



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Capacity Building
in Africa

Japan Study Tour Report

Youth Empowerment for Peace and Resilience Building
and Prevention of Violent Extremism in Sahel and
Surrounding Countries through Teacher Development

Tokyo and Hiroshima, Japan

5 July to 8 August 2018



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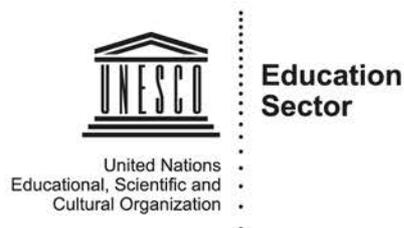


From
the People
of Japan

Education
2030

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The International Institute for Capacity Building in Africa, established in 1999, is the only UNESCO Category One Institute in Africa and is mandated to strengthen teacher development throughout the continent. The Institute is also the Teacher Cluster Coordinator under the framework of the African Union's Agenda 2063 and the Continental Education Strategy for Africa 2016-2025.



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Participants of the Japan Study Tour at the Hiroshima Peace Memorial (Genbaku Dome)



Japan Study Tour participants present gifts at Hiroshima University

Executive summary

This report details the purpose, activities and outcomes of the Japan Study Tour in Tokyo and Hiroshima, Japan. The Japan Study Tour, co-organized by the UNESCO International Institute for Capacity Building in Africa (IICBA) and the Center for the Study of International Cooperation in Education (CICE) at Hiroshima University, was held from 25 July – 8 August 2018. Twenty-one teacher trainers and technical staff of Ministries of Education from Algeria, Burkina Faso, Cameroon, Central African Republic, Chad, Ethiopia, Mali, Mauritania, Niger, Nigeria and Senegal participated. The study tour is part of the “Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in Sahel and Surrounding Countries through Teacher Development” project (the Sahel project), supported by the Government of Japan.

The main objectives of the study tour were to:

- Train participants on peace-building and teacher development
- Deepen Japan policy-makers and educators’ understanding of the challenges facing African education systems as it relates to peace, education and teacher development
- Gain awareness of Japan’s historical advancements in education and peace-building and of their current policies and strategies in education, peace-building and international development

As part of their training, participants:

- Held discussions with high-level officials, such as Japanese parliament members and Ambassador Manabu Miyagawa, Director-General of Cultural Affairs/Assistant Minister of the Ministry of Foreign Affairs, Ministry of Education, Culture, Sports, Science and Technology (MEXT) representatives and H.E. Prof. Sarah Anyang Agbor, African Union Commission (AUC) Human Resources, Science and Technology (HRST) Commissioner
- Received trainings at the Japanese International Cooperation Agency (JICA), MEXT, Hiroshima University, Sophia University and the United Nations Institute for Training and Research (UNITAR)
- Had the honor to attend the Hiroshima Peace Memorial Ceremony and visit the Peace Memorial Museum and Fukuromachi Elementary School Museum
- Visited junior and senior secondary schools in Tokyo and Hiroshima and interacted with parents, school administrators and students
- Held country presentations and discussions
- Participated in a reporting and reflection session at the University of Sophia and shared lessons learned to adapt to their local contexts

As a result of the Japan Study Tour, participants are expected to:

- Disseminate and adapt lessons as well as strategies from Japan’s education system to advance relevant teacher training, curriculum and peace-building education policies and programming in their respective countries
- Deepen the awareness of Japanese educators and policy-makers on the social, political and educational contexts and challenges in Sahel countries through experience sharing
- Forge collaboration with Japanese colleagues for continued information sharing
- Facilitate educational and cultural exchange between Japanese and African policy-makers, teacher trainers and educators

Table of contents

Executive summary.....	5
Introduction.....	7
Project background.....	8
Japan Study Tour.....	9
Objectives of the Japan Study Tour.....	9
Japan Study Tour participants.....	9
Japan Study Tour agenda.....	9
Visibility.....	9
Next steps.....	9
26 July 2018: Opening ceremony and school visit.....	10
27 July 2018: Training at MEXT and JICA.....	13
30 July 2018: Hiroshima Peace Memorial Museum visit and training at Hiroshima University.....	17
31 July 2018: School visit and Hiroshima Prefectural Office lecture.....	20
1 August 2018: Lecture and country presentations.....	21
2 August 2018: International Symposium.....	22
3 August 2018: Country presentations and lectures.....	24
6 August 2018: Commemoration day.....	25
7 August 2018: Closing of the training.....	26
8 August 2018: Meeting with Members of Parliament.....	27
Annex.....	28
Annex 1: List of participants.....	28
Annex 2: Programme.....	29
Annex 3: Note of gratitude.....	32
Annex 4: Country presentations summary.....	33

Introduction

UNESCO-IICBA has been working on peace-building in Africa through teacher development, training and capacity-building for teacher training institutions. Since 2017, the Government of Japan has provided financial support to IICBA for its peace-building projects. Building upon the success of the “Teacher Training and Development for Peace-building in the Horn of Africa and Surrounding Countries” project (Eritrea, Ethiopia, Kenya, Somalia, South Sudan and Uganda), a new project, the Sahel project, was planned and implemented in 2018. One important activity of the Sahel project is a study tour to Japan. The Japan Study Tour brought together high-level officials from the African Union (AU), like H.E. Prof. Sarah Anyang Agbor, AUC HRST Commissioner, and teacher trainers from Algeria, Burkina Faso, Cameroon, Central African Republic, Chad, Ethiopia, Mali, Mauritania, Niger, Nigeria and Senegal.

The Sahel region has a growing youth population and investing in the education of its young people is the most effective and sustainable way to increase peace and stability in the region. Sahel countries face natural disasters as well as on-going conflicts. The year 2017 witnessed an unprecedented drought in many parts of Africa, but it is particularly severe in the Sahel region. This has adversely affected the economic situation of countries in the region and also increased the vulnerability of young people to recruitment by violent extremist groups, irregular migration and situations of extreme risk. If the situation is left unattended, the resilience of these countries will further deteriorate, and the vulnerability of its youth will further increase.

The Japan Study Tour aimed to contribute to the development of young people for higher productivity and peace through the development of teachers and educators. It provided the capacity-building necessary to integrate teacher training for risk management in regional reconstruction for adverse environmental conditions. It also served as a forum for policy-makers and educators in Japan to share Japan’s experiences and lessons learned in peace-building and international development, useful knowledge to address the challenges of African education systems. In addition, the forum facilitated educational and cultural exchange between policy-makers, teacher educators and educators from Japan and Africa to promote possible future collaborations.

During the 13-day study visit, participants visited schools, institutions, museums and historical sites in Tokyo and Hiroshima, and discussed challenges and solutions with Japanese government officials, educators and partners.



Welcome Sign

Project background

The Sahel region faces instability and issues of peace and security. Recent conflicts and natural disasters in Sahel countries severely impede global and regional efforts to improve access to quality education while exacerbating violence and radicalizing youth. A timely and effective response to the situation is indispensable for mitigating the situation and avoiding further escalation. In 2017 the region witnessed further environmental deterioration as a result of unpredictable weather patterns, increasing drought and floods. The region consequently suffers from economic and social instability, which is fertile ground for breeding violent extremism. Therefore, the situation must be tackled immediately.

