



EIU Best Practices 2021
**Upholding GCED
 through Amahoro Club**
 A Case from **Burundi**

2021 EIU Best Practices Series No. 57 Upholding GCED through Amahoro Club



EIU Best Practices Series **No. 57**

EIU Best Practices 2021
**Upholding GCED
 through Amahoro Club**
 A Case from **Burundi**



APCEIU





EIU Best Practices Series **No. 57**

EIU Best Practices 2021

Upholding GCED through Amahoro Club

A Case from Burundi



United Nations
Educational, Scientific and
Cultural Organization
국제연합
교육과학문화기구

APCEIU

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO
유네스코 아시아태평양 국제이해교육원

Foreword

The Education for International Understanding (EIU)/Global Citizenship Education (GCED) Best Practices programme is one of APCEIU's efforts to share diverse experiences, practices, and approaches to bolster EIU and GCED which can inform and inspire education professionals who wish to design and implement policies, activities, and educational programmes on EIU and GCED. A total of 54 EIU Best Practices has been published and disseminated around the Asia-Pacific region and beyond since 2006. This year, Mr. Sinai Bakanibona's case has been included with series number 57, focusing on promoting peace education in communities.

In the past few years, APCEIU has encouraged the participants of its capacity-building programmes to share their experiences and stories of promoting EIU and GCED through these series. At the end of each training workshop organized by APCEIU, participants present their own action plans to implement EIU and GCED after returning home. This publication shows the continued commitment and endeavors of APCEIU's training alumni to carry out EIU and GCED after the completion of the workshops. In fact, Mr. Sinai Bakanibona's case is the outcome of the action plans established from his learning in the Capacity Development basic education of Africa and Asia-Pacific 2015.

The EIU/GCED Best Practices Series is unique in that it provides insights into how EIU/GCED is interpreted and put into practice in different contexts by those who are at the forefront of education. Although each case is set in different locations and institutional backgrounds, others can draw practical ideas and observations and learn from the case contributors' experiences, challenges they

faced, strategies used, and lessons learned while striving to overcome those challenges. Due to the COVID-19 pandemic, the programme was discontinued in 2020, but it could be resumed this year thanks to our alumni's great interest and participation. I hope that the EIU/GCED Best Practices will continue to serve as a useful reference for educators, policymakers and practitioners, who share a strong commitment for EIU and GCED.

Lastly, I would like to convey my deepest appreciation and congratulations to Mr. Sinai Bakanibona for his continuing efforts to promote EIU and GCED, and creating a synergy effect among themselves by encouraging each other and sharing ideas, which I believe contributed to the successful publication of the EIU/GCED Best Practices 2021.

September 2021



LIM Hyun Mook
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of Education for International Understanding (EIU) since its inception, in line with one of the pillars of education “Learning to Live Together.” EIU is a UNESCO initiative to promote a Culture of Peace through education, which is central to UNESCO’s mission. EIU aims to foster global citizens with values, attitudes, knowledge and skill sets necessary for learning to live together and overcoming racial, cultural, and religious conflicts. In the recent years, this mission has been reaffirmed by the adoption of the Sustainable Development Goals (SDGs) and Education 2030. The SDG-4 and the accompanying Target 4.7^① highlights the importance of promoting global citizenship education (GCED).

APCEIU launched EIU Best Practices in 2006 to encourage and support educators, scholars and activists who wish to promote EIU and GCED by collecting and sharing success stories and lessons learned in promoting EIU/GCED in different social and cultural contexts. The EIU Best Practices aim to provide practical ideas and insights on how to design and implement EIU and GCED by sharing specific examples and practices carried out by practitioners on the ground.

