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International Institute
for Capacity Building
in Africa



United Nations
Educational, Scientific and
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From
the People
of Japan



Final Narrative Report

Peace and Resilience Building and
Prevention of Violent Extremism (PVE) in Africa
through Teacher Development

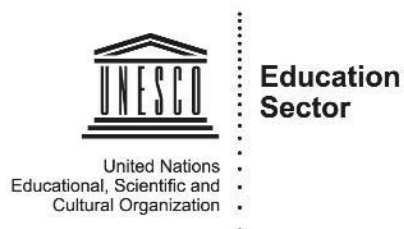
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UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



Contents

<i>Executive Summary</i>	4
<i>Introduction</i>	8
<i>Results Framework:</i>	10
<i>Key Project Out Puts Narratives</i>	19
Output 1: Peace/Resilience Building and Prevention of Violent Extremism (PVE)	19
Output 2: Teacher training and program framework in emergency areas	45
Output 3: Schools and youth engaged in peacebuilding initiatives	47
<i>Challenges and Mitigation</i>	51
Challenge 1: Limited financial support from IICBA for the cascading of the training	51
Challenge 2: In-country challenges to implementation	52
<i>Lessons Learned:</i>	52
<i>Way forward:</i>	53

Executive Summary

Since 2017, the Government of Japan has provided assistance to UNESCO International Institute for Capacity Building in Africa's (IICBA) for peacebuilding activities especially on Preventing Violent Extremism (PVE) in Africa. The project titled "Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries", also known as the "Horn of Africa project", began in 2017 and focused on six countries in the Horn of Africa. By 2018, the UNESCO-IICBA started the new project with its focus to provide support to teachers on PVE in the Sahel Region which title is "Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism (PVE) in Sahel countries through Teacher Development", referred to as the "Sahel project".

Following the successes recorded in the previous projects, the Government of Japan agreed to provide the support for the new activities focusing together on the Horn of Africa, Sahel Region and North Africa as the project titled "Peace and Resilience Building and Prevention of Violent Extremism (PVE) in Africa through Teacher Development". This project builds on the lessons learnt and achievements through the successful implementation of the Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in the Sahel and Horn of Africa regions.

Africa's ever-growing youth population is an essential part of the continent's development, and therefore, it is essential to create opportunities for the youth population through investment in education and job creation, and the provision of social infrastructure. Taking this into consideration, the African Union Commission (AUC) chairperson initiated the "1 Million by 2021" initiative. This initiative seeks to reach one million young people by 2021 through four thematic areas known as the "four Es"— Education, Empowerment, Engagement and Entrepreneurship.

IICBA's PVE projects are essential elements in achieving the AU's goal of "Silencing the Guns by 2020" initiative and also the AUC chairperson's 1 Million by 2021 initiative. These initiatives cannot be achieved without the critical support in the field of education, which is a tool for transforming minds and societies.

The project's objective is "peace and resilience building for youth, through teacher development at secondary and tertiary levels, so that young people embrace peace values, while preventing violent extremisms through education and teacher development". The overall project framework is to create a critical mass of teachers who will implement effective teaching and learning. This final narrative project report details the results achieved towards the project's objective and targets, as well as the activities carried out. It provides an overview of the full project from March 2019.

The project was supposed to be completed by the end of March 2020 but due to COVID-19, the project was extended for three months until the end of June 2020.

The main achievements of the project per output are as follows:

Output 1: Peace/Resilience Building and Prevention of Violent Extremism (PVE) integrated in teacher training institutions (TTIs) at the secondary and higher education level

- The project reached a total of 19 countries.
- Four training of trainers courses were conducted and a total of 94 people were trained, including university professors, educators and policymakers.
- 42 teacher training institutions and universities engaged in the peace education program, which indicates 48% increase from that of the previous year. It is 22 that the total number of teacher training institutions and universities reached in 2018.
- The Teachers' Guide for Peace, Resilience and PVE-E was translated into Arabic.
- The English and French versions of the guide were printed and distributed.
- The guide has been contextualized in Algeria, Ethiopia, Mali, Mauritania and Niger.
- The online platform for an e-learning course on Prevention of Violent Extremism and Resilience has been developed along with the eight modules, and launched in French and English.
- 13 countries have cascaded the training program and have reached 2,673 university professors, educators and teachers.
- The study trips to Japan included 25 participants and all participants have got better knowledge on peace and resilience education through the study tour.