It is with this concern that the Government of Japan and IICBA signed the Sahel project agreement on 6 March 2018. The main objective of the project is peace and resilience building for youth, through teacher development, so to embrace values of peace while preventing violent extremism through education and teacher development. The project targets the Sahel and surrounding countries, namely Algeria, Burkina Faso, Cameroon, Central African Republic, Chad, Mali, Mauritania, Niger, Nigeria and Senegal.

The ongoing programme is based on the lessons learned from IICBA's 2017 "Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries" project, supported by the Government of Japan. The project covered six countries, including Eritrea, Ethiopia, Kenya, Somalia, South Sudan and Uganda, and trained more than 2,000 teachers on transformative pedagogy for peace-building in 2017. By the end of July 2018, the figure of in-service and pre-service teachers trained reached 6,200 directly and 1,200 teachers reached indirectly.



Participants hosted at a reception

The overall framework of this project is to create a critical mass of teachers who can implement effective teaching and learning, producing economically productive and peace-loving youth. The project's short-term objective is to train at least 8,000 young teachers through the training of trainers' model. The medium-term objective of the project contributes to the 2030 Sustainable Development Goals. The long-term objectives are in line with AU's Agenda 2063, which promotes increased regional integration, peace and stability, and equitable economic development.

The first project planning meeting took place on the 22nd and 23rd May 2018, at the AU headquarters in Addis Ababa, Ethiopia. The second meeting was held in Dakar, Senegal on the 28th and 29th June 2018. Building on common principles and standards, the meetings aimed at ensuring ownership and implementation of the project by the 11 countries.

Japan Study Tour

Objectives of the Japan Study Tour

- To train participants on peace-building and teacher development
- To deepen Japan policy-makers and educators' understanding of the challenges facing African education systems as it relates to peace, education and teacher development
- To gain awareness of Japan's historical advancements in education and peace-building and of their current policies and strategies in education, peace-building and international development
- To facilitate educational and cultural exchange between Japanese and African policy-makers, teacher trainers and educators

Japan Study Tour participants

Twenty-one Ministry of Education policy staff, experts, technical officers and teacher trainers from Algeria, Burkina Faso, Cameroon, Chad, Central African Republic, Ethiopia, Mali, Mauritania, Niger, Nigeria, and Senegal were nominated by their countries to participate in the study tour. At least one participant per country will be the project focal point, ensuring continuity and follow up of their training for lasting impact.

Japan Study Tour agenda

The agenda for the tour included meetings with high-level government officials (parliament members) and MEXT representatives, with additional training, school visits and lectures at several prestigious universities, such as Hiroshima University and Sophia University. Participants were honored to visit the Hiroshima Peace Memorial Museum and attend the Hiroshima Peace Memorial Ceremony. The tour concluded with a reporting and reflection session at the University of Sophia, where participants shared lessons learned and discussed ways they would adopt them in their respective countries.

Visibility

The tour generated great visibility for the project both in Japan and in the participating African countries. Information on the tour was published on the UNESCO-IICBA and Hiroshima University websites. Messages and updates on the study trip were shared daily on IICBA's Facebook page.

IICBA also encouraged countries and media outlets to provide coverage of the tour and project in traditional and social media.

Next steps

Following the successful tour, upcoming project activities include the finalization of teacher guides and activity kits, a training of trainers in October 2018, cascading of teacher training in the 11 countries, policy dialogues with stakeholders and advocacy activities in each of the participating countries.

26 July 2018: Opening ceremony and school visit

Opening ceremony

The 13-day educational trip began in Tokyo, Japan on 26 July 2018. The programme was officially opened by Professor Yoshida Kazuhiro, Director of CICE at Hiroshima University and the participants were officially accepted as trainees.

Professor Taro Komatsu lecture

The first day of the programme began with a lecture at Sophia University delivered by Professor Taro Komatsu, a Professor in the Department of Education. His lecture focused on key concepts relating to education and peace, such as perspectives on education, conflict sensitive education, education in emergencies, the “do no harm approach” as well as context-specific policy formulation and practice in peace education. An interactive debate followed on education in emergencies, how conflicts affect education, and conversely, how education affects conflict.



Participants with Professor Taro Komatsu (middle) at Sophia University

Half of the out-of-school children in the world live in conflict-affected areas. As a result, research is examining the development of intensive programmes to address delays and gaps in these conflict-affected areas for both youth and the adult population; the more educated the population is (as a whole), the fewer conflicts there are.

Three possible perspectives were presented:

a) Education to protect human life and education for all

Education is an essential way to protect oneself from multiple threats. For instance, a specific training was delivered to children in Kosovo on how to protect themselves from anti-personal mines.

b) Conflict responsive education

This approach encourages the exclusion of educational programmes or items that may exacerbate or worsen an already-flawed situation, for example in the case of a community or an ethnic conflict.

c) Peace-building education (transformation)

This long-term perspective and preventive framework can have a universal aspect (transformative pedagogy) while the precedent points are reactive and linked to a specific context. He developed an aspect of peace-building education, social cohesion education, which can be obtained only with social trust.

Social trust is a relationship of trust between individuals who do not necessarily know each other but who must interact together in society. The principle is the more trust grows among members of a society, the more the trust evolves positively. On the opposite, a lack of trust slows the development process. Hence, we need to question the role of schools in achieving social cohesion and building peace. The question becomes more relevant in multi-cultural or multi-ethnic societies, like Sahel countries, where there are major challenges in reducing prejudices and stereotypes.

Prof. Komatsu ended his presentation by emphasizing the impact of information and communications technology (ICT) on education and explaining that social cohesion can either benefit or be destroyed using ICT.

**“We cannot force teachers how to teacher their subject,
but we can convince them.”**

Professor Taro Komatsu



Group discussion during Professor Taro Komatsu’s lecture at Sophia University

Visit to Kiyose Junior High School

The afternoon was spent at Kiyose Junior High School for training sessions. The director of the school introduced the school and the Kiyose region. He presented ongoing peace education programmes that are actively followed by the students, such as:

- Support given to pregnant women and child soldiers in partnership with UNICEF
- “Peace Angel” programme where students go to Hiroshima to learn about peace
- Foreign exchange programmes for foreign students (for example, students from Senegal, Iran and Uzbekistan have previously been invited)
- Call to eradicate school bullying and the adoption of a student’s statement
- Social contribution outside the school to facilitate peace movements
- Support for the reintegration of ex-prisoners into society
- Promotion of collaboration between parents and teachers

The president of the Parents/Teachers Association (PTA) gave a presentation on activities already implemented. The PTA is an important partner who plays a major role in students’ school life, especially for extra-curricular activities. Participants interacted and learned from the students about some of the extra-curricular activities, such as music, sports, art, crafts, peace club and English club as well as the student council. Students taught the participants how to make paper cranes and presented them with a gift of paper cranes for them to submit during their upcoming peace memorial celebration.

This session was very educative in relation to the impact of co-curricular activities for students' social and academic development as well as the importance of engaging parents and communities in them.



H.E Prof Sarah Anyang Agbor, Commissioner HRST, AUC (left) and Dr. Yumiko Yokozeki, Director UNESCO-IICBA (right) presenting paper cranes at the peace memorial on 6 August 2018 in Hiroshima

“I am a parent and a volunteer to train these students who are interested in flower arrangement. Every day I come to school and train those students who are interested in flower arrangement before class hours from 7:45am to 8:30am. Most students like it and come to my session frequently.”