The programme is conducted through the following steps: 1) Call for applications: APCEIU sends announcement letters along with application forms and guidelines to the alumni of the EIU/GCED capacity-building training programmes organized by APCEIU; 2) Screening and selection: Submitted applications are reviewed by the Screening Committee, who select the five best practices; 3) Online Monitoring: The selected applicant is required to make his or her programme/project available for online monitoring. The selected applicant

is obligated to cooperate in terms of making arrangements for APCEIU's online monitoring on his/her respective country. 4) Case presentation and award ceremony: Selected applicants present their cases and receive the Global Citizenship Education Award; 5) Submission of the final reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 6) Publication and dissemination: Final reports are published and disseminated on and offline.

APCEIU encourages educators, scholars, and activists to apply and share their diverse experiences and perspectives. The occurrence of COVID-19 pandemic last 2020, prompted the programme to cease, but finally resumed online and published the series in 2021 due to the keen interest of APCEIU's alumni. It is hoped that the EIU Best Practices will continue to inspire and inform practitioners, generate meaningful dialogue, and serve as useful materials for those who are committed to promote EIU and GCED and contribute to building a more just, peaceful, and sustainable world.

① Target 4.7: By 2030, ensure that all learners acquire 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.

Contributor



Mr. Sinai Bakanibona

Education Advisor and Focal Person of East African Community Affairs, Ministry of National Education and Scientific Research
Burundi

Mr. Sinai Bakanibona had exiled in Mtabila Refugees Camp for 11 years in Tanzania where he finished secondary school. After passing the national examination, he studied the English Department, Institute for Applied, University of Burundi. He took up Administration at National College of Administration in order to work as an officer in the Ministry of Education.

He has a Master's Degree in Public Administration and Public Policy at Moi University, Kenya. During that time, he was a teacher in the primary and secondary school. In 2010, he was nominated Pedagogical Advisor and Curricula designer in Ministry of Education until 2017. From November 2017 up to the present, he is Strategic Advisor in Bureau of Scholarship and Internship. In 2015, he founded a non-profit organization Action for the Promotion of the Education/ Action pour la Promotion de l' Education (APE) so as to raise awareness to the Burundians the role of education in sustainable development. APE helps qualified students to get school materials, organize in-service workshops for

unqualified teachers and train students on peace education. Through this local organization, he have established different Peace clubs in different secondary schools in Makamba and Rumonge provinces that help the students to gain skills on how to deal with conflict resolutions, conflict management and effective communication.

In 2015, he went to South Korea for a training of 2 months on UNESCO-Korea Joint Fellowship Programme. In 2017, he was selected by US Department through Burundi US Embassy as Young African leader to attend the courses of Public Management at Texas Tech University and was honored as Honorary Citizen of Lubbock, Texas because of the exceptional actions he contributed that I have realized in that county. He likes reading books.

Acknowledgement

Above all, I thank God, the Almighty for having given me the strength and patience to undertake this programme. This programme is also the result of many people's effort to whom I would like to express gratitude.

Firstly, my heartfelt gratitude and deepest thanks to Ministry of National Education and Scientific Research for sustaining me in different ways. I'm also grateful to the EIU team for their clarity, their constructive criticism, all have shaped this report what it is today.

Secondly, I would like to extend my gratitude to all the teachers and students I have known in my life as a student from secondary schools to universities, especially those of Iteba Lycee and Mutambara Lycee, which accepted to practice GCED and become members of Peace Education Clubs.

Thirdly, my sincere thanks to the group of returnees and residents in Mutambara Peace Village who accepted to work with me and became a source of motivation for me.

Last but not least, it would be unfair to end without acknowledging the APCEIU team who trained us on GCED during our stay in South Korea.

Summary

Peace Education Clubs (Amahoro Clubs) is a project that has been initiated in other secondary schools of Burundi in terms of consolidating culture of peace and stability in Burundian society by applying different concepts of Global Citizenship Education in our life.

This programme influence positively different social stratifications of people to know how to live together and be united by facing diverse challenges which can somber the population in violent conflicts. Peace Education Clubs (Amahoro Clubs) serve as a platform in which people become aware of the various social issues. Students and teachers are gaining the necessary knowledge and skills that will help prevent the occurrence of conflicts.

