important aspect of learning which we dearly value. Hiroshima's vision of being the City of Peace has made it to stand proudly leading the global campaign for disarmament and global peace. We would appreciate further promotion of exchange activities and research collaborations in the area of peace studies, curriculum development and education in general between Japanese universities and universities in the Sahel. This, we believe will promote the value of peace and social cohesion as veritable tools for development.

The visits to Jogakuin High School and Kiyose Junior High School have given us further insight and better appreciation of the Japanese education system. We have observed a number of innovative approaches in curricula and extra curricula programmes. We are optimistic that the Japanese government would most readily come to the assistance of countries in the region to rejuvenate their

education system through facilitating the transfer of knowledge and capacity building programmes for teachers.

We have noted with deep satisfaction the immense contributions of the Japanese International Cooperation Agency towards peacebuilding in Africa and Asia. We have also noted with deeper satisfaction that some countries in the region have benefitted from the numerous intervention efforts of the Agency. When we met members of the Japanese Parliament, we received their assurances that Japan would continue to offer support and assistance to enable African countries to overcome their most crucial challenges. We thank you very much. You have been friends in times of our needs. Unfortunately, these needs have increased and become more critical with the upsurge of the Boko Haram insurgency and other challenges the region is facing. We need to build sustainable peace throughout the Sahel and surrounding countries.

The lessons learned in this study tour have allowed us to grasp several dimensions relating to the construction of peace in Japan through:

- a strong determination of the Japanese people;
- a renewed resilience;
- advanced research and international cooperation relations for the development of peace and resilience in the universities of Hiroshima and Nagasaki;
- an ability to pass on to future generations the skills and knowledge about the values of peace, respect and tolerance that are rooted in your culture.

I can reassure you on behalf of the Countries of English-speaking and French-speaking Africa that these experiences are a decisive step in further informing our reflections on peace building and resilience in our respective countries. It is also a way of working together between Africa and Japan on new perspectives. The Sahel countries, some of which are present here, are currently in the process of integrating the prevention of violent extremism and the fight against radicalization into their education system. This requires the contextualization of the IICBA guide and the IOF tools in the country in a co-construction approach with member states. I would remind you here that there are common challenges such as:

- lack of financial and logistical support;
- difficulties in developing relevant and effective action plans
- sharing experiences and collaboration among different countries,
- the need to set up an action research system.

The international conference "advancing Africa's development through peoples, technology and innovation" the theme of TICAD 7, which opens on 29 August in Yokohama, justifies, once again, Japan's interest in the development of Africa.

We sincerely thank the Government of Japan for its support. Our gratitude to UNESCO IICBA and Hiroshima University for making this high-quality program possible.

Once again on behalf of participants from the region, I say, thank you. Arigatou.

Youth Involvement in Violent Extremism

- Dysfunctional social and economic environments for youth
- High rates of unemployment
- Dysfunctional governance structures
- Educational systems which do not adequately empower the youth
- The role of the media (especially social media) in promoting propaganda disseminated through social media platforms
- Dysfunctional family structures

Strategies to Mitigate Conflict

- IGAD's Conflict Early Warning and Response Mechanism (CEWARN) established in 2002 to prevent violent (IGAD-led peace processes, in Sudan (1993—2005) and in Somalia (2002—2004)
- Counter Terrorism (CT) Pillar geared towards building national and regional capacity of the Horn of Africa countries in the fight against terrorism, radicalization and extremists violence
- The Common African Position (CAP), as presented in "Agenda 2063 in regards to the Africa we want

Lessons Learned from Japan

- Commitment of the country (people and government) in creating well thought strategy for recovery and rehabilitation
- Co-curricular activities in schools is taken very seriously
- Context based plans and strategies
- The inclusive nature of education where no one is left behind;
- The Japanese culture and the discipline of people

- Celebration of important events, documentation of history, Museum, peace park and the green initiative
- Cleanliness and safety measures
- International/bilateral collaboration/cooperation
- National and quest for international peace creation

Way Forward

We, delegates from various countries would like to express our commitment to implement the lessons learnt as follows:

- Strengthen and work with the existing regional coordination mechanisms such as AU PS Cluster, IGAD commitment for refugees and internally displaced communities, (Djibouti Declaration) AU agenda for 2063, Educational strategy for Africa (CESA) and Anti-corruption the AU theme for 2019
- Engage policy makers on planning and implementation of the education programs so as to create ownership
- Strengthen the curricula activities to include peace concepts, aspect of environment
- Advocate for entrepreneurship for youth through education mainly in TVET and higher education
- Ensure the education programs, curriculum and trainings integrate the concept of diversity, SDGs
- Create institutional mechanisms for reconciliation and multiculturalism
- Enhance the involvement of the higher education in policy and Research
- Design policies and curriculum that reflects the countries context

