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International Institute
for Capacity Building
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From
the People
of Japan



Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries (budget code: 567RAF1000)

Mid-Project Donor Report 2017

IIC/2017/ED/RP/9
6 October 2017

Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries

Mid-Project Donor Report 2017

| | |
|----------------------------|---|
| Budget code | 567RAF1000 |
| Project period | February 27, 2017 to February 28, 2018 |
| Donor | The Government of Japan |
| Implementing agency | UNESCO-IICBA |
| Target countries | Eritrea, Ethiopia, Kenya, Somalia, South Sudan and Uganda |

Advancing Africa's Youth by Investing in Teachers

“The youth of today are the leaders of tomorrow.” For no other continent are Nelson Mandela’s words more pertinent than for Africa. In 2015, 226 million people aged 15 - 24 lived in Africa, accounting for approximately one-fifth of the global youth population. The African youth population is additionally expected to rise to 42% by 2030 and increase to over 500 million by 2055 (UN, 2013).

There can be no greater investment for Africa’s future than an investment in its youth. UNESCO-IICBA’s Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries project supported by the government of Japan, is making this important investment. By building the capacity of pre- and in-service secondary school educators, youth in East Africa will be taught skills and tools for peace-building, engage positively with others and become peace-loving and productive citizens.

The overall framework of this project is to create a critical mass of teachers who can implement effective teaching and learning, thus producing economically productive and peace-loving youth. The project has a short-term objective of training at least 8,000 teachers through the cascading model using Training of Trainers ("ToTs"). The medium-term objectives will contribute to the 2030 SDGs. The long-term objectives are in line with AU’s Agenda 2063, which promotes increased regional integration, peace and stability and equitable economic development.

This mid-project report shares details of the progress that has been made towards meeting the project’s targets and objectives including the activities organized, monitoring and evaluation conducted and the advocacy and visibility outreach that has been conducted.

Summary Mid-Project Results

Achievements: February – September 2017

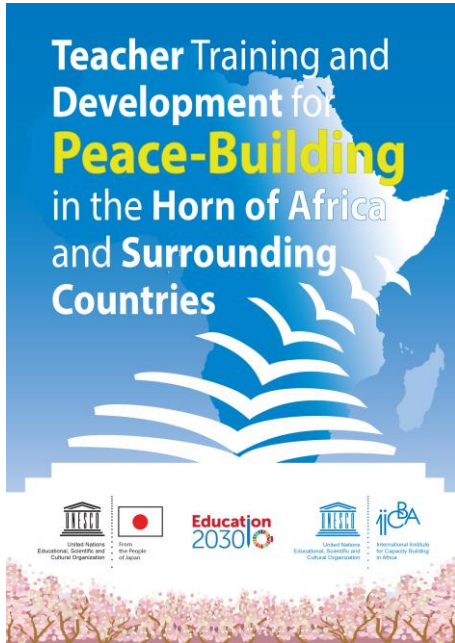


Figure 1. Project Poster

6 Ministries of Education from Eritrea, Ethiopia, Kenya, Somalia, South Sudan and Uganda engaged

18,428 Views of Youth and Peace Advocacy and Outreach Videos

6000 Preventing Violent Extremism UNESCO Booklet Reprinted with Japan Logo for Teacher's Kit

1 Original Project Poster Designed

29 Teacher Trainers Trained

4 Reports Written

Teachers' Guide, School Safety Manual, and Peace through Arts Activities Booklet Written