As Burundi has been in the conflicts, Peace Education Clubs (Amahoro Clubs) will become a solution to dingy era that the country has passed through in order to reach the light of hope after many years in the tunnel of darkness full of desperate and despair that has characterized past generations.

We believe that if Global Citizenship Education could be applied in Peace Education Clubs (Amahoro Clubs), it will totally contribute to make Burundi a country of stability and safety.

Table of Contents

■ Foreword / i

■ EIU Best Practices is... / iii

■ Contributor / v

■ Acknowledgement / vii

■ Summary / ix

1. Introduction and background
2. Description of the programme / 6
 - 2.1. Target groups / 6
 - 2.2. Goals and objectives of the programme / 9
 - 2.3. The main target of the project / 11
3. Main activities of the programme / 12
4. Structure of the programme / 13
 - 4.1. Duration, Scope and Scale of the programme / 16
 - 4.2. Key elements of the programme / 16
5. Relevance of activities to GCED / 17
6. Conclusion / 18
 - 6.1. Evaluation and critical reflection / 18
 - 6.2. Impact on the target groups / 19
 - 6.3. Implications and suggestions / 19

■ Reference / 21

■ Annex / 25

ACRONYMS

EIU	Education for International Understanding
GCED	Global Citizenship Education
LTLT	Learning to Live Together
LRM	Learning Resource Material
MOU	Memorandum of Understanding
REAP	Re-entry Application Projects
SDGs	Sustainable Development Goals
UNDESD	United Nations Decade of Education for Sustainable Development

Upholding GCED through Amahoro Club

1. Introduction and Background

The Burundian Civil War caused an armed conflict lasting on 1993 and ended on 2005. The civil war was the result of long standing ethnic divisions between the Hutu and the Tutsi tribes in Burundi. The latter caused many people to flee the country and went to search for the safe places in the neighboring countries. The conflict began following the first multi-party elections in the country since independence from Belgium in 1962, which formally ended last August 2005. The estimated death toll stands at 300,000 people. Some Burundians were exiled in the different neighboring countries but when they decided to return to their home, they found out that their land was occupied by other people who remained in the country. The elections of 2015 make Burundi to be in political crisis that caused people to flee once again. The political crisis demonstrated that there were no reconciliation within Burundian community because it awakened the ancient spirit of ethnical division.

But for now, there are turning back from the exile and interact with those who stayed in the country. The project was executed near Mutambara Peace Village (commonly called Muji Mwema) which is a village composed by the families who repatriated from exile and their farms have been occupied by other families that stayed in the country. Most of these returnees and residents do not have any activity that can produce income. Sometimes, there are conflicts between the residents and the returnees because of the land problems.

About 1,600 Burundians live in this village, with its 300 identical two-room homes constructed of concrete with tin roofs. It was set up by the United Nations and Burundi's government as an experiment in reconciliation to see if Hutus and Tutsis could better understand each other by living side by side. Each family is given a plot of land, but not big enough to cultivate crops.

Now, there are many land problems and actions of intolerance in southern province namely Rumonge Province. Youths are more suffering in these conflicts since they play indispensable role as key persons to resolve this challenge peacefully. To resolve this problem, I created a local organization “Action for the Promotion/Action pour la Promotion de l’Education” – APE. Through, it can establish Peace Clubs in different schools especially Mutambara Lycée and Rumonge Lycée. It helps to eradicate conflicts in different families without forgetting to promote the gender equality by practicing Global Citizenship Education (GCED). This project will allow Burundi to get new generations of people who are tolerant, peaceful and able to defend their rights peacefully. Peace education will act as primary concern especially in schools and to train the new generations in Burundi for this purpose.

After living in such environment, I decided to contribute to build the unity within the population of Burundi. Well equipped with techniques and strategies of conflict management and resolution that used GCED approach, I started the trainings on conflict management.

