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## **International Conference on Peace Education at Protestant Schools as a Contribution to Learning for Sustainability**

**Organized by National Office of Protestant Education in Protestant Council of Rwanda (CPR) in Collaboration with GPNreformation and EKD, Center of Presbyterian Church of Rwanda, Kigali on November 5-7, 2017**



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Kigali, November 8, 2017

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## Introduction

On June 23, 2017 during the Global schools500reformation Day at Wittenberg, the project schools500reformation was transformed into the Global Pedagogical Network – Joining in Reformation (GPENreformation). Since its creation in 2013, this project connecting Protestant schools and institutions over the world has organized different regional and international conferences:

- 2013: First international conference at Eisenach aimed at preparing the project schools500reformation.
- 2014: Regional conference: DR Congo, Ghana and Tanzania.
- 2015: Second international conference at Wittenberg, 500<sup>th</sup> school joined; global thesis activity.
- 2016: Third International Conference in Soesterberg (Netherlands), working on the position paper “Establishing common ground for Protestant schools worldwide” to develop a vision which kind of education we want to deliver at Protestant schools.

The conference held at Kigali November 5-7, 2017 was the fourth International Conference from 2013, and the first conference of the GPENreformation. It was organized by the head office of GPENreformation and the University of Bamberg in collaboration with the Protestant Council of Rwanda via its National office of Protestant education (BNEP) and financed by the Evangelical Church of Germany (EKD) as well as the German Foreign Office. The more than 50 participants of the International conference were coming from different Protestant schools and educational institutions worldwide: Germany, Poland, Netherlands, United States of America, Brazil, Argentine, Philippines, Hong Kong, Egypt, Cameroon, Ghana, Tanzania, South Sudan, Zambia, Uganda, Burundi, Democratic Republic of the Congo and Rwanda.

## Session 1: Welcome Remarks and Objectives of the Conference

### 1.1 Welcome remarks

The opening remarks were given by Rev. Samuel Mutabazi, Head of the National Office of Education of Protestant Council of Churches (Rwanda) and Rev. Dr. Birgit Sendler-Koschel, Head of the Department of Education of the Evangelical Church in Germany (EKD). They expressed a warm welcome to the participants and invited them to share experiences and constructive ideas for promoting quality education in Protestant schools all over the world. They also expressed their gratitude to the teams of GPENreformation and Protestant Council of Rwanda (CPR) for the preparation of the conference. Participants were coming from different countries and continents (Europe, North America, Latin America, Asia and Africa).



*Welcome remarks by Rev. Samuel Mutabazi and Rev. Dr. Birgit Sendler-Koschel*

### 1.2 Main Objectives of the Conference

Prof. Annette Scheunpflug and Dr. Wim Kuiper from the former GPENreformation steering committee presented the introduction of the conference and its main objectives. They highlighted the core aim of the conference consisting of the reflection of the contribution of Protestant schools to peace and learning for sustainability. The main objectives were the following:

- Reflect on concepts of Protestant schools in overcoming conflicts and working on reconciliation.
- Deliberate on the contribution of Protestant schools to the wellbeing and social cohesion of societies and to make this contribution visible.
- Share ideas and concepts in regard to peace education and education for sustainability in Protestant schools.
- Gain insights into current challenges of peace education in the Great Lake Region and to learn from the contribution of the churches.
- Develop and to strengthen the Protestant network GPENreformation.



*Prof. Dr. Annette Scheunpflug, Professor at University of Bamberg in Germany and Dr. Wim Kuiper, former President of the International Association for Christian Education in Netherlands and participants of the conference*

The choice of carrying-out the conference in Africa was to reflect that Africa is an important place for Protestant education regarding peace and quality education. The genocide against Tutsi in Rwanda affected all spheres of the country, particularly teaching and learning system in all schools. However, the period aftermath, Rwanda has made significant efforts in peace building and living together. Education has been an important channel for peace education, unity and reconciliation. In this perspective, Protestant churches in the Great Lakes region initiated the Participatory and Active Pedagogy (PAP) program which contributed to peace building throughout the Protestant schools. The experience of peace is now inspiring to everybody, especially societies which are facing conflicts today.

### **1.3 Sunday Service**

The participants joined the Sunday service in the Presbyterian Church at Kiyovu parish. The presentation of guests was done by Pastor Jeannette Mukamana and Rev. Dr. Samuel Rugambage, the General Secretary of the Protestant Council in Rwanda (CPR). The whole gathering was joyful with preaching and singing from different choirs, especially the students from Martyrs Secondary School of Remera.

In his sermon, Rev. Samuel Mutabazi insisted on the meaning of Jubilee as remembrance of the Lord's grace, forgiveness and act rightly towards neighbors (Leviticus 25:8-19; Luke 4: 16-21; 2 Corinthians 6:1-2). He urged Christians to think deeply on the role of Reformation, especially in promoting quality education. Reformation celebration must bring social implications such as advocating for those who are despised in society, promote unity, freedom and reconciliation.





*Pastor Jeannette Mukamana and Pastor Samuel Mutabazi.*



*Participants during the service and Rev. Dr. Samuel Rugambage*

## Session 2: Experiences of Conflict in the Field of Protestant Education

Conflict situations have a huge impact on education and need to be reflected upon. The major question is how Protestant education might contribute to peace and stability, especially in the context of conflicts. Testimonies from different countries show the imperative of peace education and a sustained advocacy for peace today.