Output 2: Teacher training and program framework in emergency areas incorporated peace, resilience building and PVE

- As part of the UN team, UNESCO-IICBA participated in the strategy and work plan development of the national integration of refugee education in IGA regions and closely worked with UNESCO International Institute for Educational Planning (IIEP) on the national plan mainstreaming of refugee education.
- In Ethiopia, Kenya and Uganda, at the teacher training colleges, training was provided for refugee teachers.

Output 3: Schools and youth engaged in peacebuilding initiatives

- Youth at the TTIs and in conflict-sensitive areas participated in the awareness-creation programs.
- In Ethiopia, school-level intervention reached 200 high school civic teachers, who were also trained on Peace, Resilience and PVE-E.
- More than 5,000 youth reached via TTIs and schools level as well as through social media, mainly Facebook and YouTube, and the regional youth focal persons through YFP AU webinars and interface dialogues.

The above were made possible through the following:

- To ensure countries' ownership of the project, UNESCO-IICBA worked directly with focal points at the Ministries of Education of the participating countries. In addition, UNESCO-IICBA worked closely with colleagues in the network of UNESCO field and regional offices in Africa, namely Abuja, Yaoundé, Dakar, Rabat, Nairobi, Kampala, and UNESCO Headquarters, as key partners for project implementation. These partners have been instrumental to the success of the project's activities.

- UNESCO-IICBA also worked with other institutional partners to ensure effective and efficient project implementation. These partners include: AU offices, UN agencies, Timbuktu Institute for Peace, Addis Ababa Peace and Security, OIF, Arigatou International Geneva, One African Child Foundation and with individual experts in the area from University of Peace, USA.
- Under the UNESCO PVE section, the project was selected as one of the most successful cases on the area of prevention of violent extremism, and become one of the project evaluated together with other UNESCO initiatives with PVE by Internal Oversight Service (IOS). The report, “Evaluation of UNESCO’s Action to Prevent Violent Extremism (PVE)” has been published and presented for the executive board in October 2020. Here’s the document: <https://unesdoc.unesco.org/ark:/48223/pf0000374481>
- Project reports and achievements have been shared on IICBA’s website and social media pages to raise awareness of the project: <http://www.iicba.unesco.org/>.

Achievements: April 2019 – June 2020.



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

A Guide for Teachers



Education
2030

16 Countries engaged with experience sharing: Algeria, Burkina Faso, Cameroon, Chad, the Central African Republic, Eritrea, Ethiopia, Kenya, Mali, Mauritania, Niger, Nigeria, Senegal, Somalia, South Sudan and Uganda.

94 university professors, educators and policy makers from **19 countries**, which include Egypt, Libya, and Tunisia in addition to the above 16 countries, were trained as “trainer of trainers” (ToT).

Two ToT courses were organized for English and French speakers in Ethiopia and Senegal. Two online ToT courses were organized in English, Arabic and French.

Virtual campus/ platform has been developed, and is open for teachers:
<http://cvi.iicba.unesco.org/login/index.php>.

“Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in Sahel and Surrounding Countries Teacher’s Guide” translated to Arabic.

9,000 copies printed: “Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in Sahel and Surrounding Countries Teacher’s Guide” printed in English, Arabic and French.
2,000 school safety guides and PVE-E activity booklets printed.

Introduction

The purpose of the project is peace and resilience building for youth through teacher development at secondary and tertiary levels, so that young people embrace peace values while preventing violent extremism through education and teacher development.

Figure 1: Project targets Sahel region, Horn of Africa and North African countries



Role in Meeting International Conventions and Goals

UNESCO has been doing notable works in PVE and peacebuilding, through the education field in Africa. This work is guided by the African Union’s Agenda 2063, the Continental Education Strategy for Africa (CESA) 2016-2025, as well as the Education 2030 Agenda and Framework for Action. Notably, the Target 4.7 of the Sustainable Development Goal (SDG) 4 on Education calls on countries to act by 2030:

“To ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, human rights, gender equality, promoting a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.