4 Project Activities in Kenya, Ethiopia, Japan and Uganda

6 Countries Preparing for In-Country Training and Cascading

Monitoring and Evaluation Tools Created

18 UN and External Media Sources Providing Coverage



Figure 2. Four Key Project Activities in Four Countries

Timeline of the Activities

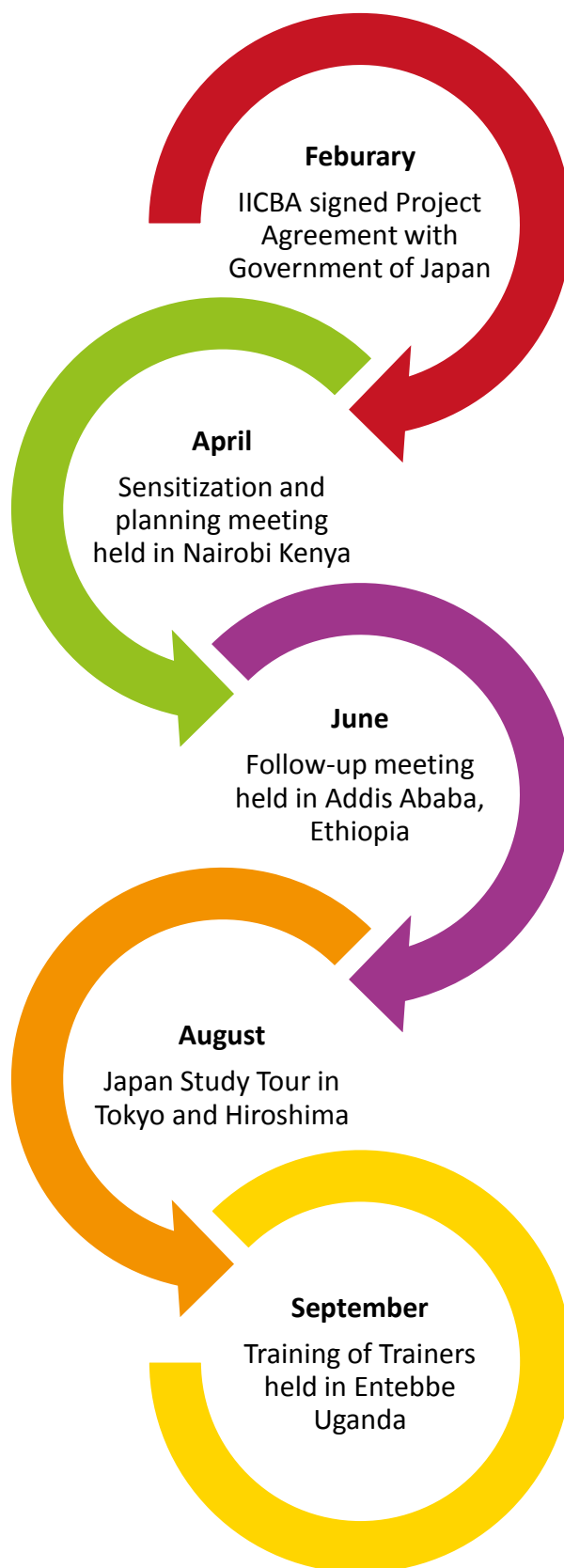


Figure 3. Timeline of Project Activities February –September 2017

Activity 1: Project Launch Meeting

Overall Goal of the Sensation and Planning Meeting

The sensation and planning meeting held on 20-21 April 2017 in Nairobi, Kenya launched the "Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries" project. The overall goal of the meeting was to ensure countries' ownership through full information sharing of the project content, thus project implementation in the six countries would be driven by common principles and standards.

Specific Objectives of the Meeting were to:

- Present the project to the country representatives and UNESCO Regional and Project Offices ("UNESCO offices") to acquaint them on the scope and objectives of the project, as well as to identify their expected role in the implementation;
- Undertake joint detailed planning, identify specific potential risks that might undermine implementation at the country level and devise appropriate strategies in view of its mitigation;
- Clarify the institutional links and communication between the countries' ministries of education, the UNESCO offices and IICBA;
- Ascertain the reporting and financial systems that would be observed in the implementation.

Meeting Attendees

The workshop was attended by responsible officials in the ministries of education from the following countries: Eritrea, Ethiopia, Kenya, Somalia, South Sudan and Uganda, as well as focal persons from UNESCO offices.

Meeting Methodology

The meeting was highly interactive so that participants would have the opportunity to extensively discuss the key activities and implementation plans, highlighting the key stakeholders, expected targets and outputs.