### 2.1 Protestant Education in South Sudan

The situation of Protestant education in South Sudan was presented by Towongo Leonard Mabe from the Educational Department in Episcopal Church of South Sudan. The historical context shows that from its independence, South Sudan knows more division of states; from 10 states in 2011, 28 states in 2015, and 32 states in 2017. The crucial problem is how South Sudan will look like in coming years.



*South Sudan in 2015*

The Episcopal Church in South Soudan works in 8 internal provinces, 51 dioceses, and 9 regions. Its vision is to provide quality education with Christian values. Its mission is to raise a child through well run and resourced schools. Despite tribal conflicts, the summary report from 2007-2017 has shown that the Episcopal Church contributed in the following domains:

- Capacity building of primary school teachers through in-service and pre-service teacher training, ECD (Early Childhood Development) teachers training, training of school management committee, educational officers.
- Construction and rehabilitation of primary schools.
- Development and review of primary educational curriculum.
- Provide education in emergency in areas affected by conflicts in camps (2013-2017).
- Trauma healing trainings, child protection, games and sports in schools, teachers' emergency code of conduct in IDP (Internally Displaced People) schools.
- Intervention in inclusive education program (2015-2017).
- Empower church women groups.

Nevertheless, the Educational program of Episcopal Church of South Soudan is facing the insecurity and political instability. Thousands of children have been interrupted from education since 2013. The war is the biggest obstacle to education for generations. Some areas are not accessible, and many people became refugees in Uganda. Peace becomes an upmost need. In addition, the teacher training, school construction and rehabilitation, books and capacity building for education managers are still essential.



*Towongo Leonard Mabe, Episcopal Church of South Sudan*

## 2.2 Protestant Education in the Kivu Region

Prof. Ngayihembako, the Legal Representative of Baptist Community of Central Africa (CBCA) depicted the situation of Protestant education in Kivu Region in Democratic Republic of the Congo. The relationship between church and state has always been a concern and has impact on Protestant education. Kivu Region constitutes an important element in Protestant education.

The DR Congo was a Belgium colony and the first missionary education was catholic. Protestant education came later and was associated to chapels for Bible reading, alphabetization and catechesis. It was low in quality and quantity, and had no government support. The decent after independence (1960) knew the growth of the number of Protestant schools (almost 10 times) including primary and secondary close to Catholic and governmental school. It is at this point that the Baptist Community of Central Africa (CBCA) got involved to foster the national spirit and competitive education. Graduates from Protestant schools were renowned for their integrity, honesty and commitment for the work.

The desire of the government to take over schools regardless the convention with churches led to the suppression of Christian values, depravation and destruction of infrastructures. Thus, it resulted in subsequent low quality of education. After the convention between government and churches, the number of Protestant schools increased in accordance with the proliferation of church denominations. However, without a clear vision of Protestant education, many challenges still occur and should be addressed from early childhood education to the higher education: the focus on quantity rather than quality, lack of adequate infrastructures, lack of qualified teachers and the gain-centered character of education.

The contribution of Protestant schools in Kivu region include: holistic development; moral, spiritual, intellectual and social development; stabilization of the population in the period of crisis; encounter of cultures leading to reconciliation after crisis, and hence to the pacification of the region. The new perspective is to emphasize the Christ-centered schools, empower chaplaincy, use adequate/learner-centered methodologies of teaching, and raise learners' competences and foster training of trainers.

## 2.3 The Anglophone Crisis in Cameroon

The topic was developed by Frederick Njobati Fondzenyuy who is in charge of Pedagogic in-service Training Program, Bamenda (Cameroun). The context of Cameroon is characterized by injustice and marginalization. The country has 250 ethnic groups and two official languages (French and English). The system is centralized and autocratic, persistent social injustice, corruption, structural violence and marginalization characterize the current situation.



The history of the conflict starts with the colonial period in 1919 when German colonized Cameroon was partitioned between the United Kingdom and France. After the independence of the francophone Cameroon (1960) and the reunification of both French and English states (1961) Cameroon became a federal country. The change of the form of state from federal to republic was accompanied by the manipulation of the government to assimilate the Anglophone zone which resulted in protest from Anglophone part.



*Frederick Njobati, ISTP Bamenda*

The conflict erupted in October 2016 and included reactions of violence such as militarization, shooting, killing, massive arrest, rape, burning of schools, propagating hate against Anglophones (labeling and pejoratives).

The perspectives include genuine, open and inclusive dialogue; education on non-violent approaches, peace and justice to both government and community.

## **2.4 Minority Conflicts in Poland**

The experience was shared by Mrs. Dagmara Jagucka-Mielke, the representative of Lutheran schools in Poland where Protestant Schools constitute the minority in comparison to other Christian denominations. She stated that minority is a challenge and subject to marginalization. In Poland there are few Lutheran (0, 2%) and they have been marginalized during different wars by the catholic majority.

The question is how to deal with the situation of minority. Protestants need to have a clear understanding of their identity rather than looking at elements that differs them from others. It is important to underline what they have in common with others, hence educate in the spirit of ecumenism. They have also to show up that they are available in schools and in society in general: involvement in social movement, speak publicly and show that we can live in an integrated community.

## 2.5 The Tension between Poverty and Wealth as a Challenge for Protestant Education in Brazil

Mrs. Joni Roloff Schneider, the speaker of synod of Lutheran Church in Brazil, stated that Brazil as an immense nation with 27 districts faces many problems constituting imbalance between the rich and poor. The corruption is at a high rate, criminalities, unemployment, lack of insurance, overcrowded prisons, drug abuse, theft and rape. The government is not well equipped to deal with those social problems.