SDG 4 on education includes a target on the promotion of a culture of peace and non-violence. This makes education an accepted key instrument for achieving SDG 16 on peace and justice for sustainable development.

At the continental level, the African Union’s Agenda 2063 is a vision for an integrated peaceful and prosperous Africa. The Aspiration 4 of the Agenda emphasizes that “a culture of peace and tolerance shall be nurtured in Africa’s children and youth through peace education”. The quest for peace is also reflected in sectoral frameworks, including CESA 2016-2025, which calls for peace education and safeguarding education in times of emergency, and ensuring safe teaching and learning environments. The education system, therefore, is perhaps the most powerful instrument for building sustainable peace by addressing the human mind to develop peaceful

dispositions and mind-sets, while building conflict avoidance and management skills. Teachers must be adequately prepared to facilitate the acquisition of these skills by learners.

Results Framework:

Impact: Teacher educators and teachers in the selected countries were capacitated to respond for peace/resilience building and PVE through educating and engaging the youth in secondary and higher education				
Output 1: Peace/Resilience Building and Prevention of Violent Extremism (PVE) integrated in teacher training institutions (TTIs) at the secondary and higher education level				
Quantitative and/or qualitative performance indicator (PI)	Baseline (B):	Source and means of verification (M):	Target (T) and Results Achieved:	Assumptions and risks with results
PI 1. Number of teacher educators and in-service teachers capacitated on the knowledge and skills of Peace/Resilience Building and PVE concepts and pedagogies	<p>The needs assessment reports conducted in 2017 and 2018</p> <p>The project progress report and final project reports of the peacebuilding program in the Horn of Africa and Sahel countries supported by JIFT</p> <p>Project evaluation report 2018</p>	<p>Country reports</p> <p>Documentation/social media, where individual teachers share her/his experience</p>	<p>(Target) Number of educators and teachers aware and engaged in peacebuilding initiatives increases by 20% in the target countries, and at least half of them are female</p> <p>(Results Achieved) 94 educators, university instructors and teachers trained from 19 countries, which indicates a 31% increase from the baseline that was 76 in 2017 and 2018</p> <p>Female participation from the 94 trained ToT was 25%.</p> <p>Number of TTI supported in the program grew to 42, from only 22 in 2017 and 2018, which illustrates a 48% increase in TTIs.</p>	<p>Instability in the countries still remains a challenge.</p> <p>Involving women in the training mainly from the Sahel region was a challenge.</p>

<p>PI 2. TTIs integrate peace/resilience building and PVE for pre- and in-service teacher training programs</p>	<p>Existing needs assessment reports</p>	<p>TTIs report or, country report</p> <p>Curriculum revision or courses incorporating peace/resilience building and PVE</p>	<p>(Target) Number of TTIs/faculty of education using peacebuilding increases by at least 20%</p> <p>(Results Achieved) 42 teacher training institutions and universities engaged in the peace education program, which means that there is a 48% increase from that of 2018 as the baseline that 22 teacher training institutions and universities were part of the program.</p> <p>Those TTI and trained personnel, who have been engaged in peace building from previous years, shared their experiences.</p>	<p>TTIs engaged in the previous projects has been able to be a source for experience sharing</p> <p>The overall level of engagement from TTIs also improved.</p>
<p>PI 3. Teacher policy and training programs incorporated peace/resilience building and PVE</p>	<p>The project progress report and final project reports of peacebuilding program in the Horn of Africa and Sahel countries supported by JIFT</p> <p>Project evaluation report</p>	<p>Policy and training documents revised</p>	<p>(Target) All the targeted countries start integrating peacebuilding in teacher policy</p> <p>(Results Achieved)</p> <ul style="list-style-type: none"> - Countries such as Kenya and Ethiopia organized policy dialogue meetings for integrating peacebuilding in teacher policy and programs. - The Teachers’ Guide for peace, resilience and PVE-E translated into in Arabic. - Five countries contextualized the guide to their TTI (Algeria, Ethiopia, Mali, Mauritania and Niger). - Eight countries use the guide prepared by IICBA for at TTI level (Burkina Faso, 	<p>Countries’ commitment for peace education improved; however, lack of funding was a bottleneck.</p> <p>Eritrea still had a challenge to take it as a policy or training program. In addition, Libya, Egypt and Tunisia are at early stage as</p>