A volunteer parent who has a license for flower arrangement and shares her skills at the school



Students teach participants how to make paper cranes



Students at Kiyose Junior High School put on a musical performance for participants

27 July 2018: Training at MEXT and JICA

Lectures at MEXT

School safety and disaster education

Ms. Naoko Yoshikado, Health Education and Shokuiku Division, Elementary and Secondary Education Bureau, MEXT

Chronology of security policies

Japan is subject to many natural disasters because of its geographical location, such as earthquakes, severe weather conditions, floods and volcanic eruptions.

The first safety policy dates to the 1960s and regards children's transportation due to increases in traffic accidents. At the beginning of the 1970s, community safety guidelines were strengthened. However, according to Ms. Naoko, major steps in school safety were taken consequently after the Great Hanshin in 1995, in which 6,000 persons were reported dead or missing and more than 43,700 persons were injured. This led to upgrades in school infrastructures and established important safety measures.

Then, new measures were taken after the Ikeda Primary School, an annex of Osaka University, massacre in June 2001, where 8 people were killed and 13 injured (students and teachers). School safety was consolidated through the adoption of a manual on crisis management, training for teachers and the upgrading of school infrastructures. At the beginning of 2014, a series of child abductions that occurred on students' way to school and at home forced the reinforcement of student safety in school transport through the revision of a school safety manual and child protection in partnership with parents/guardians and community members.

The Great East Japan Earthquake in March 2011 questioned the effectiveness of all previous measures. This natural disaster had multiple impacts and was followed by a Japanese school accident in the city of Kameoka in 2012. These incidents led to the introduction of several measures, including an emergency inspection, adoption of a comprehensive school safety plan, guidelines for dealing with school-related accidents, etc. Eventually this led to the adoption of the School Safety Act. In June 2018, a law on school health and safety came into force.

School Safety Act

Ms. Naoko Yoshikado presented important points of the law on school safety, including the duties of local governors and national government and the obligations of the head of the establishment. These two obligations resulted in the adoption of a school safety plan and the establishment of a textbook on school safety, which was shared with all teachers for their training.

School Safety Plan

The speaker elaborated on the school safety plan and the guide for the safety manual for each school. While presenting the school safety plan, she reviewed the objectives, methodology and safety efforts for each school. With regards to the guide for the textbook, she elaborated on its structure, which deals with preventive measures, protection of life during crises and finally measures after the crisis. She concluded by giving the details of school safety highlighting the ministry's textbook, teacher's inclusion in curricular across several disciplines and textbook-specific exercises focusing on how children must protect themselves.

Student guidance

Mrs. Misato Kageyama, Students Division, Elementary and Secondary School Bureau, MEXT

Mrs. Misato introduced the importance of student supervision based on statistical tables by analyzing two main phenomena at school: school absenteeism and bullying. Student guidance is a core duty for teachers. It is considered an “educational activity that aims at enhancing students’ social qualities and behavioral capability while respecting each student’s personality/character and encouraging the student’s personal growth.”

School truancy

Regarding school absenteeism, Mrs. Misato underlined the importance of the phenomenon, highlighting the record number of 182,248 students absent in 2016. She explained that at the primary school level the main causes of truancy can be linked to delinquency, apathy and anxiety of the students. Other causes may be related to the home and school environments, such as family problems, poor school performance and poor relationships with other students. For the high school students, the same reasons were mentioned but new elements, such as negative orientation and worry about the future, are emerging.

She recommended centers of educational support, ICT and special schools with flexible programmes as measures to stem the phenomenon. The most important measure, however, was the adoption in 2016 of the Truant Pupils Act, which affirms the importance of out-of-school education, reinforces out-of-school education for truancy students and establishes new lines of equivalence between formal school and out-of-school education. This law resulted in guidelines that turned truancy from a bad behavior into a social phenomenon that takes into account the personality of the student. The guidelines also established priority measures to make schools more attractive, systematized and planned school support for truant students and secured educational opportunities, such as counseling by psychological counselors.

Bullying at school

In 2016, 320,000 cases of bullying were registered, resulting in an increase in suicides. To cope with this challenge, the Bullying Prevention Law was passed in 2013, requiring every school to take measures to prevent bullying. The discussions that followed focused on the role of psychological counselors in natural disasters and in the fight against violent extremism.

Visit to the MEXT Museum

Participants visited the MEXT Museum, which began at the office occupied by the successive ministers of education. The tour continued to different exhibition halls, including national sports records of Japan, different menus of the school canteen, and science, art and culture of the Empire of the Rising Sun. At the end of the visit the delegation offered gifts to their hosts.



Participants are given a glimpse of nutritious school lunches served in the 1950s

Lectures at JICA

Peace-building

Ms. Hull Dohi, Senior Adviser, JICA

In the first part of her lecture, Ms. Dohi presented the global situation marked by a resurgence of conflicts characterized by extreme violence, long duration, recidivism and the proliferation of non-state armed groups. The main causes of these conflicts are:

- Exclusion and social inequalities based on politics, economics, religion and belonging to different social groups
- Gluttony and the unequal sharing of wealth
- States' weakness and institutions' lack of legitimacy with certain groups of the population
- Exposure to internal and external stresses and states' inability to manage them

Regarding peace-building, Mrs. Dohi used a diagram to describe three complementary frameworks:

- Military framework in which the international forces intervene
- Political framework that is in the field of preventive diplomacy and arms control
- Economic and social framework for humanitarian assistance and development assistance

It is in the third framework that JICA's intervention in the construction of peace is inscribed. Its goal is to build resilient states capable of managing economic, social and political stability issues. To achieve this, two factors must be taken into account: (1) having a responsible government benefiting from the confidence of its population and (2) building a resilient, confident and united society. The cases of Maluku in Indonesia and Cote d'Ivoire were discussed, to show that it is possible to rebuild peace after years of conflict.

Maluku, Indonesia

This region has been ravaged by years of separatist conflict that has displaced one-third of its population. The population came out deeply divided and faced the challenge of learning to live together again.

With a presidential decree on “Rehabilitation and Reconstruction of Maluku”, a reconstruction project was developed between 2003 and 2008 with the participation of JICA. This project had three main components: economy, education and security. JICA’s action were based on the second component, education, as a mean of promoting peace. The approach adopted was to integrate “local wisdom” into the school by changing the school’s vision and taking positive traditional values into account in the curriculum. This project has achieved satisfactory results despite some difficulties.



Participants during a lecture at JICA

Côte d’Ivoire

The population was deeply divided in Côte d’Ivoire after the post-election conflict that lasted from 2002 to 2011. In the context of violence, underemployment and mistrust, JICA conducted a peace-building project with all segments of the population. It involved the rehabilitation of socio-educational infrastructures through community participation, especially for young people who had taken part in the conflict. Positive changes have taken place in the population, especially among young people who have learned to live together again.

