

## **Webinar on: How transformative pedagogy can respond to learning needs during the COVID-19 and support the wellbeing and resilience of children during and after the pandemic?**

### **Key note**

It is my pleasure to speak on this webinar organized by IICBA as a continuity for peace, resilience and PVE-E program supported by the Government of Japan. At this time when conducting regular programs is a challenge this kinds of webinars are an example for the resilience and response mechanisms the education sector needs to design. This webinar is about

How transformative pedagogy can respond to learning needs during the COVID-19 and support the wellbeing and resilience of children during and after the pandemic?

This pandemic highly affects the education system and make younger generation vulnerable. In the time of crises like this which affects the economic, socioemotional, educational and employment needs of younger generation, there is no doubt that this situation also undermines gains on peacebuilding and prevention of violent extremism in education sectors. The frustration among young people on the Closure and postponing of schools opening and graduation programs in many universities in Africa can be taken as a simple example.

The pathways these young children and youth are going to follow would very much depend on how they perceive present options and risks and the response they will get from their governments and education sector is prior for this.

Due to the impacts of the pandemic, millions of learners will go back to school with different perspectives and experiences including the impact of poverty violence at home and community. The change of their social and learning environment also affects learners.

It is also known that as African countries and sectors are battling the crises extremist groups carry out large-scale attacks and mobilize their forces for recruiting young vulnerable groups of the society. This might reverse the peacebuilding and prevention of violent extremism efforts made by education. Ethical challenges and dilemma also arises in their contexts as a consequence of the pandemic.

Education should respond to the holistic needs of the learners, empower children to be resilient and equip them to cope with the context around them and positively respond to the challenges they face including the extremist groups.

While the pandemic has put pressure on the education, it has also shown the commitment of the education sector despite the difficulties in accessing electricity and the internet, computer, smartphones and for some deprived communities accessing radio and television is also a challenge.

In a distance education modality learners' ownership and participation has a major role in maintaining the teaching and learning. Teaching methods must therefore be adapted to place the learner at the center of their learning.

Therefore, the commitment we have on capacity building for teachers on transformative pedagogies for peace, resilience and PVE-E is needed more than ever, to address this challenges and strengthen the holistic learning, resilience and well-being of children. It is also a test for all of us to make what we talk a reality by practicing it now.

Allow me to borrow a quote from Paulo Freire which is also cited in in UNESO IICBA transformative pedagogy guide for peace, resilience and PVE-E

*“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”*

When we talk about the role of transformative pedagogy therefore we are talking about a society in transformation. this can happen when learners are engaged. Transformative pedagogy ensures learners are engaged using a variety of methodologies, such as discussion-based learning, problem-solving based learning, experience-based learning, comparative-, cooperative and introspection-based learning.

It is a way to enhance the competencies learners and ensure safe and participatory learning experiences for resilience and peacebuilding.

Transformative pedagogy empowers both teachers and learners. It encourages learners to be reflective and critical thinkers, engage in dialogue with others and contribute meaningfully as members of their local and global communities.

Transformative pedagogy also redefines the role of teachers, inviting them to make a paradigm shift in adopting a transformative pedagogy that allows learners to actively participate in their own learning.

The community in this times of crises parents especially becomes a learning space to develop critical consciousness. It offers opportunities for learners to identify issues in their own context, their role in that context and to gain confidence in acting to transform their communities.

Transformative pedagogy therefore creates resilience among learns therefore learners face their reality with deep self-awareness, ability to manage one’s emotions to overcome stressful situations and disappointment as well as with the capacity to connect and build networks with others as process of responding to difficult experiences and coping with instances of violence, trauma, tragedy and threats.

This webinar therefore is an experience sharing forum how countries who are engaged in transformative pedagogy are benefited in this times of crises. Besides this discussion will be an opportunity to discuss further on the how and share experiences too.