In addition, different sessions were organized on conflict management in different schools and the students with disabilities were integrated in the process. It was in the manner of practicing the inclusive education in all aspects.

These training sessions have been realized owing to the great support of the teachers and some educational administrators who have contributed to sustain the project. It was a great opportunity to the community to learn about the techniques and strategies that can be used to resolve the conflicts peacefully.

After attending the training in South Korea at APCEIU Centre, I decide to design the latter project that can help get new generations of people who are tolerant and have been equipped with skills on the peaceful management of conflict. So, I decided to start the programme through the Peace Clubs “Amahoro Clubs” that allows me to teach the pupils on conflict management.

I initiated this programme because I believe that, “education is the most powerful weapon that the world can use to change the world”, as Nelson Mandela stated. It was easier to mobilize the targeted teachers and the students because I’m working in the Ministry of National Education and Scientific Research.

The programme has been mobilized because the efforts of different partners including the Ministry of Education has the objective of designing the course that can initiate the students to resolve conflicts peacefully. Hence, the programme has been supported because it was for public interest which means that the Ministry of Education would like to train the population on conflict management to solve problems pertaining thereto.

The programme aims to make the students aware in different parts of southern of Burundi on peaceful resolution techniques that can allow them to resolve conflicts without using violence. The Peace Education Clubs (Amahoro Clubs) helped to integrate the Global Citizenship Education in the classroom even though the curricula do not have the topics related to the conflict management. Peace Education Clubs (Amahoro Clubs) have mainly contributed to fit in the Global Citizenship Education in the skills that the students of the secondary school that are getting from different background of their studies.

The participants were the teachers and students. The teachers have the main role to sustain the students as teachers-trainers in the domain of conflict management. The Peace Education Clubs have the crucial objective to facilitate the integration of the Global Citizenship Education especially the concept of peace and social justice.

Burundian educational system modified the curricula from primary to secondary level. During the change, the Government has introduced the new pedagogical method called Pedagogy of Integration.

The latter is based on the creation of the situations that can help to install the resources that can be used in the lifestyle. The teachers are mandated to develop teaching and learning materials complimented by appropriate locally relevant topics. The production and development of these teaching materials is encouraged.

Actually, the teaching materials are prepared by the teachers and curriculum developers by demonstrating the skills which can be used in the daily life of people. Most teachers have been trained so that they can be equipped with the skills that can help them to develop different resources and can allow them to use the new teaching method.

As GCED is a new term in educational systems, I introduced some notions of GCED even though it's still unknown for many educators. Normally, GCED is relatively a new concept to many professionals in the field of education such as curriculum developers, teachers and education leaders, there is a necessity to create awareness and provide teachers with pedagogical guidance.

Through Peace Education Clubs (Amahoro Clubs), it was easier to introduce the GCED so that the Burundian teachers and leaders in Ministry of Education can get notions related to the objectives of GCED.

Burundi is a small and landlocked country, which is located in East Africa. It has got its independence from Belgium Kingdom in 1962. After the independence, the country has experienced tragic incident causing people to be killed while others flee to neighboring countries.

The Burundian Civil War was an armed conflict from 1993 to 2005. The civil war was the result of long standing ethnic divisions between the Hutu and

the Tutsi tribes in Burundi. The conflict began following the first multi-party elections in the country since independence from Belgium in 1962, and is seen as formally ending in August 2005. The estimated death toll stands at 300,000 people. Some Burundians were exiled in the different neighboring countries and when they return to their home and their properties were already occupied by other people who stayed in the country. Series of violence occurred in Burundi resulting the country to be unstable even in the eyes of the international community.

After attending a training on GCED in Korea, I got an idea of teaching came in me of begin to teach peace studies in different secondary schools of Burundi in order to get new generations with skills on conflict management. Hence, I began with Peace Education Clubs (Amahoro Clubs) that are existing in different schools to facilitate the students and teachers to learn more and more about GCED programme. For that reason, the clubs became functional and the participants are being equipped with skills on conflict management.