At the end of this presentation, participants raised concerns that focused on:

- JICA’s interventions in the prevention of conflict in Sahel countries
- The problem of water as a potential crisis factor in the world, particularly in the Middle East
- The process of taking into account local wisdom in educational programmes in a context of ethnic and linguistic multiplicity

JICA Model in Assistance to Teacher Education

Mr. Motoe Nakajima, Specialist in Basic Education, JICA

Japanese teacher training system

Access to the teaching profession is subject to obtaining a university degree and a teaching certificate issued by the State. The teacher training plan in Japan has two levels: mandatory continuing education and voluntary training.

Upon taking office, the teacher undergoes basic compulsory training. They will be submitted to other formations of the same type at the 2nd, 6th, 16th and 21st years of their career. Compulsory training takes place in the training centers of prefectures and communes. Voluntary training, on the other hand, is left to the initiative of each school and deals with highly variable themes that are determined at the local level.

JICA's technical cooperation in teacher training

Mr. Nakajima's presentation focused on the distribution of cooperation in teacher training by continent and programme. Africa is at the forefront, and teacher training programmes account for a majority of JICA's technical support. However, JICA continues to support reforms of the teaching curricula.

Mr. Nakajima addressed two types of teacher training that uses the student-centered approach to explain technical support for teacher training, namely the Kenyan SMASE project (Strengthening of Mathematics and Science Education) and Zambian STEPS project (Strengthening Teachers Performances and Skills). In the Kenyan model, training is organized in cascades from the central level to the local level, while in Zambia peer training has been developed. He discussed the advantages and disadvantages of each model. The cascading model has the advantage of having standardized content, it is more resource-intensive but there is a risk that information will be distorted between the central and the base level. On the other hand, the cost of peer training is lower, but it has disadvantages in that it may be of lower quality and the involvement of all teachers is not guaranteed.

30 July 2018: Hiroshima Peace Memorial Museum visit and training at Hiroshima University

Visit to the Hiroshima Peace Memorial Museum

The visit to the Hiroshima Peace Memorial allowed participants to discover and appreciate the extent of damages caused by the atomic bomb launched on the city of Hiroshima by the United States on 6 August 1945. The museum housed images showing the clothing remains of victims of the atomic bomb, photos of affected people, videos showing the destruction of the city of Hiroshima and extracts of some initiatives in favor of the nonproliferation of nuclear weapons.

The highlight of the visit to the museum was the rare privilege to meet with Mrs. Hibakusha, a survivor of the bombing. She shared with the participants her experience before the bombing and events that followed years after the bombing. The bomb almost destroyed the city of Hiroshima and killed about 140,000 people as a result of the radioactive exposure associated with it. In addition, adverse genetic changes have been observed that have led to stigmatization or even social exclusion of survivors.

Moreover, Mrs. Hibakusha encouraged participants to use their knowledge of the events and scale of damage to Hiroshima to mobilize in favor of the total eradication of nuclear weapons.



The Hiroshima Peace Memorial (Genbaku Dome)

Lecture at Hiroshima University

The lecture at Hiroshima City University was led by Professor Gen Kikkawa of the Institute for Peace of Hiroshima University, Peace Research Center, which is actively involved in the anti-nuclear weapons movement. He exposed participants to concepts of peace and human security in the world. In this respect, he gave lectures relating to:

- An overview of major conflicts in the 20th and 21st centuries (the Cold War, World War I, World War II, the Japan-North Korea conflict, the US-North Korea crisis)
- Root cases of conflicts
- Commitments to peace

In view of the harm caused by the war, the challenge of transmitting the message of peace-building is emerging. Peace must be based on dialogue and cooperation as experienced by Kwame Nkrumah with the colonizing power. He also referred to the preamble of the UNESCO Constitution, which emphasizes a peace “established on the basis of the intellectual and moral solidarity of humanity”.

On the issue of peace, Professor Gen noted an observed rise of democides, in spite of the principles of international law and human rights. In this context, there are more than 200 million dead and 65 million refugees. According to Professor Gen, freedom and human rights cannot be assured without a change in mentality, and peace-building cannot be done in discrimination. However, some practices of inter-state relations go against this principle.



Participants at the Center for the Study of International Cooperation in Education, Hiroshima University

31 July 2018: School visit and Hiroshima Prefectural Office lecture

Visit to the Hiroshima Jogakuin Junior and Senior High School

Activities at the Jogakuin private high school of Hiroshima, a school for girls founded in 1886 by religious leaders, began with a brief presentation by the pedagogical manager on the structure and organization of the institution. The school currently has two levels of study: junior high school and senior high school, with a total enrollment of 1,400 students.

Four students presented the high school and its activities in pictures to the participants. They explained that in 1945, during the bombing, the establishment was completely destroyed, and 352 students and teachers died. Due to the tragedy the school experienced, a programme on the concept of peace was set up in 1970 by Dr. Watanabe, who services as a great mentor to the pupils of the school. The programme has gradually expanded around the world. The school is located 1.6 km from the epicenter of the atomic bomb projection. Despite its complete destruction, the school resumed learning three to four months later.

The school's curriculum includes in addition to general topics, subjects such as Chinese, English, history and classical Japanese, and in 1982 photography was also included as a subject. Regarding the curriculum, the junior high school follows the curriculum of the public institution with some additional aspects of religion, while the senior high school curriculum is largely left to the discretion of the teacher. The pupil-teacher ratio is about 40 to 45. In addition, the school has started a twinning agreement signing campaign with some schools around the world. Between 2014 and 2015, these campaigns reached 54 countries around the world. It also has 19 clubs in the field of sports and associations. Activities within the school begin between 07:20 and 07:30 and they do not end until evening, with a break at lunchtime.

Lecture by the Peace Promotion Project Team at the Hiroshima Prefectural Office

A lecture was held in the Hiroshima Prefecture on the topic of "Creating a peaceful world without nuclear weapons - the Hiroshima Initiatives for World Peace".

The presenter described the situation on efforts made since the tragedy of 6 August 1945, and the years of peace-building. After experiencing such destruction, the city began to rise from ashes and reconstruction was organized. Movements and associations have also been created, such as the movement for peace and education for peace. The goal of peace education is to provide an opportunity for young people to share the preservation of peace.

In 2010, Hiroshima sent a report to the United Nations Security Commission on the eradication of nuclear weapons.

Since the 1970s, the municipality has focused its efforts on two main aspects:

- The abolition of nuclear weapons in war
- Research for peace-building

To achieve this goal, Japan collaborates with researchers or universities working in peace-building. This is the case with UNITAR and the Hiroshima International Council for Radiation Care (HICARE). In conclusion the presenter mentioned a world peace concert that is organized every year, where financial gains are donated to structures working to build peace and abolish nuclear weapons.

1 August 2018: Lecture and country presentations

Peace education and global governance

Professor Tatsuo Yamane

International relations specialist, Professor Tatsuo Yamane highlighted experiences he gained after obtaining his doctorate at the University of Osaka that allowed him to hold various positions in the field of political affairs at the United Nations level, and to lead the peace-building project through health activities in Sri Lanka. In his presentation, he focused on two main themes:

- Peace through international relations
- Education for peace and global governance

What caught the attention of the participants, among other things, was the fact that Japanese students take courses on the theme of peace, regardless of their level of education or the faculties in which they are enrolled. The university's next goal is to offer master's and doctoral degrees in peace and conflict research.