Outputs and Outcomes

- Participants were oriented on the project document, activities and expected outcomes, as well as the detailed project management structures and communication strategies;
- Detailed country work plans were developed which focused on the most effective means of implementing the project activities at the country level, as well as for engaging key stakeholders with whom they can collaborate to monitor their governments' efforts;
- Participants agreed on modalities for sustaining government ownership and engagement.

The following action points were agreed upon:

- Country teams were to report back to authorities regarding the project to ensure political commitment;
- Country teams would be set up for coordination through ministries of education with assistance from UNESCO;
- IICBA would provide guidance for needs assessment and analysis;
- Needs assessments would be undertaken by countries;
- Secondary school educators would be the focus of this project, however, some countries like Somalia and South Sudan will also focus on post primary teachers as many students have enrolled late and are over-age.

Activity 2: Follow-up Meeting

The follow-up meeting held on 6-7 June 2017 in Addis Ababa, Ethiopia built upon the initial launch meeting.

Specific Objectives of the Follow-up Meeting were to:

- Clarify the progress of the needs assessments and address any emerging issues;
- Provide input for the content of the training guides and teachers' kit;
- Discuss the plan for ToTs and cascading strategy of in-country trainings.

Target Group for the Meeting

The workshop was designed for responsible officials and technical staff within the Teacher Development Section at the ministries of education from the six countries: Eritrea, Ethiopia, Kenya, Somalia, South Sudan and Uganda, as well as focal persons from UNESCO offices.

Meeting Methodology

The meeting was highly interactive. Participants had the opportunity to work in groups and provide inputs and insights on needs assessments, content of the teachers' modules, teachers' kits, targets for ToTs and assessments of learning. Arigatou International presented on the Learning to Live Together Approach, and participants discussed how the approach can be an input for peace education.

Outputs & Outcomes

The outcomes of the June 7 & 8 meeting were that participants:

- Understood the elements of the needs assessment, the implementation partners' agreement and financial statement;
- Provided insightful contributions to the common and country specific elements of the teachers' modules and kits;
- Understood the logistics and purpose of the Japan Study Tour planned for August 2017;
- Consolidated their strategy for the cascading of teacher trainings in their specific context.

The following action points were agreed upon:

- Countries were to provide financial statements for the implementation partners agreement;
- Countries were to complete their country needs assessments;
- Countries were to send their national curriculum frameworks for peace education;
- IICBA would provide final criteria for Teacher Trainers for the ToTs;
- Teachers' Guides and kits with assessment tools would be developed by Arigatou International and Dr. Yonas Adeye, from Faculty of Peace and Security, Addis Ababa University.

Activity 3: Japan Study Tour

The Japan Study Tour, co-organized by UNESCO-IICBA and the Center for the Study of International Cooperation in Education (CICE), Hiroshima University, was held on 2–9 August 2017. Eighteen policy experts at the ministries of education, teacher trainers and secondary school teachers from Eritrea, Ethiopia, Kenya, Somalia, South Sudan and Uganda participated in the Study Tour. At least one participant per country will continue to be part of the training of trainers, thus ensuring that their shared experience and training will have a lasting impact.

The main objectives of the Study Tour were to:

- Broaden participants' scope on peace-building and teacher development;
- Create a forum for Japan policy makers' and educators' to discuss the lessons learnt and challenges on African education systems;
- Share experiences on Japan's historical advancements and current policies and strategies in education, and how this will contribute to peace-building and international development;
- Facilitate educational and cultural exchange between Japanese and African policy makers, teacher trainers and educators, and possible collaborations in the future.

As part of their training, participants:

- Held discussions with high-level officials such as Japanese parliament members, Ambassador of Eritrea in Japan, former UNESCO DG and JICA Senior Vice President;
- Received trainings at JICA, MEXT, Hiroshima University, Sophia University and UNITAR;
- Had the honor to attend the Hiroshima Peace Memorial Ceremony and visited the Peace Memorial Museum and Fukuromachi Elementary School Museum;
- Were briefed by a former teacher, principal and government advisor on school transformation based on a holistic approach;
- Participated in a reporting and reflection session at the University of Tokyo where they shared lessons learned which they would adapt to their local contexts.