Presentation of gifts and certificates



Annex

Annex 1: List of Participants

#	Country	Name	Title
1	Algeria	Mr. Mohamed Benhamida	
2	Burkina Faso	Mr. Bidima Yamba	
3	Cameroon	Mr. Daouda Maingari	
4	Ethiopia	Ms. Tigist Yeshiwas Engdaw	
5	Kenya	Ms. Olivia Achieng Opere	
6	Mali	Mr. Woyo Konate	
7	Niger	Mr. Ali Mahamane	
8	Nigeria	Mr. Muhammad Babangida Muhammad	
9	Senegal	Ms. Yague Samb	
10	Somalia	Mr. Abdirisaq Mohamed Aden	
11	South Sudan	Mr. Tito Achire Okok Logolomoi	
12	Uganda	Mr. Ketty Auma	
13	African Union	Ms. Tsion Hailemariam Asrat	
14	UNESCO Nairobi (Kenya)	Ms. Ann Therese Ndong Jatta	
15	UN Environment in Ethiopia	Mr. Samba Thiam	
16	Francophonie (Mali)	Ms. Maimouna Sissoko eps. Toure	
17	Youth Representative, Anglophone (Nigeria)	Ms. Blessing Akpevweoghene Uwisike	
18	Youth Representative Arabophone (Algeria)	Mr. Mehdi Messeguem	
19	Timbuktu Institute (Senegal)	Mr. Bakary Samb	
20	UNESCO Dakar (IICBA Desk)	Mr. Jose Edmond Meku Fotso	
21	UNICEF Liaison Office (Ethiopia)	Ms. Ekram Mohammed Yusuf	
22	UNESCO IICBA	Dr. Yumiko Yokozeki	
23	UNESCO IICBA	Mr. Saliou Sall	
24	UNESCO IICBA	Ms. Eyerusalem Azmeraw Melese	

Annex 2: Study Tour Schedule

Date	Time	Activities	Venue
29 Jul	20:25	Arrival at Narita airport (25 participants + IICBA staffs)	Terminal 1 (Narita airport)
	22:00	Leave for the hotel	Toyoko Inn (Narita airport Honkan)
	22:30	Check - in	Toyoko Inn (Narita airport Honkan)
30 Jul	7:45	Meet at lobby and leave for Narita airport	Toyoko Inn (Narita airport Honkan)
	8:30	ANA2141 Check - in	Terminal 1 (Narita airport)
	10:00	Leave for Fukuoka	ANA2141
	12:30	Lunch-time (buy a boxed lunch at convenience store)	A convenience store in Fukuoka airport
	13:00	Leave for Hakata station	Subway
	13:55	Leave for Nagasaki station	Kamome express
	16:20	Check - in	Hotel Cuore Nakasaki Ekimae
	16:50	Leave for Hotel Sainthill Nagasaki	
	17:00	Orientation	Hotel Sainthill Nagasaki
31 Jul	8:30	Meet at lobby and leave for Nagasaki university	Hotel Cuore Nakasaki Ekimae
	9:00	Visit RECNA	31-Lecture room, RECNA centre, Nagasaki university
	12:00	Lunch-time	A student cafeteria in Nagasaki university
	13:00	Leave for Nagasaki Atomic Bomb Museum	Transfer by bus
	13:30	Visit Nagasaki Atomic Bomb Museum	Nagasaki Atomic Bomb Museum
	16:00	Lectures given by bomb survivors	Peace-Studies room in Nagasaki Atomic Bomb Museum
	17:00	Leave for Hotel Cuore Nagasaki Ekimae	Transfer by bus
1 Aug	8:30	Check-out and Leave for Nagasaki station	Hotel Cuore Nakasaki Ekimae
	8:45		
	9:15	Oura Catholic Church and Glover Garden	Oura Catholic Church and Glover Garden
	11:40	Arrival at Nagasaki Ekimae (in front of Nagasaki station)	
	11:50	Lunch-time in Shinkansen	Shinkansen
	12:20	Leave for Higashi-Hiroshima	JR, Shinkansen
	15:02		
	17:15	Leave for Hotel Route-Inn	Transfer by bus
	17:45	Check-in	Hotel Route-Inn
2 Aug	8:30	Meet at lobby and leave for Hiroshima Jogakuin Junior & Senior High School	Hotel Route-Inn / Transfer by bus