Although, there are many land problems in southern provinces namely Makamba, Rumonge and Rutana this project was done in Rumonge province and it will be extended in other provinces if financial means will be available. It will also allow Burundi to train new generations that are tolerant and peaceful. To make acquisition of these new generations, Peace education will act as primary aspect especially in schools and this will help us to obtain the new generations in Burundi that we need

Children/students of these areas need training sessions related to peaceful conflict resolution so that they may cohabitate with their neighbors. This activity of teaching students affected by crises was done by trained teachers. Thus, Amahoro Clubs (Peace Education Clubs) will be created in schools so as to transfer the techniques of resolving peacefully conflicts and knowledge on peace education in the community. These children will play drama, sketches, role play, debates, etc...in their activities. The project is called Amahoro clubs.

Above and beyond, it's a good occasion, through Peace Education clubs, to transmit the knowledge on peace studies from one generation to another in terms of attaining the global objective of getting new generations that are tolerant and which have culture of reconciliation and peaceful spirit. Through these clubs, it will also facilitate to incorporate the new concepts of GCED in the national programme in order to give same chance to all Burundian students to learn about GCED.

2. Description of the programme

2.1. Target groups

For the purpose of acquiring the new generations which are tolerant and well equipped with skills and techniques to manage the conflicts, I decided to form the local organization that deals mainly with education issues “Action for the Promotion of the Education/Action pour la Promotion de l’Education – APE”. Over and done with APE, we created the Peace Education Clubs that are training the teachers and students to acquire different techniques and strategies of conflict management. This action has the primary objective of applying GCED in the schools of Burundi through the clubs so that it may be spread in other parts of the country.

The programme was based basing on the nuts and bolts of the country through pedagogy of integration methods which is applicable in Burundi educational system. At the end of the day, the programme will be applied in different schools even in whole country where students and teachers can be aware of the GCED programme. The participants in the clubs will help to integrate the GCED on the existing secondary schools.



▲ Students participating in Peace Education Clubs reading a book called
“Untold stories of our neighbours” written by APCEIU
©Sinai Bakanibona



▲ Training with teachers and headmasters on pedagogy of integration applied on GCED
©Sinai Bakanibona



▲ Training with teachers and headmasters on pedagogy of integration applied on GCED
©Sinai Bakanibona

Apart from the activities related to the peace education and social justice, the local organization APE has also promoted financial education. The latter was related to the creation of the activities that can generate incomes and savings. This project helped women to develop their skills that may sustain them to improve their lifestyles even though they are living in poverty.

I was one of the participants who have been trained by APCEIU and the workshop completely changed me. Different themes have been tackled during the seminars but both peace and social justice were the main themes that have been characterized by my field project. These themes were indeed applicable on my field duty because Burundi has been in the war for decades. People lost their hope and most of them the country to search for stability. Thus, I decided to start my trainings with students on secondary schools who will become the leaders of tomorrow. I taught them different techniques that can allow them to manage effectively the conflicts.

To make such activity a realistic one, I have to organize Peace Education Clubs in different pilot schools so as to extend the project to the experimental schools giving the positive results.

In addition, the programme has progressed positively so I have to extend the programme I have learned during my stay in Korea. Different students have been trained to be equipped with the skills that can allow them to resolve peacefully any conflict that can appear in the community. I do believe that this programme will thoroughly contribute to develop new generations that will resolve the conflicts without resulting to violence.

Actually, Burundi had been in violent conflicts from decades. Some people were massacred in 1972. The first genocide happened in the region of Great Lakes in Africa although there was no confirmation yet by the United Nations. Due to that incident, the orphans of the victims took revenge creating instability in the country.