Nevertheless, there is hope founded on the Bible, Jesus as the light of the world. The influence of persons like Mahatma Gandhi, Martin Luther and Nelson Mandela give hope. In addition to that Non-Government Organizations in service of the population, the system of production, as well as documents from the Global Pedagogical Network are other supportive opportunities. She underlined the role of Protestant education to address different challenges and issues. Protestant education should be founded on the true values to promote to peace and quality education for sustainable development.



*Joni Roloff Schneider, Rede Sinodal, Brazil*

From the above experiences, participants discussed in groups how Protestant education contributes in dealing with ideologies, inclusive school, stabilization and crisis, and filling.

## 2.6 Greetings and Get-Together

The evening session was characterized by the official opening by the guest of honor from the Ministry of Education. The inspiring speeches from guests and representatives and the welcoming and open atmosphere gave an outlook on the conference and the prospects of the network.



*Guests and representatives*

The host guest, Representative of Presbyterian Church of Rwanda, Rev. Dr. Pascal Batarigaya, wished a warm welcome to the guests and all participants. He pointed out the necessity of peace education and commitment to address conflicts. The church must be a place for resolution and prevention of conflicts, preservation of Jesus' principles and Reformation heritage for the pacific cohabitation.

The vice-president of CPR, Rev. Dr. Gato Munyamasoko Corneil presented the gratitude on behalf of CPR, the host organizer of the International conference. He insisted on the role of quality education in Rwanda to promote citizenship and national unity.



*Representative of Presbyterian Church of Rwanda and Vice-president of CPR*

The coordinators of GPENreformation Rev. Dr. Birgit Sendler-Koschel and Dr. Wim Kuiper introduced to the guests the general objectives and achievements of GPENreformation. Among others the following aspects were mentioned: to enhance quality education worldwide; to develop character and foster values; to promote global learning; to feel the belonging of the world; to strengthen the exchange between schools in Europe, America, Africa; to foster the feeling of responsibility for local and global community; to make the network visible; to help each other. Furthermore, Protestant schools are connected by a common "ethos": they understand themselves as a community of life; a vision that has been appreciated and renewed during the last conference of GPENreformation in Soesterberg.

The aims of the current conference in Kigali are the promotion of initiatives of peace education as well as the participative pedagogy.



*Rev. Dr. Birgit Sendler-Koschel and Dr. Wim Kuiper*

Dr. Peter Woeste, the Ambassador of German Embassy in Kigali, highlighted the importance of quality education and the contribution of Protestantism. He noted the correlation between Protestantism, education and income generation, according to Max Weber: Only 2 % of the German population were able to read until Martin Luther started the schooling of girls 500 years ago.

In Rwanda, the access to education is certain but quality remains a challenge. Quality education will help Rwanda to become an industrialized country and to overcome the problem of overpopulation. The Protestant vision about education and increased freedom of expression has to be spread.



*Dr. Peter Woeste, Ambassador, German Embassy and Dr. Joyce Musabe from Rwanda Education Board, representative of Ministry of Education*

The guest of honor from MINEDUC Dr. Joyce Musabe, the Deputy General Director of Rwanda Education Board in charge of Curriculum and Pedagogic Material Department (REB/CPMD) appreciated the topic of the conference. Peace education is the core crosscutting issue in the Competence-Based Curriculum. Many societies are facing fundamentalism. Rwanda puts more emphasis on peace and justice, enhances the use of Information and Communication Technology (ICT), strengthens governance and accountability. Dr. Musabe noted that there is still a big gap in quality due to many challenges like drop-out, overcrowded classrooms hence requiring the National office for Protestant education to work hard, multiply efforts for a sustained input.

The CPR closed the evening session, by offering different gifts to the guest of honor, the German Ambassador in Kigali, and representatives of GPENreformation.



*Bishop Eraste Bigirimana from Anglican Church in Burundi offers gifts to the GPENreformation coordinators and Prof. Annette Scheunpflug from University of Bamberg to a guest of honor*

## Session 3: Pedagogy of Remembrance and Reconciliation

The meditation was led by Rev. Kwerakwiza Ruhindamayugi Mimi Brown from Education sector of Lutheran Church of Tanzania. According to her, peace-making needs justice and brotherhood. It comes from God and starts from within. It is not possible to have peace in ourselves if we have no peace with God.

### 3.1 Education of Remembrance

The presentation was led by Prof. Erasme Rwanamiza (Director of Education Department in AEGIS Trust). AEGIS Trust is a British NGO campaigning to prevent genocide worldwide. Prof. Erasme



Rwanamiza reminded ways through which learning taxonomies work together (knowledge, attitude and skills). Creativity is the higher order thinking skill needed for rational action. The different knowledge dimensions of declarative knowledge, procedural knowledge and meta-cognitive enrich one another and can contribute to education of remembrance. The last deals with reflection (think about our thinking). Values give di-

rection of whatever we do. We need to develop positive value thoroughly.

Education of remembrance aims at introducing the young generation to the actual situation and it can be transmitted from one generation to another. Furthermore, the education of remembrance can be understood when something happened; still it aims at preventing anything that can cause conflicts. ([Remembrance Education Touchstone: A manual for the quality of remembrance education projects: 2015](#)).

"The rationale of remembrance education is that modern nations have a certain responsibility for crimes or suffering that has been caused in the past, and that recognition of this forms a component of education in democratic citizenship. Remembrance education thus becomes a general umbrella for education about 'dark chapters' from the past [...]." ([Remembrance Education between History Teaching and Citizenship Education: 2012](#)).