	10:00	Visit Hiroshima Jogakuin Junior & Senior High School	Hiroshima Jogakuin J & SH School
	12:00	Lunch-time	Hiroshima Jogakuin J & SH School
	13:00	Leave for Hiroshima Prefectural Government by bus	Transfer by bus
	14:00	Visit Hiroshima Prefectural Government	Hiroshima Prefectural Government
	16:30	Leave for La Boheme	Transfer by bus
	17:30	Reception at La Boheme	La Boheme
	19:15	Leave for Hotel Route-Inn	Transfer by bus
3 Aug	8:30	Meet at lobby and leave for Hiroshima Peace Memorial Museum	Hotel Route-Inn
	9:30	Visit Hiroshima Peace Memorial Museum	Hiroshima Peace Memorial Museum
	11:30	Leave for Hiroshima university	
	12:30	Lunch-time	A cafeteria in Hiroshima university
	14:00	Reflections and 1st country report	Room 204, IDEC
	18:00	Leave for Hotel Route-Inn	Transfer by bus
4 Aug	9:00	Meet at lobby and leave for Miyajima	Hotel Route-Inn / Transfer by bus
	10:00	Board a ferry	From Miyajimaguchi to Miyajima
	10:30	Sightseeing and lunch-time	Miyajima
	14:00	Board a ferry	From Miyajima to Miyajimaguchi
	14:30	Leave for Hotel Route-Inn	Hotel Route-Inn / Transfer by bus
5 Aug	9:00	Meet at lobby and Leave for IDEC	Hotel Route-Inn
	9:30	A lecture of Peace-Studies given by Prof. Yamane "Peace Education and Global Governance"	Large Conference room in IDEC
	11:30	Lunch-time	Daigaku-kaikan in Hiroshima university
	12:30	Leave for UNITAR	Transfer by bus
	14:00	UNITAR Lecture:	UNITAR
	16:00	Leave for Hotel Route-Inn	Hotel Route-Inn
6 Aug	5:30	Meet at lobby and Leave for Hiroshima Peace Memorial Park	Hotel Route-Inn
	8:00	Join Hiroshima Peace Memorial Ceremony	Hiroshima Peace Memorial Park
	9:15	Leave for Senda campus, Hiroshima university	Transfer by bus
	10:00	Hiroshima University Memorial Service Address for the Victims of the Atomic Bomb	Senda Campus
	10:45	Concerts (tentative)	Senda Campus
	11:30	Lunch-time	Senda Campus
	13:00	A lecture of Peace-Studies given by Prof. Kawano (tentative)	M303-lecture room in Senda Campus
	15:00	2rd country report (tentative)	M303-lecture room in Senda Campus
	16:45	Leave for Hotel Route-Inn	Hotel Route-Inn

7 Aug	6:30	Meet at lobby, Check-out and leave for Shinagawa, Tokyo	Hotel Route-Inn
	7:38	Board a shinkansen (from Higashi-Hiroshima to Shinagawa, Tokyo)	Shinkansen
	12:00	Leave for TIC (Hatagaya, Tokyo)	TIC (Hatagaya, Tokyo)
	13:00	Check-in and Lunch-time	TIC (Hatagaya, Tokyo)
	14:30	Leave for Makishima Karen Office	Transfer by bus
	15:30	MPs	Makishima Karen Office
	17:30	Leave for TIC (Hatagaya, Tokyo)	Transfer by bus
8 Aug	8:00	Meet at lobby and leave for JICA Research Institute	TIC (Hatagaya, Tokyo)
	9:00	Visit JICA	JICA Research Institute (Ichigaya)
	12:00	Lunch-time	2nd floor in JICA Ichigaya Building
	13:00	Leave for Kiyose Junior High School	Transfer by bus
	14:00	Visit Kiyose Junior High School	Kiyose Junior High School
	17:30	Leave for TIC (Hatagaya, Tokyo)	TIC (Hatagaya, Tokyo)
9 Aug	9:00	Meet at lobby, Check-out and leave for MEXT	TIC (Hatagaya, Tokyo)
	10:00	Visit MEXT	MEXT
	11:00	Visit MEXT Museum	MEXT
	11:30	Lunch-time	Kasumigaseki Building
	12:30	Leave for Ministry of Foreign Affairs of Japan	by walk (5 or 10 minutes)
	13:00	Report	Ministry of Foreign Affairs of Japan
	15:00	Leave for Narita airport	Transfer by bus
	16:00	Check-in	Narita airport
	21:00	Boarding	Narita airport