As a result of the Study Tour, participants:

- Shared their experiences with Japanese educators and policy makers on the social, political impacts on educational contexts and vice versa;
- Became global ambassadors of peace and non-violent action as a result of participating in Hiroshima's Peace Memorial ceremony;
- Forged collaboration with Japanese colleagues including continued information sharing.

Places visited:

- Hiroshima Peace Memorial Park and Museum
- Fukuromachi Elementary School and Museum
- Edo-Tokyo Museum
- First Members Office Building (Parliament)
- JICA Headquarters
- Japan Ministry of Education, Culture, Sport, Science and Technology (MEXT) & museum
- Tokyo Metropole Government Building
- United Nations Institute for Training and Research (UNITAR) Office
- Sophia University
- Hiroshima University
- University of Tokyo

Japan Study Tour Evaluation Findings

- 78% of participants submitted the post-tour evaluation, of which, 50% are female
- All of the respondents found the Japan Study Tour well organized

Responses to 'What have you learned from the Japan Study Tour?' include:

- The important role of the teacher towards building peace through education
- Mother tongue education can contribute to peace-building in schools and societies
- Including moral education in the curriculum will contribute to peace-building
- The journey to build peace requires forgiveness
- Learning from the past to improve the future through education is important
- Teachers are strong force for changes
- Respect for diversity is critical for promoting peace and sustainable development
- Engaging peace education in all subjects at the school and university levels is the surest way to sustainable peace
- Importance of "Do not harm" and "Efficiency vs. Equity" for peace education
- Promoting an inclusive education approach
- Without peace globally, no nation can be at peace.
- Positive mechanisms to change student behavior (student guidance for discipline)
- Forgive, but do not forget, be punctual and well organized, be flexible and mindful of local context
- It's important to keep records because they help you to improve your future
- The need to involve all stakeholders to address a challenge that is causing conflict

Responses to 'What is a concrete step you will take as a result of the Study Tour?' include:

- Create safe learning environments for my students
- Ensure that all stakeholders are involved in promoting peace through education, that programmes which promotes structural violence are prevented, that there is equity in the allocation of resources and to be conflict sensitive in approaches
- Ensure that all peace-building interventions/trainings include root causes, inclusiveness and building indigenous capacity and incorporate effective adult learning methodologies
- Build collaborative approaches, coordination and flexibility in policy matters
- To make peace courses compulsory in the foundation semester of Somali National University which is the only public university and to include peace education in teacher training curricula
- Ensure peace education is integrated into ongoing curriculum reform at primary, secondary and tertiary levels
- Prepare a presentation about the study tour. Advise colleges and universities to integrate peace with core subjects and strengthen peace education. Encourage schools to be centers for peace formation for children and youth. Emphasize in-service and pre-service training modules to integrate peace education
- Plan to implement the 'Do not harm' approach and also strive to help remove violence from our schools

Activity 4: Desk Review and Needs Assessment

The needs assessment is another vital activity to this project. Hiroshima University conducted a desk review on the six countries' peace education policies and practices. Needs assessment on peace education were also conducted at the country level and the final reports were delivered from Uganda, South Sudan and Somalia. The other three countries (Kenya, Ethiopia and Eritrea) are currently working on their respective reports. The main purpose of the needs assessment is to enable each country to collect information on policies and programmes that will inform valuable training relevant to each country's context. The reports will also support the forthcoming policy brief and policy dialogues.

Six African Countries Participating in the Project



Figure 4. Horn of Africa within Map of Africa

Activity 5: Training of Trainers

Twenty-nine trainees from Eritrea, Ethiopia, Kenya, Somalia, South Sudan and Uganda attended UNESCO-IICBA's Training of Teacher Trainers (ToTs) workshop in Entebbe, Uganda. Held from 4-8 September 2017, the ToTs was a key part of IICBA's Teacher Training and Development for Peace-building in the Horn of Africa and Surrounding Countries project. Co-organized by the UNESCO Kampala Office, the main objective of the week-long workshop was to strengthen the capacity of trainers who will then cascade the trainings in their respective countries.