The speaker addressed "how to teach (the discipline of) peace", when conflicts are born in the minds of men. He gave details of the nature of the conflicts to end his session.

Country presentations

Although the context of the Sahel countries varies, they face similar challenges to security and peace. The countries presented their experiences by highlighting, the following points: (i) the country situation in the areas of youth, peace and violent extremism, (ii) existing policies for building peace and resilience and preventing violent extremism, (iii) teacher training, (iv) youth empowerment experiences, (v) challenges and (vi) perspectives and advocacy (see Annex on page 21 for a summary of the country presentations).



Participant country presentations

2 August 2018: International Symposium

The 2018 International Symposium was organized by the Center for Peace at Hiroshima University. The symposium had 60 people in attendance. Dr. Asami Ogura and the Vice President of Hiroshima University, Dr. Noriyuki Kawano, introduced the symposium. The Vice President welcomed the participants and recalled the center's mission of peace-building. The theme of this year's symposium was "peace" from the point of view of "Hiroshima and the world": the past, the present and the future. Since 2011, peace is taught as a discipline to all students of Hiroshima University.

Presentations were divided into three main stages: the past through the experiences of Hiroshima and the Marshall Islands, the present through the treaty on the prohibition of the use of nuclear weapons and the case of peace-building in Colombia, and the future through the construction of peace through trade. A brief overview of each presentation is given below.

Connecting Hiroshima and the Marshall Islands from the perspective of "Global Hibakusha"

Dr. Selichiro Takemine

Dr. Takemine reminded the group that after the atomic bombing of Hiroshima nuclear tests continued on the Marshall Islands in the Pacific Ocean in the 1950s. Other small islands were the scene of the nuclear tests as well. The United States used people on Marshall Island as guinea pigs to study the consequences of nuclear exposure on humans. The damage to people and the environment from the nuclear tests was similar to those of the atomic bombing, although some people think that the two are different. To have a world without nuclear weapons, it is important not to separate them but develop international cooperation to abolish nuclear tests. Dr. Takemine discussed the term Hibakusha, meaning "bomb victims" in Japanese; "Global Hibakusha" is therefore, this unique vision of nuclear victims (bombing and testing).

The treaty on the prohibition of nuclear weapons and its challenges for the future

Dr. Yasuhito Fukuy

Dr. Fukuy detailed the treaty on the prohibition of the use of nuclear weapons signed by 54 countries. The United States and Japan (under the protection of the US nuclear umbrella) have not signed this treaty. Japan believes that the treaty is complex and that there is a need for clarification and standardization of certain words used in the treaty; It must be linked to the Treaty on the Non-Proliferation of Nuclear Weapons. The latter was signed by the United States and Japan.

Achievements and challenges in peace-building in Colombia

Dr. Camilo Alberto Borrero Garcia

Dr. Garcia reported that 70% of the rural land is a source of conflict and the urban area also has many victims of violence. After five years of negotiations with the guerrillas, a peace agreement has been signed between the Colombian Government and the FARC rebels. This agreement is struggling to deliver the expected results. The government still has not accepted the return of guerrilla leaders.

Peace-building through business

Dr. Mari Katayanagi

Dr. Katayanagi shared the case study of Bosnia and Herzegovina where trade has contributed to the construction of peace. She referred to International Alert as a non-governmental organization working in the field of peace-building. Research on this topic is still in its beginnings. She believes that through fair trade citizens in conflict areas can improve their living conditions and that

investments made by multinationals allow conflict-ridden developing countries to channel more resources into other activities.

After the presentations there was a panel discussion, moderated by Dr. Shinsuke Tomotsugu. During the discussion, the panelists and moderator reiterated how men should learn from the mistakes of the past and that civil society must play a role in building a world without nuclear weapons. The Fukuyama and Chernobyl accidents prove that even non-military use of nuclear energy can have disastrous consequences for people and the environment.



Participants at the International Symposium

3 August 2018: Country presentations and lectures

Country presentations

Nigeria

Nigeria gave a geographical overview of the country and explained that the country is at war in Yobe, Borno and Adamawa states in the north and ethnic and community conflicts in the south. The determinants of the conflict in Nigeria include the misinterpretation of religion, economic and social instability, the proliferation of small and light weapons, porous borders, increases in desertification that have driven pastoralists to occupy growing spaces, which created conflicts between herders and farmers, and terrorism. The federal government took several steps to maintain the presence of the state and foster social cohesion, such as securing schools, starting the process of dialogue, setting up mechanisms for resolving the conflict, de-radicalizing young people, setting up a state of emergency in the states concerned by the insurgency of Boko Haram, among others.

The situation is complex in Nigeria. For the education sector, some of the strategies that have been developed, include review of the curriculum for teacher training and introduction of civics education along with peace clubs and conflict management in universities.

Ethiopia

Ethiopia's primary concern is to develop a system of prevention and peace-building because of its ethnic mosaic and the surrounding countries that are engaged in conflict. To implement its policy, Ethiopia introduced, as early as 1991, the teaching of civic education in its curriculum. It also created the Institute for Peace in Addis Ababa.

Lectures

A world without nuclear power

Professor Noriyuki Kawano, Institute for Peace Science, Hiroshima University

The discussion centered around:

- Diverse definitions of the concept of peace
- Three peace areas (according to Hiroshima University): the atomic bomb, radiation injury factors and structural violence
- 28 cures of peace
- Factors that drive a country's development: the health system, nutrition and education

Curriculum development and management

Professor Ayani Nakaya, Graduate School for International Development and Cooperation, Hiroshima University

Competence-based peace education is organized into eight levels: anticipation, analysis, problem solving, conflict management, transformation, reconciliation and reconstruction. Each of these levels is aligned with the areas listed below:

- Pattern of development and conflict management
- Curriculum management process: analyze the situation and needs of students and the community define the role of the school, and clarify the peace-building competency and plan/do/see the peace education programme
- Behavior change process structured in eight points
- 64 ways to practice non-violence

6 August 2018: Commemoration day

On the 6th of August participants paid tribute to the victims of the Hiroshima atomic bomb, which took place 73 years ago. In 1945 Hiroshima, Japan became the first city to endure an atomic bombing that killed 140,000 people. The Hiroshima Peace Memorial (Genbaku Dome) was the only structure left standing in the area where the atomic bomb exploded. Through the efforts of many people, including the city of Hiroshima, it has been preserved in the same state as immediately after the bombing. Not only is it a stark and powerful symbol of the most destructive force ever created by humankind, but it also expresses hope for world peace and the ultimate elimination of all nuclear weapons.

Participants also met with the head of the UNITAR Hiroshima office, a principal UN training arm, empowering beneficiaries through knowledge and learning, to discuss the peace-building process. Ms. Mihoko Kumamoto, Head of the Hiroshima Office, spoke about governance, female leadership and their reconstruction activities. The office offers regional training programmes to enhance conflict prevention and peacemaking in Africa, where officials from Foreign Ministries and offices of the President and Prime Minister of African states are trained in conflict analysis, negotiation, mediation and reconciliation skills.

Ms. Mihoko also spoke about Hiroshima before and after the atomic bombing. Prior to 1945, it was a vibrant city with a lot of industry and business. The atomic bomb destroyed the city, but Hiroshima was reconstructed due to a common vision and the commitment and unity of both local authorities and citizens.