Had they been trained on Peace Education at an early age, conflicts could have been prevented in 1993. It's difficult to train the adults compared to young people who can easily get positive result.

The programme of peace and social justice are among the thematic areas of EIU/ GCED that I got interested. During my training in Korea, these thematic areas took my attention because I have to create the clubs suited to build the capacity of the students who are supposed to be the leaders of tomorrow.

Peace is crucial in sustainable development because you can't develop a country which is at war.

2.2 Goals and objectives of the programme

The general aim of the programme is to build the capacity of the trainees that focusses on the following aspects:

1. Promote peace through education
2. Political and civic participation of women
3. Fight against gender based violence
4. Promote quality education
5. Sustain girls' education in the rural areas.

Actually, this programme is designed to promote youth's economic, political and civic participation, women's participation by addressing gender issues associated with peace and security, preventing and responding to all forms of gender-based violence including early and forced marriage, girls' education, consolidate peace and orient the participants to the philosophy of teaching peace through the implementation of Global Citizenship Education (GCED) in Burundi. Another aim of the programme is to allow the students with disabilities to integrate the programme as a part of inclusive education.

Hence, the Amahoro Clubs (Peace Education Clubs) have been created to help the students to have a platform where they can exchange the culture of peace and gender promotion.

Amahoro Clubs (Peace Education Clubs) Project has a core idea of displaying those Burundian youth who were able to change positively the country in terms of social and economic affairs. The programme will also help marginalized women in remote areas to know their rights through training on gender issues. The programme will also help Burundi to foster new generations who will develop their country through their participation.

2.2.1. Specific goals and objectives

The programme of Peace Education Clubs (Amahoro Clubs) aims specifically to the following objectives:

To facilitate youths to be equipped with skills related to the techniques of peaceful resolution of conflicts, conflict management and gender issues including girls who have directly gained formal education and to prevent all forms of violence and discrimination of girls in the educational system through peace education;

- To create Peace Education Clubs so as to promote the concepts of GCED applied on gender equality and peace education to targeted schools as a platform on how to promote culture of peace in the community;
- To assist the participants to understand the source of conflicts, conflict management and resolve peacefully the conflicts and display the role of youth in such situations by implementing Global Citizenship Education (GCED) programme at school level;
- To practice GCED by organizing drama, sketches, debates,..... etc. in the community in order to establish the culture of peace and display the power of youth in building the society;
- To apply GCED in the inclusive education by supporting the students with disabilities to participate in the consolidation of peace and social justice in Burundi.

Likewise, augmenting students' capacity in conflict management, peace education clubs has the main objective of making sure that the GCED will be included in the national curriculum so that it may be known by every Burundian student.

2.3 The main target of the project

The project targeted 250 youths from different schools in various Rumonge province 2 educators who have directly benefited this programme and 2 school leaders. The training session was organized to the educational administrators in terms of equipping them with skills that can allow them to supervise the activities of the Amahoro clubs.

Afterwards, knowledge gained will be transmitted to 250 families which mean that 1,500 underprivileged of the minority and marginalized youth living in

Mutambara Peace Village will benefit. The people of these regions will also gain teachings about women rights issues. The marginalized girls will have access on formal education to enable them to build self-confidence and be role models in serving the nation and be involved in development activities. They will be able to hinder the cycle of conflicts, poverty, illiteracy, exploitation, sexual & reproductive health crisis and girls involved in forced marriage. These youths will set good trend for their communities. GCED will be introduced in school in remote area empower women.

3. Main activities of the programme

Youths were primarily the victims of what happen in Burundi. The main objective of the programme is to create the peace clubs (Amahoro Clubs) which will be used as platforms to exchange different issues through conflict management. The youth is the main concern of the project so that the students can integrate Peace clubs (Amahoro Clubs) and get the platform to exchange different issues related to peace making.