The pillars of remembrance: Knowledge and insight, empathy and involvement, Reflection and action.



"Without knowledge and insight, empathy and solidarity reflection and action lack substance and remain an empty shell. Without the possibility to apply the lessons learnt to reflection and action, knowledge and empathy remain superficial and moralizing."

Source: [\*Remembrance Education Touchstone: A manual for the quality of remembrance education projects \(2015\)\*](#)

Participants showed the curiosity to learn more about the progress of remembrance and the challenge to relate Rwandan identity and ethnic belonging. They were invited to experience the testimonies at Kigali Memorial Center at Gisozi, further presentations and experiences.

### 3.2 Visit of the Kigali Memorial Center

The participants of the conference visited the Kigali Memorial Center in order to realize the reality of the Genocide against the Tutsi in April 1994 in Rwanda and to make a commitment to "never again".



*At Kigali memorial site, GPENreformation conference participants honor to the victims of Genocide against Tutsi.*

## Session 4: Protestant Responses and Ideas

The session aimed at looking back on the impact of Protestant education through different initiatives from schools and educational institutions.

### 4.1 Foundations of Peace Education

Prof. Annette Scheunpflug noted the concepts of peace education: remembrance, peaceful relationships, autonomy and self-responsibility, democratic forms of conflict resolution. The lack of peace education indulges to severe dangers.

**Remembrance:** working on the shared understanding on what happened, integrating different perspectives, being based on the clear understanding of law, reflecting different target groups and generations, and allowing participative actions.

**Peaceful relationships:** anti-discrimination, inclusive language, non-violent communication, conflict mediator education, working on otherness, and address the stereotypes. The danger comes from the delegation of social conflicts.

**Autonomy and self-responsibility:** self-efficacy against demagogy, resilience against authoritarian communication, enhancing autonomous thinking by quality education, allowing participation and expression, participatory and active pedagogy, learner-centered education, experience by arts and sports. The danger is when the injustice is not addressed.

**Democratic forms of conflict resolution:** democracy in the classroom, learning to compromise by role play, political simulation, getting involved in social processes. The danger is that a school may become a place of manipulation.

**Conditions for succeeding peace education:** looking at your own starting point (e.g. political or own reflection); broaden your perspective to other concepts (individual personality); peace education as an intergenerational perspective (each generation should address it); adopt peace education concepts to bring change in the society; share with other schools in other parts of the world; give peace education roots in Christian faith; and use network for lobbying.

## 4.2 Participatory and Active Pedagogy (PAP) in the Great Lake Region as Protestant Contribution to Peace Education

The experience from PAP was shared by François Rwambonera, Chairman of Rwanda Education Board and former Director of BNEP, who initiated the PAP program in Rwanda. Now, the program has been extended in DR Congo.



By its nature Participatory and Active Pedagogy is a peace education approach. It was introduced in Rwanda since 1998 and in the Democratic Republic of Congo, namely the CBCA Kivu Region, since 2001. The PAP program has involved 35 % of Protestant schools and 30 % of all teachers in Rwanda, and 60 % of teachers and 60% of all CBCA schools. Tanzania and Uganda used other learner-centered approaches that are not necessarily related to PAP.

The PAP program was introduced as a response to the critical educational situation after the genocide against Tutsi. The period was characterized by the traumatic situation, mistrust, hopelessness, aggressiveness, crises of trust, suspicion, etc. The PAP contributed to a better communication, enhancing teaching and learning practice, creating hope of living, developing the sense of responsibility, social harmony and consensus of living together.

Throughout trainings on diagnostic tools, communication tools and didactical tools, students understood trauma and phases of mourning, non-aggressive ways of conflict resolution, learner-centered pedagogy leading to more opportunities for students. Diverse evaluations have proved the PAP to be a response to quality education and peace education.



*Mr. François Rwambonera sharing experience from PAP*

### **The participants discussed more experiences in workshops:**

- The experience from anti-trauma work was shared by Anne-Marie Mujawingabe from CPR. The anti-trauma work in Rwanda contributed to start initiatives for peace building, telling the truth, empathy and goodwill to live together, improvement of social relations, etc. It facilitated the process to reconciliation. (WS 1)

- The PAP program was shared by Athanase Rutayisire and Jean Baptiste Ndamukunda from Education Department of CPR. The PAP has contributed much in teaching improvement, constructive feedback, self-esteem, positive climate in schools, less violence, etc. (WS 2)
- Rev. Dr. Olivier Ndayizeye from Protestant University of Rwanda (PUR) emphasized the link between education and religion. Education and religion are serving the same purpose: to create good and virtuous citizens. Therefore, Reformers support education and its role as a link between the church and the private homes. Religious Education helps people respect the human dignity, appreciate differences in race, diverse views and cultures. The aim of Religious education should be to promote peace, tolerance, unity and reconciliation. Otherwise it would lead to merely proselytism and fundamentalism. In Rwanda, Religious education has contributed to self-esteem, mutual acceptance, and overcoming stereotypes and pursue of morality. (WS 3)
- The experience from Stefan El Karsheh has shown that Protestant schools should emphasize the inter-religious atmosphere for mutual respect and understanding. He argued: "We have to find a way to understand each other, be flexible and learning from each other what is positive". 90 % of students in German Protestant School in Cairo are Muslims. Muslim and Christian teachers cooperate on common items like creation ethics or Jesus. Students explore the meaning of religion and belief, revelation, Koran-Bible understanding. They appreciate commonalities and find ground for interreligious dialogue. (WS 4)



*WS 1: experiences from anti-trauma*



*WS 2: experiences of PAP in schools*



*WS3: Religious education*



*WS 4: Interreligious Education for Reconciliation*

The day ended with an evening cultural program with the Blessing cultural troop.