			<p>Cameron, Central Africa Republic, Kenya, Nigeria, Somalia and Uganda).</p> <ul style="list-style-type: none"> - In total, 15 countries are active in relation to integrating peace building at teacher policy and /or training level. 	<p>they only engaged in one ToT.</p>
<p>PI 4. Online course on peace/ resilience and PVE course</p>	<p>Project progress report</p> <p>Project evaluation report 2018</p>	<p>Online platform</p> <p>Course certificate</p> <p>Training strategy and packages developed</p>	<p>(Target) Teacher educators and teachers take the course online At least 2,000 teacher educators, 2,000 teachers and 60 regional inspectors trained on peacebuilding.</p> <p>(Results Achieved) - Virtual online training course launched both in French and English. Different training materials from UNESCO and IICBA including Videos were used to structure the content of the online platform and served as the additional resource for the online platform. - 2,673 teacher educators and teachers trained on face-to-face modality. - All the trained 94 personnel from 19 countries are aware of the virtual platform and ready to mainstream it to the 19 countries; however, due to internet problems in reaching teachers at the school level, there is a discussion on creating offline modality.</p>	<p>Internet and access to ICT equipment was a challenge and offline modality has to be used as an alternative option.</p> <p>Lack of gender disaggregated data from Countries was also a challenge.</p>

<p>PI 5. Japan Study tour -</p>	<p>Participants' knowledge and awareness on peace education as well as motivation</p>	<p>Discussion with the participants Study tour report</p>	<p>(Target) All participants (25) acquire better knowledge on peace and resilience education through the learning during the trip</p> <p>(Results Achieved) The study trips to Japan included 25 participants from: Ministry of Education staff; youth representatives; experts and university lecturers from 11 countries incl. Algeria, Burkina Faso, Cameroon, Ethiopia, Mali, Niger, Nigeria, Senegal, Somalia, South Sudan and Uganda; representatives from the AUC Political Affairs Department; UNESCO; UNICEF; UNEP; and International Organization of la Francophonie (OIF). All participants have got better knowledge on peace and resilience education through the study tour. The study Tour also reported by the chair of UNLT which gives it visibility in UN agencies.</p>	<p>Regarding the logistics and visa issues, from the previous Japan study tour experience, visa-issuing process was handled ahead of time with clear information provided.</p>
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Output 2: Teacher training and program framework in emergency areas incorporated peace, resilience building and PVE				
Quantitative and/or qualitative performance indicator (PI)	Baseline (B):	Source and means of verification (M):	Target (T):	Assumptions and risks
<p>PI 1. Teacher training program at refugee level became responsive for peace/resilience building and PVE</p> <p>PI 2. Regional coordination strengthened</p>	<p>UNHCR reports, Djibouti Declaration and IGA's commitment documents</p>	<p>Coordination created with UNESCO and UNICEF liaising offices, AU, IGAD and UNHCR</p> <p>Peacebuilding initiatives with PSC and partners enhanced</p> <p>Policy dialogue and consultation workshop conducted</p>	<p>(Target) Countries who have a refugee in Shale and IGAD countries</p> <p>(Results Achieved)</p> <ul style="list-style-type: none"> - During the ToT trainings, those TTI which are based in emergency areas are given priority and incorporated. - UNESCO-IICBA engaged as part of the UN team on the national integration of refugee education in IGA regions and participated in the strategy and work plan development. - IICBA also closely worked with UNESCO International Institute for Educational Planning (IIEP) on the national plan mainstreaming of refugee education and contributed to regional meetings organized by IIEP. - IICBA reported at the peace and security council open sessions on the progress of the project. - IICBA advocated peace and PVE in the teacher cluster led by AU and IICBA, and promotional materials were also presented. 	<p>Unpredicted social instabilities such as internal conflicts in Libya and COVID-19 pandemic hindered the outcome.</p> <p>High influxes of displaced people and refugees still remain as one of major risk factors.</p>