As you know, a country that is involved in war miss the opportunity to progress in different domains including gender issues. Women who were rescued during the war, are engaged in prostitution in order to gain daily income whereas. The idea of making this started in May 2015 when the political crisis broke up reminding me of what happened during the war and the consequences of the conflicts. This prompted me to plan for the future of Burundi through schools where we can find the new/future generations.

Burundi needs now new generations of people who can to stand for patriotism and without discrimination. To get this objective or intention of patriotism, we need to promote gender equality.

After participating in the training programme in South Korea, I saw how women work hard to develop their country and how women's rights are respected by

everyone. Since women represent about 60% of population in Burundi, I realize that the contribution of women is vital to sustainable development and culture of peace. If women will work equally, it will result to sustainable development. That is why this project will focus on training mainly the girls who are in the secondary school. General activities will promote techniques of conflict resolution and gender issues from lower to upper levels in the community.

4. Structure of the programme

In order to attain the goals, the Amahoro Clubs (Peace Education Clubs) follow four phases which can be in consent the implementation of the programme:

- The first phase is to get contact with local administration, principals and teachers of targeted schools who will be involved in Amahoro Clubs (Peace Education Clubs);
- The second phase is to sensitize students and create Peace Education Clubs in schools in order to train them the techniques of resolving conflicts, gender rights, peace education and girls' education. Afterwards, the trained students will continue to teach gender equality, prevent/respond to all forms of gender based violence including early and forced marriage, women and girls health;
- The third phase is to organize debates, sketches, drama, etc.... that will be played in the community where the project will be working. The Amahoro Clubs (Peace Education Clubs) will also help students to study human rights in order to avoid pregnancy in schools or zero pregnancy at school. It was proved that many girls drop due to pregnancies especially in these targeted provinces that the Amahoro clubs (Peace Education Clubs) Project will cover.
- The fourth phase is monitoring and evaluating the implementation of the programme in the targeted areas.

At Mutambara Peace Village, I organized a training on financial education with topics like the role of rural women in sustainable development and women leadership in the society. Women have been trained on social entrepreneurship through different activities that can generate income and savings. It has been noted that GCED topics are vital in different aspects of our life.

We also talked about the lifelong education which isn't well developed in Burundi. We have proven to these women that education is endless and anyone can pursue her studies regardless of age. A topic related to the women leadership has been tackled so as to highlight the great role that women can play to stabilize peace and security once they have been elected through the polls.

This training is a great opportunity for them to understand the importance of learning financial education by incorporating GCED themes. GCED will inspire them to become more responsible citizens and realize the role of education in guiding the younger generations on how to live in a rapidly changing world.



▲ Group photo with women after the training on financial education at Mutambara Peace Village
©Sinai Bakanibona



▲ Training women on financial education including GCED
©Sinai Bakanibona

4.1. Duration, scope and scale of the programme/project

Amahoro Clubs Project will last one school year and will continue to be transferred from generation to generation. The scope of this project is to install culture of peace resolution techniques resources by using capacity-building of trainers/educators, school-based programmes, community-based programmes, youth initiatives and organize different drama, games, sketches, etc...in local communities.



▲ Information session on GCED at Rose Park American Corner, University of Burundi, with students who are majoring education sciences ©Sinai Bakanibona

4.2 Key elements of the programme/project

The key elements of the Project are to create new generations in Burundi that is tolerant and who will be able to resolve conflicts peacefully. The Project will begin from lower to upper which means it will begin in schools and then to community.

During the project, 250 families have been indirectly involved with the project and about 500 women will be touched by this Amahoro Clubs. The Project includes husbands that will change behaviour of men who have the

mentality that women are inferior to men. The intended result and impact of the Amahoro Clubs (Peace Clubs) Project is to get a transformed population with the following results:

1. 250 students in targeted schools participated in the project and this allowed 500 marginalized women to defend their rights, improvement of girls' enrollment, and avoid pregnancies at schools;
2. 250 students learned the techniques of resolving conflicts peacefully and how to live together with others;
3. 250 girls from the poorest families received school materials and they also worked well in schools;
4. 15 Peace Education Clubs have been created in the schools including the ones in the community;
5. 100 students, female returnees from exile who living in Mutambara Peace Village are now equipped with skills, techniques and methods of resolving the conflicts.