Participants had the opportunity to experience the richness of Rwandan culture and compare it with their own. The culture is transmitted through dances, songs, language expressions, etc. A number of participants shared their views on the importance of integrating the message of peace and the link between the culture and Gospel.



## Session 5: GPENreformation as a Protestant Network of Peace Education

### 5.1 Education: Vision for a Common Future

The GPENreformation team shared experiences and lessons from the past events and activities and prospects for the future:

**International Conference at Soesterberg** (by Evi Plötz): The conference developed the common ground for Protestant schools worldwide. The declaration from the conference has become a guide and ethos for the Protestant schools. It was published in English and translated in several languages.

**World Reformation Exhibition** (by Bianca Kappelhoff): It aimed at sensitizing the achievements of the project schools500reformation and making some fundraising for the project extension.

**International School Camp** (by Annika Hensel): Students and teachers from Protestant schools all over the world were at Wittenberg, the historical site of Reformation. They exchanged experiences, discovering the cultural diversity, partnership, visiting historical sites and objects related to Reformation.

**Global schools500reformation Day** (Rev. Dr. Birgit Sandler-Koschel): The project schools500reformation was transformed into GPENreformation. The Church service was conducted at Wittenberg Castle Church.

**Jubilee celebration at Protestant schools around the world** (by Dr. Wim Kuiper): The celebration of Reformation was carried out in different schools and churches.

**International Teacher Academy** (by Prof. Annette Scheunpflug): Teachers discussed how they can extend lessons from the International encounter.



## 5.2 Objectives of GPENreformation

The objectives and prospects of the network GPENreformation were presented by Rev. Dr. Birgit Sandler-Koschel. The network is different from organization and thus emphasizes the loose network structure. It works in every country and continent with the following objectives:

- Warranty and improvement of the educational quality in Protestant schools, seminars and universities.
- Facilitation of learning in a global context
- Deepening the exchange between educational institutions and churches.
- Promotion of the interests of Protestant education.

It requires being strong enough to act on a global level, e.g. lobbying at the UN.



*Symbol of the network*

## 5.3 Membership

Prof. Annette Scheunpflug reminded the conditions and requirements for the membership of GPENreformation. Membership comprises:

- Basic members: Protestant schools, seminars and universities.
- Constituent members: organizations and associations on national, continental or even global level representing Protestant education institutions.
- Affiliated members: individuals that are interested in Protestant education and GPENreformation.
- GPENreformation Ambassadors: Every contact person of a network member who is willing to support actively and build bridges between school life and network can become an ambassador.

The conference proceeded with the creation of a steering body of the network. This council comprises 5 persons with a mandate of administration and representation for a period of 4 years: Dr. Wim Kuiper (Netherlands), Rev. Dr. Birgit Sendler-Koschel (Germany), Prof. Dr. Annette Scheunpflug (Germany), Rev. Samuel Mutabazi (Rwanda) and Dr. Jonathan Laabs (USA).



*Members of the GPENreformation Council*

The Council above is committed to strengthen the network, transform the vision into reality, work with schools in regard to quality education and enrich the network, and give the network a Foundation as a legal entity in Netherland.

#### 5.4 Summary and Further Planning

The conference participants came up with some of the resolutions: extend the network in more schools and places (e.g. Burundi), have broader understanding, sensitize the so-called evangelical churches to the network, organize Protestant schools in Philippines, improve the Protestant profile in schools; share the practice and topics; reviewing teaching attitude...as reformation is not about the past; round-table of Protestant schools to look back on their foundation; keep unity, possibility to meet, visiting schools; supporting tolerance, belief, values should be amongst standards in Protestant schools; work on how to perpetrate Protestant profile of schools (conference, Teacher-exchange, teacher-training); etc.

In the framework of peace education, some projects already in place have been presented during the workshop:

**Education for Sustainability: Experiences from Europe** (by Prof. Annette Scheunpflug): Education in Europe in general and particularly in Germany and the Netherlands has contributed to the sustainable development. Schools and universities have been places for learning new knowledge and skills that helped in the job creation according to the needs of the society. The Protestant Reformation played a crucial role in education in several European countries.

**Twinning Schools – Reconciliation by Mutual Exchange:** The project was initiated by the National office of Protestant education in Rwanda (BNPE), and Coordination of Conventional Schools of ECC in South Kivu and the Coordination of Conventional schools of CBCA in North Kivu. The representatives of these three components respectively Rev. Samuel Mutabazi, Mr. Meschac Vunanga and Mr. Jean Kasereka Lutwamba underlined the main objectives: to promote peace

education and Protestant values in Protestant schools at different levels. The project involves some students, teachers and administrators from the above entities. The project is financed by the Bread for the World.

**Twinning schools: Intercultural experiences between continents – Experiences of schools in Cameroon and Germany** (presented by Frederic Njobati): students from Germany and Cameroon learn from one another through visits, cultural activities and sharing experiences. The main objective is to improve education in Protestant schools from different continents.

**The Inspirational Question** (by Tom Laengner from Matthias-Claudius Schule Bochum): Tom Laengner pointed out that we face different challenges that we need to overcome. He insisted that each and every person has to make his/her priority but in the context of global learning the crucial question is to know "What is the wise thing to do?"