			- In Ethiopia, Kenya and Uganda, at the teacher training colleges, training was provided for refugee teachers.	
Output 3: Schools and youth engaged in peacebuilding initiatives				
Quantitative and/or qualitative performance indicator (PI)	Baseline (B):	Source and means of verification (M):	Target (T):	Assumptions and risks
<p>PI 1. Ensure the teacher training program incorporated youth engagement</p> <p>PI 2. Youth advocacy forums created through social media</p>	<p>Project progress report</p> <p>Project evaluation report 2018</p>	<p>Advocacy, social media messages and youth events at the college and higher education level</p>	<p>(Target) Youth at the college, higher education and at refugee context At least 5,000 youths via social media</p> <p>(Results Achieved)</p> <ul style="list-style-type: none"> - Youth at the TTIs and in conflict-sensitive areas participated in the awareness-creation programs. - In Nigeria, 200 youth trained. - In Algeria University, students organized a symposium on learning to live together in peace. - In Ethiopia, school-level intervention reached 200 high school civic teachers, who were also trained on Peace, Resilience and PVE-E. - A total of 50 primary school and 50 secondary cluster centre teachers underwent ToT training using the 	<p>Lack of data and information from countries remains as a challenge in addition to Irregular and late communication from some countries</p>

			<p>Transformative Pedagogy for Peacebuilding Teachers Guide.</p> <ul style="list-style-type: none"> - In collaboration with the Cartooning for Peace organization, training was organized for 20 teachers, and in eight elementary schools, cartooning symposiums were conducted and awareness was raised on peace and resilience. - In Kenya and Uganda, the youth clubs in different universities and colleges reached many youth in the campus. - 200 youth were reached through a webinar organized in collaboration with Peace for Youth AU section. - Two policy brief reports were produced: one in Kenya on peace education, and one in collaboration with AU peace for Youth Section on youth mobilization for peace and resilience (draft). - More than 5,000 youth reached via TTIs and schools level as well as through social media, mainly Facebook and YouTube, and the regional youth focal persons through YFP AU webinars and interfaith dialogues organized by iDove*. 	
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Activities conducted:				Assumptions and risks
Policy dialogue consultation and experience sharing meeting were organized for countries' ministry of education policy-makers, teacher educators, teachers and youth, as well as AU and agencies such as UNICEF, UNESCO offices and INGOs.				Capacity among trainers and teachers improved in addition to their interests increased.
Training modules and packages reviewed, compiled and contextualized for the online platform.				
A study tour trip to Tokyo and Hiroshima, Japan was conducted and 11 countries attended.				
Training of trainers on peace/resilience building and PVE for three groups and the online formality or ODL also introduced in Ethiopia Dakar and Morocco. One of the Arab countries' become online than face-to-face.				
The teacher training institutions supported cascading the training at their respective institutions.				
Technical assistance provided for countries, TTI and for the trained teacher educators, regional inspectors and teachers raise awareness to youth on peacebuilding initiatives.				
Monitoring and Evaluation / documentation and sharing of good practices among countries				
Quantitative and/or qualitative performance indicator (PI) (disaggregated by gender):	Baseline (B):	Source and means of verification (M):	Target (T) and Results Achieved:	Assumptions and risks
PI 1. Project is regularly monitored, and objective evaluation carried out	-	Monitoring report External and internal evaluation reports	(Target) Regular monitoring through quarterly reports at country level, Mid-term and final evaluation meetings and comprehensive reports submitted (Results Achieved) All required reports prepared and submitted except external final evaluation report for the UNESCO internal reporting and for IICBA Board members**.	Stability in the country and stability among focal persons has improved together with the increased capacity of MoE and teacher trainers.

PI 2. Documentation of the project	-	Booklets, policy brief, videography	<p>(Target) At least three policy briefs</p> <p>(Results Achieved) Two policy briefs prepared and visibility reports distributed.</p>	
Activities conducted:				Assumptions and risks
Regular monitoring with consultation and reporting done.				Countries' engagement and commitment has improved, but security still remains a challenge as the government has tightened the security control measures by the COVID-19 pandemic.
The common reporting format for Evaluation plans developed and utilized.				
Advocacy and information dissemination documents produced and shared during different meetings, workshops, and on IICBA websites.				

* “Interfaith Dialogue on Violent Extremism” is an initiative created by the African Union Citizens and Diaspora Directorate (AUC-CIDO) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, with the aim to support youth-led initiatives for the prevention of violent extremism (PVE).