Participants at the Hiroshima Peace Memorial

7 August 2018: Closing of the training

On the 7th of August, participants of the Japan Study Tour visited the Japanese Ministry of Foreign Affairs and held a meeting with H.E. Manabu Miyagawa, Director-General for Cultural Affairs/Assistant Minister (Ambassador). The participants discussed the achievements of the peace-building in the Horn of Africa project and the implementation of the project in the Sahel. They also spoke about how much they've learned while in Japan and what they hope to bring back to their countries with them.

Prof. Kazuhiro Yoshida, Director of Hiroshima University CICE, shared more information on the project, training, role of Hiroshima CICE and its relationship with UNESCO-IICBA. H.E. Prof. Sarah Anyang Agbor, AUC HRST Commissioner, made a remark on Agenda 2063 and the Continental Education Strategy for Africa (CESA), the role of UNESCO-IICBA in CESA (coordinator for teacher education) and appreciated the Japanese government for its continued support.

Two participants from Senegal and Algeria spoke on behalf of the group to share what they had learned and seen in Japan. They discussed the usefulness of the programme in the Sahel and what they would like to do back home. They both expressed how impressed they were by Japanese culture and the discipline of the people, the involvement of the communities and extra-curricular activities in schools and the overall inclusive nature of education where no one is left behind. They mentioned the unforgettable peace memorial service in Hiroshima and their learning about different definitions of peace and how practical peace education can be. They concluded by showing their appreciation to Japan and thanking the government and the Japanese people for their support, especially in empowering youth. Ambassador Manabu Miyagawa, Director-General of Cultural Affairs/Assistant Minister, briefly gave remarks followed by a final appreciation expressed by Dr. Yokozeki, Director of IICBA. She expressed how rich the programme in Tokyo and Hiroshima was and how excellent the school visits were.

The official closing ceremony of the training was held at Sophia University in a public seminar. Participants were awarded a training certificate of completion from Hiroshima University. The dean of Sophia University, the Minister from MEXT, delegates from the Embassy of Algeria and Cameroon along with students were in attendance.



Japanese Ministry of Foreign Affairs, meeting with H.E. Miyagawa, Manabu, Director-General for Cultural Affairs and H.E. Prof. Sarah Anyang Agbour, AUC HRST Commissioner (middle)

8 August 2018: Meeting with Members of Parliament

On the final day of the tour, participants met with Japanese Parliament Members. Aisawa Ichiro, Member of the House of Representatives and Chairperson of the Japan-AU Parliamentary Friendship Association, was in attendance. The Members of Parliament were happy to hear about the benefits of the trip and expressed their desire to share knowledge and learn from Africa.



Participants meeting with Japanese Parliamentarians



On August 5, 2018, participants went sightseeing in Miyajima

Annex

Annex 1: List of participants

No.	Pays	Noms	Poste
1	Algeria	Mr. Moussa Abbas	Central Inspector
2		Mrs. Nora Feroudj	Senior Inspector
3	Burkina Faso	Mr. Henri Prosper Pare	Education Officer
4		Mr. Gaston Gnimien	Secondary Education Inspector
5	Cameroon	Mr. Bello	Inspector - general coordinator for school life and orientation
6		Mr. Daniel Oyono Adams	Technical Advisor to the Minister
7	Chad	Mr. Tossi Awdou Kiwilhou	Director of Teacher Education
8		Mr. Djimasbei Gaou	Director of Secondary Education
9	CAR	Mr. Leopold Dakong	Modern Languages Inspector (Ministry of Education)
10		Mr. Rigobert Sole	Director of Educational Innovations
11	Mali	Mr. Morimoussa Bagayogo	Technical Advisor for General Secondary Education
12		Mr. Ismaila Berthe	Technical Advisor
13	Mauritania	Mr. Mohamed Abderrahmane Mohamed Denebja	Inspector in charge of Secondary Education
14		Mr. Mohamed Mouhamed Vall	Deputy Director of Secondary Education
15	Niger	Mr. Chegou Alima	Focal Point for Education in Emergencies
16		Mr. Assane Hamza	Regional Director for Primary Education and Literacy
17	Nigeria	Mrs. Peace Ebele Uba	Deputy Director for Education
18		Mrs. Mary Aladi Ameh	Deputy Director and Focal Point for Education for Peace and the Prevention of Violent Extremism
19	Senegal	Mr. Cheikhena Lam	Director of the National Institute of Study and Action for the Development of Education (INEADE)
20		Mr. Saliou Sall	Director of Regional Center for Training of Education Staff (CRFPE)
21	Ethiopia	Mr. Daniel Abebe Mekete	Director of Civic Education and Ethics
22	African Union	H.E. Prof Sarah Anyang Agbor	HRST Commissioner
23		Mr. Timothy Anyang	Assistant to HRST Commissioner
24	IICBA	Dr. Yumiko Yokozeki	Director of UNESCO-IICBA
25		Mr. Mame Omar Diop	Senior Programme Specialist
26		Mrs. Eyerusalem Azmeraw	Project officer, focal point of the project

Annex 2: Programme

Date	Time	Activities	Venue	
25 Jul	17:25	Arrival at Narita (EK318) 2 participants	Narita Airport Terminal 2	
	20:25	Arrival at Narita (ET 672) 19 participants	Narita Airport Terminal 1	
	22:00	Leave for Tokyo	Narita Airport Terminal 1	
	23:30	Check-in	JICA TIC	
26 Jul	8:00	Meet at Lobby and transfer by bus		
	8:45	Opening Ceremony and Briefing	Sophia University, Central University Room 911	
	9:00	Lecture: Prof. TARO KOMATSU, Professor, Center for Global Discovery, Director Center for Global Discovery, Sophia University	Sophia University, Central University Room 911	
	11:00	Lunch	Sophia University Cafeteria	
	13:00	Transfer by Bus		
	14:00	School visit: Kiyose Junior High School	Kiyose Junior High School	
	16:15	Transfer by Bus		
	27 Jul	9:00	Meet at Lobby and transfer by bus	JICA TIC lobby
10:00		Lectures: 10:00 – 10:40 "School Safety and Disaster Prevention Education" Ms. Naoko Yoshikado, Health Education and Shokuiku Division, Elementary and Secondary Education Bureau 10:40 – 11:20 "Student Guidance" Ms. Misato Kageyama, Student Affairs Division, Elementary and Secondary Education Bureau, Ministry of Education, Culture, Sports, Science and Technology	MEXT (old building 2 F special meeting room)	
11:30		Lunch	MEXT Cafeteria	
12:30		Visit MEXT Museum		
13:30		Transfer by Bus		
14:00		Lectures: JICA	JICA	
16:30		Transfer by Bus		
28 Jul		TBD	Explore Tokyo (by train, optional)	
29 Jul		9:30	Meeting at Lobby (Please check out before 9:30)	JICA TIC lobby
		11:17	Tokyo=>Fukuyama Nozomi 27	Car 14 Seat 14-20
	14:52	Fukuyama=>Higashi-Hiroshima Kodama 745	Car 4 Seat 01-08	
	15:30	Transfer by Bus		
	16:00	Check-in	Hotel Route-Inn	
30 Jul	8:30	Meet at Lobby and transfer by bus	Hotel lobby	
	9:30	Visit Museum	Hiroshima Peace Memorial Museum	
	11:00	Talk from Hibakusha (a-bomb survivor)	Hiroshima Peace Memorial Museum, Meeting Room 1 on the first basement level	
	12:00	Transfer by Bus		
	12:30	Lunch	Cafeteria, Hiroshima City University	