### 5.5 Offering certificate to GPENreformation Ambassadors

On behalf of GPENreformation Council, Rev. Dr. Birgit Sendler-Koschel offered the certificates to the GPENreformation Ambassadors who are committed to promote the GPENreformation vision, mission and objectives. Ambassadors have responsibilities for the further development of the network in their respective communities. More ambassadors have committed to motivate others to join by spreading GPENreformation activities.



*Awarding certificate to the GPENreformation Ambassadors*

### 5.6 Closing Remarks and Prayer

The closing remarks were given by Rev. Dr. Birgit Sendler-Koschel on behalf of the GPENreformation Council. She congratulated all the participants for their courage and enthusiasm during the conference, the work already done and prospect to keep the network alive in the future.

The CPR through BNEP expressed the gratitude to the participants, more especially the GPENreformation team and the EKD for financing the conference. The CPR emphasized the importance of this collaboration to promote peace education and learning for sustainability. The commissioning prayer was led by Bishop Eraste Bigirimana from the Anglican Church of Burundi for the growth of the network and the vision of GPENreformation.

## Annexes: Post-Conference Activities, List of Participants and Program of the Conference

### Post-Conference Activities

After the conference from 8<sup>th</sup> to 11<sup>th</sup> November 2017, some participants remained a few days to explore more the country of thousand hills (Rwanda) by visiting touristic and historical places. They participated also in the celebration of 500 years of Reformation as organized by the Protestant Council of Rwanda (CPR).

On 8<sup>th</sup> November 2017, they visited the Akagera National Park where they have been impressed by the beauty of its landscape and awesome animals, lakes and rivers that cannot be easily found elsewhere.

The following day on 9<sup>th</sup> November, the team was warmly welcomed by Dr. Jered Karimba, the Bishop of Shyogwe Diocese in the Anglican Church of Rwanda. From then, they visited GS Shyogwe, the first secondary Protestant school in Rwanda where they observed school practices, activities in students' laboratory. They have had conversation with students, teachers and administration of the school and they enjoyed the entertainment of student cultural dances.



*The Bishop of Anglican Diocese of Shyogwe, the education staff for the Diocese with guests*



*Some students and teachers at GS Shyogwe with guests*

On November 10 2017 it was a special day because the celebration of 500 years of Reformation took place. The ceremony was organized by the Protestant Council of Rwanda (CPR). Church leaders from different Christian denominations, school administrators, representatives of Christian organizations and political leaders attended this important event. In their speeches, Rev. Dr. Pascal Batarigaya, the Representative of Presbyterian Church in Rwanda and Archbishop Onesphore Rwaje, Province of the Anglican Church of Rwanda, respectively traced the process of Reformation from 16<sup>th</sup> century in Germany and its impact to Protestant Churches in Rwanda, especially in education and health sectors. Evangelization was always associated with education and health. The



chapel was not only a place for prayer, but also for alphabetization and learning. Every missionary station had a school and health center. Protestant schools in Rwanda represent 23% of all schools.

The representative of the delegation from Germany, Prof. Annette Scheunpflug on behalf of the GPENreformation Council presented greetings and congratulations to the CPR for celebrating this important event. She appreciated the courage and collaboration to expand the legacy of Martin Luther and Reformation in general. The guest of honor from Rwanda Government Board (RGB) recommended ecclesial leaders to maintain Luther's heritage by integrating his values in the service delivery for the welfare and the sustainable development of the country.



*Participants during the jubilee celebration of 500 years of Reformation*



*some of BNEP staff members with the team GPENreformation at Kiyovu Center*

Before taking the flight back in the evening November 11, 2017, participants of GPENreformation conference visited the Genocide Memorial Site at Bisesero and the Lake Kivu in Karongi District. They understood the history of atrocity and the justification of the need of peace education today.



*Visit at Genocide Memorial Center Bisesero*



## Program of the Conference

### **Peace Education at Protestant Schools as a Contribution to Learning for Sustainability**

Fourth International Conference of GPENreformation

November 5-7 2017, Conference Center of the Presbyterian Church, Kigali, Rwanda

## Conference Objectives

- to reflect on concepts of protestant schools in overcoming conflict and working on reconciliation
- to deliberate on the contribution of protestant schools to the wellbeing and social cohesion of societies and to make this contribution visible
- to share ideas and concepts in regard to peace education and education for sustainability in protestant schools
- to gain insights into current challenges of peace education in the Great Lake Region and to learn from the contribution of the churches
- and by this to develop and to strengthen the protestant network GPENformation

## Conference program

### **Saturday, 4.11.2017**

Arrival; Transfer from Kigali International Airport is provided as well from the central bus station

### **Sunday, 5.11.2017**

First Session: Welcome and Service

#### **09:00 – 09:15 Welcome and Introduction**

*Rev. Samuel Mutabazi*, Head of the National Office of Education of the Protestant Council of Churches, Rwanda

*Rev. Dr. Birgit Sandler-Koschel*, Head of the Department of Education in the Church Office of the Evangelical Church in Germany

#### **09:15 – 09:45 Why Are We Here? Objectives of the Conference**

*Prof. Dr. Annette Scheunpflug*, University of Bamberg, Germany & *Dr. Wim Kuiper*, President of the International Association for Christian Education Netherlands