** These reports referred here are IICBA’s internal reports for SISTERS reporting system in the IICBA’s reporting procedure which are usually filled in the system together with the other UNESCO IICBA projects based on the IICBA’s internal quarterly reporting mechanism including quarterly meetings and reports for board members. There was no external evaluation as the total project cost is less than USD 1 million (only for the project which total budget is over USD 1 million IICBA is required to conduct external evaluation at the end of the project period)

Key Project Outputs Narratives

Output 1: Peace/Resilience Building and Prevention of Violent Extremism (PVE) integrated in teacher training institutions (TTIs) at the secondary and higher education level

Different capacity-building trainings, including an experience-sharing workshop, a Japan study tour, and Training of Trainers at the regional level, were organized to achieve the key output of the project. IICBA provided technical support for 13 countries' ministries of education and TTIs to conduct awareness-raising programs and advocacy for mainstreaming Peace/Resilience Building and Prevention of Violent Extremism in teacher education (PVE-E), and to cascade the capacity-building training at country level; both at TTI level and school level. Below are the details of the activities:

Teacher educators and teachers capacitated on the knowledge and skills of Peace/Resilience Building and Prevention of Violent Extremism in teacher education (PVE-E).

Experience Sharing Workshop

The consultation and experience sharing workshop was held from the 29th – 30th March 2019 in Addis Ababa, Ethiopia. The workshop marked the end of the project titled “Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in Sahel Countries through Teacher Development” (Sahel project), and beginning of the “Peace and Resilience Building and Prevention of Violent Extremism (PVE) in Africa through Teacher Development” project.



Picture taken during the experience-sharing workshop

The overall goal of the workshop was to share experiences and review progress made by the Sahel project and plan for the new activities, which brings together both the Sahel and Horn of Africa. The workshop served as a platform for the project countries to take ownership, and for

UNESCO colleagues in the region to develop a collaborative working modality.

The Way Forward

The way forward for the project, coming out of the workshop, centred on questions in these three areas:

1. Peace-building activities — What achievements/good initiatives can be identified from previous peace-building activities? How can we strengthen those achievements?
2. Collaboration — What kind of mechanisms can we create to strengthen the synergy and collaboration among sectors and agencies, both at the ministry/teacher-training level, and UNESCO?
3. Online platform — What content can we integrate for the online platform apart from the general PVE-E guides?

What is our reflection on the applicability of the online platform and course in our countries?

The way forward in details is summarised in the following table:

Achievements/ good initiatives	<ul style="list-style-type: none"> ● Train ToT and teachers ● Cascade program to teacher Training Colleges ● Colleges provide training to the surrounding communities ● Integrate peace education into the new curriculum ● Form peace clubs in learning institutions (gardens, talking walls) ● Translate and contextualize guides into local languages (English? Amharic? in Ethiopia and Arabic in Mauritania) ● Develop of monitoring tools, both internal and external ● Integrate peace messages into classroom learning ● Link school and community/family ● Create awareness for decision makers ● Finalize country plans of actions ● Identify action areas
Strategies to strengthen	<ul style="list-style-type: none"> ● Scale up the program ● Integrate other existing programs ● Create a platform for engagement more teachers in program implementation to become peace champions ● Mainstream best practices into policies ● Make use of the platform and digital literacy for capacity building of teachers
Mechanisms for synergy and collaboration among sectors and agencies	<ul style="list-style-type: none"> ● Create a Forum (Inter-ministerial and Stakeholder Committee) ● UNESCO regularly updates high level policy makers ● Carry out joint inter-sectoral pilot programs ● Support trainer of trainers (ToT) to develop a repository to insert the action plans into the existing sectoral plans ● Create of a national ad hoc committee and designate a focal point in the ministries involved ● Establish a secretariat group) within the Ministry for the coordination and monitoring of the implementation of the program (interface with the Agencies) ● Set up a mechanism for internal financing and mobilization of external

	resources (for sustainability and coherence)
Content for online platform	<ul style="list-style-type: none"> ● Upload policies and other program-related documents on peace-building and non-violence ● Upload media literacy related resources ● Share opportunities for training on the platform ● Share opportunities for networking ● Create a blog for information sharing at national and regional Level