	14:00	Lecture: Prof. Gen Kikkawa, Hiroshima Peace Institute, Hiroshima City University "The Governments of the States Parties to this Constitution on behalf of their peoples declare"	Hiroshima Peace Institute, Hiroshima City University
	16:45	Transfer by Bus	
31 Jul	8:30	Meet at Lobby and transfer by bus	Hotel lobby
	10:00	Discussion with Students	Hiroshima Jogakuin Junior & Senior High School
	12:00	Lunch	School cafeteria
	13:20	Transfer by Bus	
	14:00	Lecture: Peace Promotion Project Team, Hiroshima Prefectural Government "Realizing a Peaceful World without Nuclear Weapons: Hiroshima Initiatives for Global Peace"	Hiroshima Prefectural Office
	16:30	Transfer by Bus	
01 Aug	9:00	Meet at Lobby and transfer by bus	Hotel Lobby
	9:30	Lecture: Prof. Tatsuo Yamane, Associate Professor, Graduate School for International Development and Cooperation, Hiroshima University "Peace Education and Global Governance"	IDEC Meeting Room, Hiroshima University
	11:00	Lunch	Cafeteria
	12:30	Country report (15min*9 countries+ Q&A and discussion)	IDEC Meeting Room/Room 201, Hiroshima University
	17:30	Welcome Reception Hosted by CICE	Faculty club
	19:15	Transfer by Bus	
02 Aug	12:00	Meeting at Lobby Transfer by Bus (please buy your own lunch and bring it with you.)	Hotel Lobby
	13:30	International symposium 2018 Hosted by The Center for Peace, Hiroshima University	Higashi-Senda Innovative Research Center M401
	17:30	Transfer by Bus	
03 Aug	8:30	Meet at Lobby and transfer by bus	Hotel Lobby
	9:00	Country report (15min*3 countries+ Q&A and discussion)	IDEC Meeting Room, Hiroshima University
	10:00	Workshop (Reflection): Prof. Kazuhiro Yoshida, CICE, Hiroshima University	IDEC Meeting Room, Hiroshima University
	12:00	Lunch	Cafeteria
	13:00	Lecture: Prof. Noriyuki Kawano, Institute for Peace Science, Hiroshima University	IDEC Meeting Room, Hiroshima University
	15:15	Workshop on Peace Studies Curriculum Prof. Ayami Nakaya, Graduate School for International Development and Cooperation, Hiroshima University	IDEC Meeting Room, Hiroshima University
	17:00	Transfer by Bus	
04 Aug	TBD	Free (students will assist you getting around within the city)	TBD
05 Aug	9:00	Meeting and transfer by bus	Hotel Lobby
	10:00	Ferry (Miyajima-guchi=>Miyajima)	Miyajima-guchi

	10:30	Sightseeing in Miyajima island and Lunch (make small groups)	Miyajima
	14:00	Ferry (Miyajima=>Miyajima-guchi)	Miyajima-guchi
	14:30	Transfer by Bus	
06 Aug	5:00	Meeting at Lobby	Hotel Lobby
	5:30	Transfer by bus and walking	
	8:00	Peace Memorial Service,	Peace Park
	8:45	Transfer by bus and walking	
	9:30	Rest & Lunch (Hiroshima University)	Higashi-Senda Innovative Research Center M303
	15:00	Lecture: Ms. Mihoko Kumamoto, Head of Hiroshima Office, UNITAR	UNITAR
	16:45	Transfer by Bus	
	17:52	Hiroshima=>Shinagawa Nozomi 184	Car 14 Seat 14-20
	22:00	Transfer by Bus	
07 Aug	8:30	Meeting at lobby and transfer by bus	
	9:30	Courtesy call: H.E. MIYAGAWA, Manabu, Director-General for Cultural Affairs / Assistant Minister (Ambassador)	Room 893, MOFA
	11:00	Transfer by bus	
	11:30	Lunch	Cafeteria, Sophia University
	14:00	Report and wrap-up (Public Seminar)	TBD, Sophia University
	16:30	transfer by bus	
08 Aug	10:00	Meeting at Lobby	TIC Lobby
	10:30	Bus tour (Imperial Palace, National Diet Building)	Drive Through
	11:30	Lunch	TBD
	13:00	Meeting with Parliament Members	First Member's Office Building of the Lower House, Meeting Room 5
	14:30	Transfer by Bus	
	16:00	Check-in	
	21:20	Departure from Narita EK319 (4 participants)	Terminal 3, Narita Airport
	21:25	Departure from Narita ET673 (19 Participants)	Terminal 2, Narita Airport

Annex 3: Note of gratitude

Distinguished Guests,

It is my great privilege to express the collective gratitude of our Japan Study Tour Group.

First and foremost, thank you very much to the government of Japan whose support has made this project and study tour possible. To parliament members, SVP Kato, former UNESCO DG Mr. Matsuura and His Excellency Estifanos, Ambassador of the State of Eritrea to Japan, the honor was ours.

Thank you to our partners at CICE Hiroshima University, in particular, Professor Yoshida, Dr. Sakuria, Ms. Tomomi Yamane and the tour's translator Ms. Yuki Ebisu.

To the people of Hiroshima, Fukuromachi school peace museum, and principal Nakayama, your lessons of struggle, hope and resilience will guide our paths to peace like stars.

For the faculty and staff at JICA, Ministry of Education, Sophia University, CICE/ Hiroshima University, UNITAR, and University of Tokyo we are eternally grateful for your time and effort.

It has been said that the highest appreciation is not to utter words but to live by them. Thus, please know that we will return with these lessons, packing them in our hearts and minds and make good use of them in our respective countries.

Thank you to all who have made this study tour and project possible.

Annex 4: Country presentations summary

Country	Situation in the areas of youth, peace and violent extremism (challenges)	Existing policies for building peace and resilience and preventing violent extremism	Teacher training	Youth empowerment experiences	Challenges	Perspectives and advocacy
Mali	Access, quality, employment resulting in: 739 closed schools, school drop-out, enlistment in armed groups, displacement to other areas, youth unemployment	2018-2020 Triennial Action Plan Introduction of the module for the prevention of violent extremism in the programme Establishment of consultation frameworks Integration of peacebuilding into the curriculum	TTI training with module and peace guides developed Training of school partners on peace-building	Learning of dye Learning of the bogolan technique	Weakness of explicit management of peace education by the government Absence of a national mechanism to fight violent extremism -Low initial and in-service teacher training on peace education	Knowledge of the peace agreement of the G5 Sahel strategy and the promotion of the culture of peace by 2,500 young people (15-35 years old) from 25 localities Youth engagement at the regional level in the peace process in view of their empowerment through ERARN Support 500 young people in innovative projects to mobilize communities for peace-building
Mauritania	- Girls out of school	-Creation of an agency for youth employment -Establishment of a Superior Council of Youth -Establishment of a National Youth Strategy -Mobilization of ulema and structures.		-Information campaigns on the harmful consequences for future generations -Sensitization of young people and women to the culture of peace		-The improvement of teaching contents -Teacher training