Overall Goal of the Training of Trainers Workshop were to:

- Train trainers in the six countries on education for peace-building so that experts will gain the capacity to train pre- and in-service teachers in their respective countries;
- Provide grounding in transformative pedagogy through modelling it as workshop methodology;
- Provide guidance on assessment, training and cascading plans;
- Receive input on the training guide and validate its contents in order to increase use and relevance for project countries.

Target group for the Training of Trainers Workshop

The workshop was designed for teacher trainers and peace education subject experts within teacher training colleges and institutions, as well as staff of teacher development sectors in the ministries of education for the countries of Eritrea, Ethiopia, Kenya, Somalia, South Sudan and Uganda.

Workshop Methodology

The training was highly interactive, utilizing methods of adult and transformative pedagogy. Participants had the opportunity to work in groups, engage in activities, present, work on training plans and cascading strategies with consideration to assessment and M&E, as well as provide reflections and feedback.

Outputs

- Increased capacities and competencies to train on education for peace-building to pre-service and in-service teachers;
- Experienced, practiced and demonstrated transformative pedagogy in training plans;
- Provided country specific examples for the Praxis guide;
- Training guide reviewed and validated;
- Completed a semi-final draft of their training and cascading plans.

The Next Steps Identified are that trainers:

- Finalize training and cascading plan with their ministries of education and other necessary persons (such as teacher training institute/college administrators) and double check dates with exam calendars, holidays, and the secondary school and college calendars;
- Submit the revised training and cascading plan and challenges write-up to IICBA;
- Plan policy dialogues for after in country-trainings and part or all of the cascading has been completed, with monitoring and evaluation. The dialogue will include policy makers and ministry staff, teachers and youth and be at least a half-day workshop and/or panel discussion where policy recommendations are provided.

UNESCO-IICBA will send the teachers' kits that include project folders, booklets, pens, annual calendars and UNESCO's teachers' guide for Preventing of Violent Extremism (PVE). The final teachers' guide and a manual on school safety will be printed in-country and an electronic arts guide for peace will be shared by UNESCO-IICBA.

Cascading status on the training

- Uganda finalized their training strategy and will cascade the training in the second week of October for 1000 teachers;
- South Sudan and Kenya will deliver the training at the end of October and November, respectively;
- Somalia has finalized their training plan and budget;
- Ethiopia and Eritrea are in the process of finalizing their training plans.

Training of Trainers Evaluation Findings

- Pre and post self-assessments administered at the ToTs demonstrate growth in understanding the root causes of conflict, transformative pedagogy, the role of ethics and assessment in education for peace-building. As show in Table 1, while only 34% of participants indicated they had very good or excellent understanding of the concepts and competencies covered in the trainings in the pre-test, 75% percent indicated they had very good or excellent understanding of the concepts and competences at the end of the training.

Table 1. Participants' Confidence Ratings of Knowledge and Competencies (Pre and Post Self-Assessment)

| Score | Range of Understanding | Pre-Test | Post-Test |
|-------|-------------------------|----------|-----------|
| 1 | Little understanding | 19% | 3% |
| 2 | Basic understanding | 20% | 3% |
| 3 | Average understanding | 27% | 15% |
| 4 | Very good understanding | 24% | 43% |
| 5 | Excellent understanding | 10% | 35% |

- 89% of participants were pleased with the overall quality of the ToTs workshop (Figure 5)

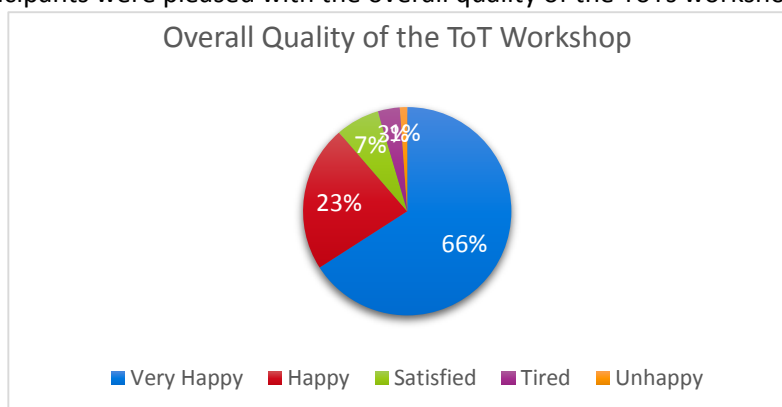


Figure 5. Participants' assessment of the quality of the TOT workshop

- 92% were pleased with the quality of the training materials (Figure 6) and found it relevant to their country context (Figure 7)