#### **10:00 – 12:00 Opening Service**

*Rev. Samuel Mutabazi and Team*

**12:00 – 14:00** Lunch and Coffee

## Second Session: Experiences of Conflict in the Field of Protestant Education

- 14:00 – 14:30**      **Protestant Education in South Sudan**  
*Towongo Leonard Mabe, Episcopal Church of South Sudan*
- 14:30 – 15:00**      **Protestant Education in the Kivu Region**  
*Dr Samuel Ngayihembako, CBCA, Goma, Democratic Republic of Congo*
- 15:00 – 15:30**      **Protestant Education in the Great Lake Region**  
*Eraste Bigirimana, Chairman of Education Commission of the Anglican Church in Burundi*
- 15.30 – 16.00*      *Coffee break*
- 16:00 – 18:00**      **Entering the Dialogue with Colleagues about Experiences of Conflict**
- Frederick Njobati, ISTP Bamenda:  
*The Anglophone Crisis in Cameroon*
  - Dagmara Jagucka-Mielke, GTE Lieszyn:  
*Minority Conflicts in Poland*
  - Joni Roloff Schneider, Rede Sinodal, Brazil:  
*The Tension Between Poverty and Wealth as a Challenge for Protestant Education*
  - and all colleagues
- 18:00 – 19.30*      *Dinner*

## Evening Reception

- 19:30 – 21:00**      **Greetings and Getting Together**
- Representative of the Protestant Council of Churches in Rwanda
  - Representative of the Ministry of Education in Rwanda
  - *Dr. Peter Woeste, Ambassador, German Embassy Kigali*
  - Ambassadors of the Network

## Monday, 6.11.2017

- 8:30 – 8:45**      **Morning Devotion**  
*Rev. Mimii Kwerakwiza Brown, Tanzania*

## Third Session      Pedagogy of Remembrance and Reconciliation

- 8:45 – 9:15**      **Keynote 1: Education of remembrance**  
*Erasmus Rwanamiza, Aegis Trust Education Director, Kigali*
- 9:30 – 12:30**      **Visit of the Kigali Memorial Center**
- 12:30 – 14:00*      *Lunch*

## Fourth Session Protestant Responses and Ideas

### 14:00 – 14:30 **Keynote 2: Foundations of Peace Education**

*Prof. Dr. Annette Scheunpflug, University of Bamberg, Germany*

### 14:30 – 15:00 **Keynote 3: PAP in the Great Lake Region as a Protestant Contribution to Peace Education**

*François Rwambonera, Protestant University of Rwanda, Butare, Rwanda*

### 15:00 – 15:30 **Questions and discussion**

*15:30 – 16:00 Coffee Break*

### 16:00 – 18:00 **Workshops**

<b>WS 1</b>	<b>Experiences from anti-trauma work in Rwanda</b> <i>Anne Marie Mujawingabe, CPR, Rwanda</i>
<b>WS 2</b>	<b>Experiences from implementing PAP in schools</b> <i>Athanase Rutayisire &amp; Jean Baptiste Ndamukunda, BNEP, Rwanda</i>
<b>WS 3</b>	<b>Religious education and reconciliation</b> <i>Dr. Olivier Ndayizeye, Protestant University of Rwanda, Butare, Rwanda</i>
<b>WS 4</b>	<b>Interreligious Religious Education</b> <i>Stefan El Karsheh, German Protestant School, Cairo, Egypt</i>

### 18:00 – 19:30 **Dinner**

### from 19:30 **Cultural Program**

## Tuesday, 7.11.2017

### 8:30 – 8:45 **Morning Devotion**

*Mary F.H. Chiu & Iantha Scheiwe, Hong Kong*

## Fifth Session: GPENreformation as a Protestant Network of Peace Education

### 8:45 – 10:15 **Objectives, Procedures and Next Steps**

*Dr. Wim Kuiper & Rev. Dr. Birgit Sandler-Koschel*

*10:15 – 10:45 Coffee Break*

### 10:45 – 11:45 **Workshops on the Implementation and Development of the Network**

### 11:45 – 12:30 **Plenary: Summary and Further Planning**

*12:30 – 14:00 Lunch*

### 14:00 – 16:00 **Workshops on pedagogy of peace**

<b>WS 1</b>	<b>Education for sustainability: Experiences from Europe</b> <i>Annette Scheunpflug, University of Bamberg, Germany</i>
<b>WS 2</b>	<b>Twinning schools – reconciliation by mutual exchange</b>

	<i>Pierre Claver Bisanze, BNEP, Rwanda &amp; Jean Kasereka Lutswamba, CBCA Goma, DRC</i>
<b>WS 3</b>	<b>Twinning schools – intercultural experiences between continents</b> <i>Frederick Njobati, ISTP, Bamenda, Cameroon</i>
<b>WS 4</b>	<b>Inspirational questions in the context of global learning</b> <i>Tom Laengner, Matthias-Claudius-Schule Bochum, Germany</i>

