

Roma, 17 Luglio 2008

If the right sort of education is important to sustain a peaceful society, why is it not included in all peace agreements?

The Governance International dynamics are sometime very difficult to understand. When we speak about education we speak about national and international political strategy paper. People more accomplished can understand why there are too much differences in the people life standards in the world.

Who are the key actors (education and others) who peace negotiators engage with when deciding how education is to be included (or not) in a peace agreement, and how do education authorities play a role in this?

We can found the answer directly in the question. The educators are the most important key actors in the peace negotiations. They would be included in a peace agreement together with the International education authorities because they are representatives of our own country and they can understand the complexity of the national structural diseases.

How does the role of education in promoting peace and stability differ between various contexts, for example in fragile states before a conflict, countries in the midst of conflict, and post-conflict situations?

Education is a tool to promote peace and stability needs, to obtain effects, for a political strategy of long period. In fact in the long-term period States can provide and adopt adequate educational policies which in the conflict situations can continue to be available for citizens. In the short-term period States can only fight the emergency but without practicing an adequate national strategy policy. This is the main reason that It would push the International Institution to develop an adequate educational program able to be adopted to all the national government.

Do you have evidence that you are willing to share (in the form of case studies or concrete examples) of where quality education has been implemented successfully in conflict situations and has made a difference to mitigating conflict?

VIS works in many countries of the South Saharan Africa in the educational and professional training field. VIS has one of its offices in the capital of Burundi, Bujumbura, and there, for a long time, works together with *huto* and *tutzi* ethnics in spite of the tragic conflict of 1994. The methodology used from VIS educators was focused on the child integral development: each child needs particular attention not only for his education but also needs psychological, physical and medical care. When it is possible to grow up without racial hate and prejudices, the cohabitation is possible and the educational projects are realizable.

Same experience in Congo, Angola and Albania too.

Have you observed education systems that have undergone a positive transformation as a consequence of conflict? Please can you describe these and the key factors that transformed a negative situation into a positive situation.

The experience acquired from VIS in its country-work, in the last twenty years, has showed us that the integrated educational approach is the best one for the structural growing up of the children because it operates directly in the psychological process of the people. The main goal is to obtain, at the

international level, the participation of all the Regional System that through structured strategies and best practices can bring to real transformations.

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