Figure 6. Assessment of the quality of ToT materials



Figure 7. Assessment of the relevance of training materials

Project Visibility

The visibility of the project and the support of the Japanese government was a thread that ran through every project activity. From the signing ceremony to project planning meetings and the Japan Study Tour, each activity was reported with an article on IICBA's website, Facebook, and Linked-in pages. In addition, international coverage was provided by the UNESCO Education Sector and project partners. Visibility materials were given during correspondence with the ministry offices. IICBA acknowledged the support given by the government of Japan during all meetings and workshops. The Japan logo has been utilized in all visibility materials such as the bags, pens, folders and banners. The following links are evidence of the breadth of the coverage from February – September 2017:

Launch and Signing Ceremony

[All Africa - Ethiopia: Japan Grants U.S.\\$1 Million for Quality Teacher Training](#)

[African News Wire: 1.0 MLN USD Japanese Grant for Teacher Training, Peace-Building in Horn of Africa](#)

[Agence de Press Africaine: Japan provides \\$1m in grant for UNESCO's project in Africa](#)

[Fana Broadcasting Cooperation: Japan funds UNESCO IICBA project](#)

[Ethiopian Herald: Japan grants 1 million USD for quality teacher training](#)

[Relief Web: Japan IICBA Signing Ceremony for the project 'Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries'](#)

[UNESCO-IICBA: Japan - IICBA Signing Ceremony for the project 'Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries'](#)

[UNESCO-IICBA https://www.facebook.com/iicba/videos/1720654714616472/](https://www.facebook.com/iicba/videos/1720654714616472/)

Planning Meetings and Project Value

[Global Education Monitoring Report: Why we should increase peace-building capacities of teachers and youth](#)

[NVP Network: De la nécessité de promouvoir la consolidation de la paix chez la jeunesse et les professeurs](#)

[UNESCO-IICBA: The Launching of "Teacher Training and Development for Peace-building in the Horn of Africa and Surrounding Countries" and the First Planning Meeting Held in Nairobi](#)

[ADEA COMED: Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries](#)

Japan Study Tour

[Hiroshima University: 18 trainees from conflict affected countries in Africa visited Tokyo and Hiroshima](#)

[UNESCO: Study Tour to Japan for African Educators: Building Bridges for Teacher Development and Education for Peace](#)

[Arigatou International: Teacher Training and Development for Peace-building in the Horn of Africa](#)

[Ministry of Education Somalia: Going the Distance for Peace: Somali Educators and Policy Makers Travel to Japan as Part of UNESCO - IICBA Peacebuilding Initiative](#)

[Kenya Broadcasting Corporation: Three Kenyan Teachers Selected for UN Training in Peace Education](#)

<https://twitter.com/ichiroaisawa/status/893609406708858882>

<http://ameblo.jp/makishimakaren/entry-12298936008.html>

Training of Trainers

[UNESCO-IICBA Training of Teacher Trainers: Peace-Loving Teachers for Peace-Loving Youth](#)

[UNES-DOC ToT Report](#)

Wide Coverage

[UNESCO: IICBA https://twitter.com/UNESCOIICBA](#)

<https://www.linkedin.com/company/22326073/>

[UNESCO-IICBA Newsletter](#)

<https://www.linkedin.com/in/martha-k-ferede-832aa0a3/detail/recent-activity/shares/>

International Day of Youth and International Day of Peace Advocacy Videos

<https://www.facebook.com/iicba/> (9 August)

<https://www.youtube.com/watch?v=PvQNkY-mkt0> and <http://www.iicba.unesco.org/> (21 September)

Coverage of the project has been provided by the following institutions and associations below, among others:



Figure 8. Logos of Organizations who disseminated project information and media

Financial Reporting

Results achieved so far in the project are made possible through the participation and cooperation of several actors: government officials, UNESCO staff, national and international experts, as well as partner agencies and organizations. Hiroshima and Tokyo University also played a pivotal role. Most importantly, they would not have happened without the gracious financial contribution from the Japanese government.