**16:00 to 16:45**      **Plenary Discussion: Major Outcomes of the Conference and Recommendations**

**16:45 to 17:15**      **Closing Words and Farewell**

*Rev. Dr. Birgit Sendler-Koschel & Dr. Wim Kuiper*

**17:30**                **Departure to the airport**

for those who need to leave for evening flights from Kigali

For those who stay

*18:00 – 19:30*      *Dinner*

**19.30**              **Get-Together**

### **Wednesday, 8.11.2017, to Saturday, 11.11.2017**

**This additional program is not covered by the conference fees and needs to be paid separately.**

**Wednesday, 8.11.2017**              Visiting National Park Akagera

**Thursday, 9.11.2017**                Visiting Groupe Scolaire Shyogwe

**Friday, 10.11.2017**                Participation in the celebration of the Reformation Jubilee of CPR

**Saturday, 11.11.2017**              Visiting Lake Muhazi, free time in Kigali

## List of Participants

	<b>Name</b>	<b>Country</b>	<b>Function / Representing...</b>
<b>1</b>	ABADIANO, Lovejoy Mendoza	The Philippines	Project ambassador
<b>2</b>	BAREKAYO, Daniel	Rwanda	GS Karengera, ADEPR
<b>3</b>	BIGIRIMANA, Eraste	Burundi	Chairman of the Education Commission of Anglican Church
<b>4</b>	BIRUNGI, Charity	Rwanda	Sonrise High School
<b>5</b>	CHIU, Mary F.H.	Hong Kong	Education Coordinator, Lutheran Church Hong Kong Synod
<b>6</b>	DUFITUMUKIZA, Abel	Rwanda	Protestant Institute of Arts and Social Sciences
<b>7</b>	EL KARSHEH, Stefan	Egypt	Deutsche Evangelische Oberschule Kairo
<b>8</b>	FERNANDEZ, Miguel Angel	Argentina	Instituto Evangelico Americano
<b>9</b>	FREDERICK, Fondzenyuy Njobati	Cameroon	Project ambassador
<b>10</b>	HENSEL, Annika	Germany	Team GPENreformation
<b>11</b>	IYOZE, Janvière	Rwanda	CBS Kinigi, AEPR
<b>12</b>	JAGUCKA-MIELKE, Dagmara	Poland	Project ambassador
<b>13</b>	KAMAHORO, Adrienne	Rwanda	GS Muraza
<b>14</b>	KAMBALE NZUGHUNDI, Daniel	DR Congo	Institut Majengo
<b>15</b>	KAPPELHOFF, Bianca	Germany	Team GPENreformation
<b>16</b>	KIGHUTA, Lucie	DR Congo	
<b>17</b>	KUIPER, Dr. Wim	The Netherlands	Project ambassador / Host
<b>18</b>	LAABS, Dr. Jonathan C.	USA	Project ambassador



<b>19</b>	LAENGNER, Nils	Germany	Guest
<b>20</b>	LAENGNER, Tom	Germany	Matthias-Claudius-Schule Bochum
<b>21</b>	LUTSWAMBA, Jean Kasereka	DR Congo	Project ambassador
<b>22</b>	MASINE, Kinenwa	DR Congo	Coordinateur des écoles de la 8e CEPAC/SUD-KIVU
<b>23</b>	MBAASA, Rev. Dr. Patrick	Uganda	UCU
<b>24</b>	MEINHARD, Mark	Germany	Project ambassador
<b>25</b>	MUGIRANEZA, Emmanuel	Rwanda	Kigali Anglican Theological College
<b>26</b>	MUHIRE, Gilbert	Rwanda	Ecole Chrétienne de Kigali
<b>27</b>	MUKABATESI, Jeanne D'Arc	Rwanda	TTC Muhanga, EAR
<b>28</b>	MUKAYIRANGA, Laurence	Rwanda	Partnership and capacity building / NURC
<b>29</b>	MUNYOLO, Lancaster	Zambia	Kafue Boys' Secondary School
<b>30</b>	MUTABAZI, Samuel	Rwanda	Project ambassador / Host
<b>31</b>	NDYAMIYEMENSHI, Nathan	Rwanda	Director of RIET
<b>32</b>	NGAYIHEMBAKO, Samuel	DR Congo	CBCA
<b>33</b>	NGEZAHAYO, Jean	Rwanda	Mandataire Kigali, ADEPR
<b>34</b>	NIYIBIZI, Emmanuel	Rwanda	PIASS
<b>35</b>	NKURUNZIZA, Ernest	Rwanda	TTC Rubengera, EPR
<b>36</b>	NSHIMIYIMANA, Christophe	Rwanda	ADEPR, Mandataire de Kigali
<b>37</b>	NYINAWUMUNTU, Régine	Rwanda	GS Karama/Kamonyi, EPR
<b>38</b>	NYIRABIGIRIMANA, Constance	Rwanda	GS Gakenke/Rusizi
<b>39</b>	NYIRANEZA, Albertine	Rwanda	Mandataire Karongi, EPR

<b>40</b>	OWUSU, Ivy Asantewa	Ghana	Project ambassador
<b>41</b>	PATRICK, Towongo Leonard Mabe	South Sudan	Episcopal Church of South Sudan
<b>42</b>	PFEIFFER, Dr. Gerhard	Germany	International Association for Christian Education
<b>43</b>	PLÖTZ, Evi	Germany	Team GPENreformation
<b>44</b>	ROLOFF SCHNEIDER, Joni	Brazil	Rede Sinodal
<b>45</b>	RUBINDAMAYUGI, Mimii Brown	Tanzania	Project ambassador
<b>46</b>	RUTIBABARA, Theodore	Rwanda	UEBR
<b>47</b>	RWAMBONERA, François	Rwanda	Conférencier, REB
<b>48</b>	SAMAKI, Isaac	Rwanda	AEBR
<b>49</b>	SCHEIWE, Iantha	Hong Kong	Project ambassador
<b>50</b>	SCHEUNPFLUG, Prof. Dr. Annette	Germany	University of Bamberg / Host
<b>51</b>	SCHOPP, Georg-Michael	Germany	Project ambassador
<b>52</b>	SENDER-KOSCHEL, Dr. Birgit	Germany	Evangelical Church in Germany / Host
<b>53</b>	UWIZEYIMANA, Dinah	Rwanda	GS Mulico, EAR
<b>54</b>	VUNANGA, Meschac	DR Congo	Coordinateur Provincial des ECP/Sud-Kivu / RIEP