5. Relevance of activities to GCED

The programme of Peace Education Clubs (Amahoro Clubs) is totally relevant to GCED because it focuses on the implementation of sustainable peace and social justice to the country that has been torn by conflicts that killed so many people. Aside from that, the programme also introduced women to financial education allowing them to be independent and know their rights.

Likewise, during the seminars, the themes include GCED for the participants to be aware of the existence of concept. The participants even conveyed their enthusiasm to their own research about GCED.



▲ *Talking about GCED with students of University of Burundi supported
©Ashinaga*

6. Conclusion

6.1 Evaluation and critical reflection

To conclude, the attainment of the Peace Education Clubs (Amahoro Clubs) was made possible due to the contributions of many people and other institutions. They participated to make sure that the implementation of GCED becomes a reality in Burundi. Teachers and educational administrators has shown keen interest about GCED despite limitation of funds to organize different activities.

I believe that if I have the financial means, I will introduce the programme to other provinces, even the whole country. At present, only public schools share the benefits on GCED and I believe that even private school should be aware of the conflict management. Thus, GCED has to be integrated in the national

curriculum in order to allow all students to have the chance of knowing.

6.2 Impact on the target groups

The programme of establishing the Peace Education Clubs (Amahoro Clubs) in different secondary schools like Teba Lycee and Muntambara Communal Lycee located in the southern of Burundi has a great impact to the youth both returnees from exile and residents. It means that 500 students will be trained on peace studies and social justice which will affect around 1.500 families who live around the village.

As I mentioned before, the southern of Burundi is characterized by land problem and these conflicts are being reduced progressively as the conflict resolution techniques are being learned by the students. It means that positive impact is observed through different aspects. Mutambara no longer face different problems about segregation and intolerance activities.

Amahoro Clubs (Peace Education Clubs) Programme is being followed up by Action for Promotion of the Education (APE) in targeted schools. The team will work closely with trained teachers who will be supervisors of this programme especially in their schools and in the communities. We also continue to organize field visits as a follow-up activity in different communities.

We organized the sketches or drama in the community that allowed the beneficiaries to impart what they have learned. This strategy will have a multiplier and sustainable effect to the community.

This kind of programme is vital especially in post-conflict countries in order to train the new generations to promote a culture of peace.

6.3 Implications and suggestions

The programme has covered the public schools that are located in the southern of Burundi. I am hoping to cover other places as well and encouraged other trained teachers to share their skills on GCED with others since GCED presents different topics that are crucial to achieve sustainable development, I suggested to Ministry of Education to integrate GCED in the national curriculum.

I highly recommend to the curriculum developers to integrate the topics related to GCED because they are priceless and can really contribute to the development of the country. It is important to deepen our understanding of the conceptual dimensions of GCED.

■ Reference

UNESCO (2015). *Global Citizenship Education: Topics and Learning Objectives*. Paris, UNESCO.

■ Annex



▲ Group photo after the training workshop on inclusive education
© Sinai Bakanibona



▲ Students attending Peace Education Club (Amahoro Clubs) sessions
©Sinai Bakanibona



▲ Students attending Peace Education Club (Amahoro Clubs) sessions
©Sinai Bakanibona



▲ Students in Peace Education Club, Mutambara Lycee
©Sinai Bakanibona



▲ Children with disabilities at Mutwenzi Medico-Pedagogical Center
©Sinai Bakanibona



▲ The training workshop organized for children with disabilities at Medico-Pedagogical Center of Gitega in December 2016. ©Sinai Bakanibona



▲ Minister of Education during the opening remarks of the training workshop
©Sinai Bakanibona