Senegal	<ul style="list-style-type: none"> -Safety situation in the southern part -Enrollment of young people in the maquis; -Conflict, mine attacks -Displacement of populations, destruction of the school system; -Porosity of borders with generalization of the threat making young people vulnerable 	<ul style="list-style-type: none"> -Anchor of peace education in certain teaching disciplines -Curriculum reform with introduction of competency-based approach in education for peace and sustainable development -Re-writing of curricula at all levels of education according to the competency-based approach 			<p>Weakness of explicit management of peace education by the government</p> <ul style="list-style-type: none"> - Absence of a national mechanism to fight violent extremism -Lower initial and in-service teacher training on peace education 	<ul style="list-style-type: none"> - Development of a national system integrating the development of peace - Review of educational policies - Installation of a communication system adapted to various targets
Burkina Faso	<ul style="list-style-type: none"> - Position of the country exposing it to the terrorist cyclone - Security situation leading to the closure of 473 schools - Recorded terrorist acts - 2138 teachers under technical unemployment - Thousands of students without national exams 	<ul style="list-style-type: none"> - Institution of a national day of forgiveness - Creation of a High National Council for National Reconciliation - Creation of a National Dialogue Council - Creation of the Ministry of Youth - Diagnostic mapping of youth employment - Institution of a national day of youth - Opening of vocational training centers - Fight against ignorance and illiteracy - Application of the law of orientation of education 	<ul style="list-style-type: none"> - Training teachers by concealing the topics related to peace in teaching content - Training of northern teachers on education in emergencies 	<ul style="list-style-type: none"> - Activities of the National Youth Council - Activities of civil society organizations 		<ul style="list-style-type: none"> - Mobilization of resources for teacher training - Mobilization of all the forces around the question of peace

		<ul style="list-style-type: none"> taking into account peace -Application of new technologies conducive to the promotion of peace 				
Algeria		<ul style="list-style-type: none"> -Law N 08-04 of January 23rd, 2008 focusing on the national education - Implementation of the Charter for Peace and National Reconciliation - Order N° 2006-01 of 27 February 2006 with measures to consolidate peace and those aimed at consolidating reconciliation - Introduction of peace education into the education system 	<ul style="list-style-type: none"> -School mediation through ARP workshops 	<ul style="list-style-type: none"> - Signature of the "Força" project to support young people's access to the first job - Financing of the "Força" programme by Japan - Participation in the launching workshop of the "UNDP Strategy for Youth" - Strategy "Empowering young people for a sustainable future" 	<ul style="list-style-type: none"> -Illegal migration 	<ul style="list-style-type: none"> -Creation and development of micro-enterprise -Dispositive for young people in the framework of preemployment and housing assistance -Reduction of the qualification and skill deficit of young people
Cameroon	<ul style="list-style-type: none"> -Unemployment increased -Great disparity in the distribution of young people by level of education in the regions -Violence perpetrated by Boko Haram in the Far North -Violence arising from the crisis in CAR -Violence related to the socio-political crisis in the North-West 	<ul style="list-style-type: none"> -Creation of the State Secretariat for Popular Education, Information, Youth and Sports -Law N ° 98/004 of April 04, 1998 on the orientation of Education -Initiation to the culture and practice of democracy -Culture of the love of the effort of the job well done -Reforming school programmes 	<ul style="list-style-type: none"> Initial and inservice training in 70 TTIs. 	<ul style="list-style-type: none"> - Support on training and insertion; - Programme of support for rural and urban youth (PAJERU); - National Youth Integration Fund (FONIJ); - Agency of the National Civic Service for Development Participation (ASCNPD); - Special programme of young people - Programme of Support to the 		<ul style="list-style-type: none"> -Establishment of a center for combating violent extremism; -Media and Information Education; -Improvement of access and retention at school; -Training 84,000 teachers for education in emergencies and peace-building

	and South-West regions	<ul style="list-style-type: none"> -Promotion of inclusive education -Promotion of dialogue and culture of peace -Promoting multiculturalism and living together -Improved access 		Actors of the Informal Sector (PAASI)		
Central African Republic	<ul style="list-style-type: none"> -Military-political crises with recurring insecurities -Peace seriously threatened in the country -Displacements of populations 	<ul style="list-style-type: none"> -Review of curricula with integration of education for citizenship and promotion of the culture of peace -Implementation of the project "Education for Citizenship and Promotion of the Culture of Peace in CAR" 				<ul style="list-style-type: none"> -Plan the activities of the implementation of the project -Clarify the mechanism of the disbursement procedure of the project -Train the trainers on the student manual on school safety and the teacher training guide -Train the trainers to the strategy of transformative pedagogy
Niger	<ul style="list-style-type: none"> - The rise of Boko Haram has facilitated the enlistment of young people in the army 	<ul style="list-style-type: none"> - Sectoral programme for Education and Training - Rule 00199 / MEP / A / PLN of 11 September 2014 - Rule 000039 / MEN / A / PLN // SG of 22 February 2012 creating the Management Committee 	<ul style="list-style-type: none"> -Training of teachers on the module on the culture of peace -Teacher training on psycho-social support and risk reduction 			<ul style="list-style-type: none"> -Preparing teachers to manage the education system in crisis -Validate the document synthesized at the national level -Train the teaching staff in the 4 regions affected by the crises

		for School Establishments (CGES)				
Chad	<ul style="list-style-type: none"> - Countries emerging from an internal war situation - Breaks in attendance or partial attendance of students - Tensions and conflicts in neighboring countries - Presence of thousands of refugees and displaced persons - Actions of Boko Haram 	<ul style="list-style-type: none"> - Creation of the Directorate of Civic Promotion - Creation of Parents' Associations (APE) - Existence of Mothers' Associations (AME) - Creation of COGES in all schools - 20,000 young people recruited to the public service 	<ul style="list-style-type: none"> - Training of teachers in psychosocial pedagogy in conflict zones and refugee camps - Integration in the training of the programme of education for peace and citizenship 	<ul style="list-style-type: none"> - 24,001 trained teachers - Training of teachers, Pas and AMEs in psycho-social and social tolerance - Granting of loans to young entrepreneurs' associations - Training of craftsmen of small trades - Action of the COPES for the maintenance of the discipline in the establishments - Actions of NGOs / Partners to support the fight for peace in schools 	<ul style="list-style-type: none"> - Functioning of school structures - Quality of education 	<ul style="list-style-type: none"> - To strengthen resilience, social cohesion and security in conflict zones - To support training institutions by means for better planning of conflict-sensitive education and resilience to natural disasters - To support parents, teachers, communities to deal with the conflict and promote peace in the affected areas - Increase access structures for inclusive and relevant quality and conflict-sensitive education for peace-building - To support the development of teacher training tools for conflict prevention, conflict resolution and peace-building in schools



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Capacity Building
in Africa

Japan Study Tour Report

Youth Empowerment for Peace and Resilience Building
and Prevention of Violent Extremism in Sahel and
Surrounding Countries through Teacher Development

Tokyo and Hiroshima, Japan

5 July to 8 August 2018