The supplementary budget received from Japan amounts to 1,000,000 USD for an implementation period of 12 months.

With a signing ceremony held on 27 February 2017 and an effective launch of implementation on 20 April 2017, the project will be due for completion by end of March 2018.

The end of September 2017 marks the 6th month of implementation out of the 12.

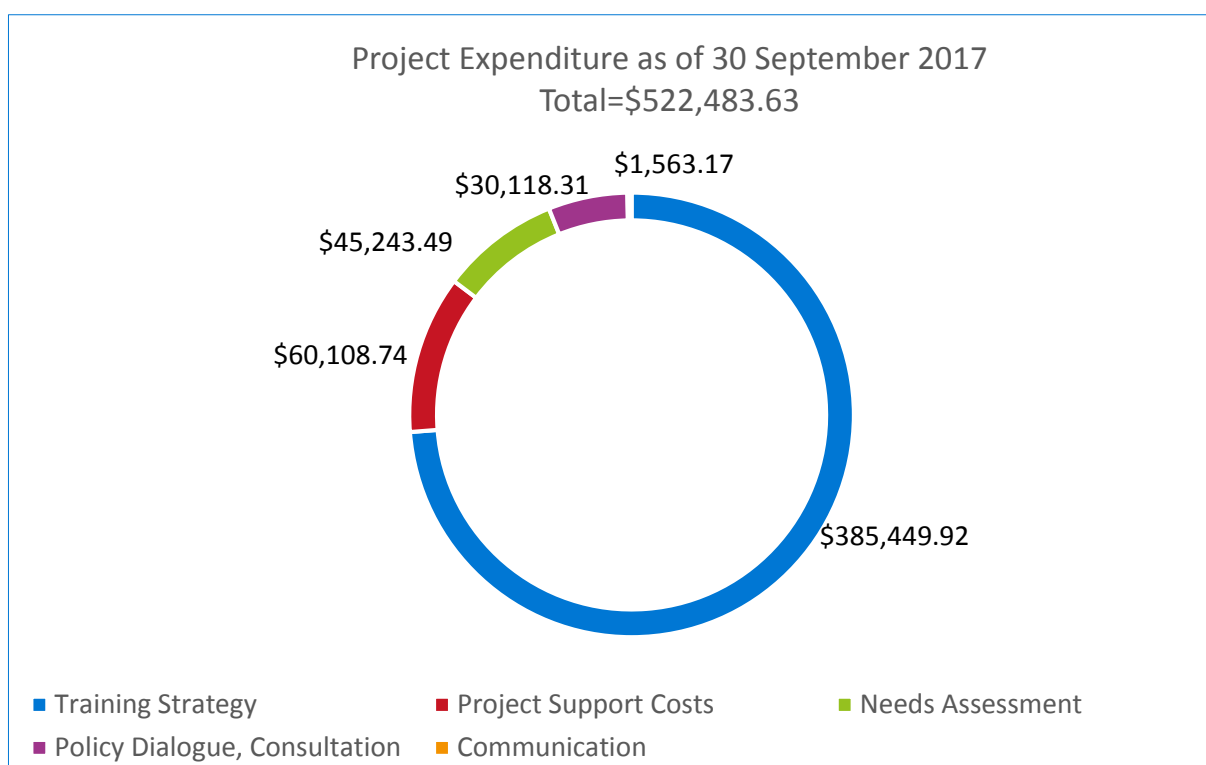


Figure 9. Project Expenditure as of 30 September 2017

The financial report provided shows the usage of the budget by type of expenditure.

In this regard, and in reference to the figure above, it should be noted that the budget forecast was prepared taking into account the cascading needs of the six project countries. As the chart shows, more emphasis is placed on the training and mobilization of local and international experts/consultants. This is a reflection of the very nature of the Capacity Development approach that the project is utilizing with IICBA's expertise.

After 6 months of project implementation, the groundwork has been laid for smooth execution at the country level. This will manifest in the decentralization of the larger portion of the budget from UNESCO-IICBA to the project countries for local implementation of the cascading trainings.

IICBA has designed a quality assurance mechanism which is embedded in each of the country cascading plans. The monitoring and quality assurance activities of IICBA will run parallel to the cascading process in each country.

The upcoming country missions will also serve as a platform for the policy dialogues at the country level and the cross-fertilization of information between countries.

As this approach suggests, beneficiary countries will have larger capacity-building requirements in the upcoming months than the initial UNESCO-IICBA trainings, leading to greater funding needs.

Annex

Annex I: Pictures from the key activities



Signing Ceremony, Congo Building, UNECA, Addis Ababa, Ethiopia, 27 February 2017.



Sensation and Planning Meeting, Nairobi, Kenya, 26 April 2017.



Follow-up Meeting, Addis Ababa, Ethiopia, 6 June 2017.



Japan Study Tour, University of Tokyo, Tokyo, Japan, 9 August 2017.



Training of Trainers, Entebbe, Uganda, 4 September 2017.

Annex II: Financial Status Report

| UNESCO / Japan Funds in Trust | | | |
|---|--------------------------|---------------------------------|--------------------------|
| Project: 567RAF1000 | | | |
| Teacher Training and Development for Peace Building in the Horn of Africa | | | |
| <u>Financial Status Report at 30 September 2017</u> | | | |
| <u>(Expressed in US Dollars)</u> | | | |
| Total Budget Approved: | USD\$ 1,000,000 | | |
| Income | | | |
| Funds Received: | March 2017 | 1,000,000.00 | |
| Disbursements | Cash Disbursed | Unliquidated Obligations | Total Expenditure |
| 1. Needs Assessment | 35,073.62 | 10,169.87 | 45,243.49 |
| 2. Policy Dialogue, Consultation | 30,118.31 | - | 30,118.31 |
| 3. Training Strategy | 276,309.68 | 109,140.24 | 385,449.92 |
| 4. Evaluation | - | - | - |
| 5. Communication | 1,557.87 | 5.30 | 1,563.17 |
| Sub Total | 343,059.48 | 119,315.41 | 462,374.89 |
| Program Support costs (13%) | 44,597.73 | 15,511.00 | 60,108.74 |
| Total Expenditure Incurred | <u>387,657.21</u> | <u>134,826.41</u> | <u>522,483.63</u> |
| Funds Available as of 13 October 2017 | | | <u>477,516.37</u> |

UNESCO / Japan Funds in Trust
Project: 567RAF1000
Teacher Training and Development for Peace Building in the Horn of Africa

Financial Status Report at 30 September 2017

(Expressed in US Dollars)

Total Budget Approved: USD\$ 1,000,000

Income

Funds Received: March 2017 1,000,000.00

| Disbursements | Budget | Total Expenditure | Available Balance |
|----------------------------------|----------------------------|--------------------------|--------------------------|
| 1. Needs Assessment | 51,009.00 | 45,243.49 | 5,765.51 |
| 2. Policy Dialogue, Consultation | 81,614.00 | 30,118.31 | 51,495.69 |
| 3. Training Strategy | 670,764.00 | 385,449.92 | 285,314.08 |
| 4. Evaluation | 38,255.97 | - | 38,255.97 |
| 5. Communication | 43,312.78 | 1,563.17 | 41,749.61 |
| Sub Total | 884,955.75 | 462,374.89 | 422,580.86 |
| Program Support costs (13%) | 115,044.25 | 60,108.74 | 54,935.51 |
| Total | <u>1,000,000.00</u> | <u>522,483.63</u> | <u>477,516.37</u> |