Japan Study Tour

The Japan Study Tour, co-organized by UNESCO-IICBA and the Centre for the Study of International Cooperation in Education (CICE), Hiroshima University, was held from 28 July to 9 August 2019. Participants in the study tour included: twenty-five Ministry of Education staff; experts, technical officers and teacher trainers from 11 countries incl. Algeria, Burkina Faso, Cameroon, Ethiopia, Mali, Niger, Nigeria, Senegal, Somalia, South Sudan, and Uganda; representatives from AU political affairs; UNESCO-IICBA; UNESCO Dakar; UNESCO Regional Office for Eastern Africa; UNICEF Liaison Office to AU and ECA; UN Environment Liaison Office to AU and ECA; the International Organization of la Francophonie (OIF: Organisation Internationale de la Francophonie); and Timbuktu Institute.

The main objectives of the Study Tour were to:

- Broaden participants’ understanding and knowledge of peacebuilding, and teacher development programs and courses
- Share experiences on Japan’s historical advancements, current policies, and strategies in education, and how they will contribute to peacebuilding and international development
- Facilitate educational and cultural exchange between Japanese and African policy-makers and higher educators, and explore possible collaborations in the future
- Create a forum for Japanese policy-makers and higher educators to discuss lessons learnt and challenges in African education systems.

Places visited:

- Hiroshima Peace Memorial Park and Museum
- Nagasaki Atomic Bomb Museum
- Oura Church
- Japan International Cooperation Agency (JICA) Headquarters
- Hiroshima Prefectural Government
- Miyajima Island
- Japan Ministry of Education, Culture, Sport, Science and Technology (MEXT) and museum
- Jogakuin Junior and Senior High School
- Kiyose Junior High School
- United Nations Institute for Training and Research (UNITAR) Office
- Hiroshima University



Visit to Miyajima Island

As part of the training, participants did the following:

- Held discussions with high-level officials: Members of the House of Representatives (The Liberal Democratic Party); Ms Mitsuko Shino (Ambassador); the Director-General of Cultural Affairs/Assistant Minister of the Ministry of Foreign Affairs; and Ministry of Education, Culture, Sports, Science and Technology (MEXT) representatives.
- Received training and lectures at the Japanese International Cooperation Agency (JICA), MEXT, Nagasaki University, Hiroshima University, Sophia University and the United Nations Institute for Training and Research (UNITAR).
- Attended the Hiroshima Peace Memorial Ceremony and visited the Peace Memorial Museum in Nagasaki and Hiroshima, and interacted with survivors of the atomic bomb attack on Hiroshima.
- Visited Jogakuin High School and Kiyose Junior High School and interacted with parents, school administrators, and students.
- Held country presentations and discussions.
- Participated in a reporting and reflection session at the Hiroshima University and shared lessons learned to adapt to their local contexts.
- Visited Japanese religious and cultural sites the Basilica of the Twenty-Six Holy Martyrs of Japan (Nagasaki), and Miyajima temple.



Participants Visit to the Hiroshima Peace Memorial Dome

Main results of the Study Tour are as follows:

- Participants disseminated and adapted lessons and strategies from Japan’s education system in order to advance teacher training, and curriculum and peacebuilding education policies and programming in their respective countries.
- Participants deepened the awareness that Japanese educators and policy-makers have of the social, political, and educational contexts and challenges in the Sahel and Horn of Africa countries.
- Educational and cultural exchange was facilitated between Japanese and African policy-makers, teacher trainers, and educators.

Training of Trainers

57 university professors, educators and policy makers from 13 countries were trained as trainer of trainers (ToT) in face-to-face workshops. The training was delivered to two groups in Addis Ababa, Ethiopia from 28 October to 1 November 2019 and from 20 to 24 January in 2020 as follows:

First, the Addis Ababa workshop was organized for six Anglophone speaking countries, including: Ethiopia, Kenya, Nigeria Somalia, South Sudan and Uganda. The second training

was organized from 20 January to 24 January 2020 for seven countries, including: Burkina Faso, Cameroon, Chad, the Central African Republic, Mali, Niger and Senegal.

Overall Goals of the Training of Trainers Workshops were as follows:

- To develop an in-depth understanding in teacher educators of the basics of peace building, resilience, and violent conflict, under the rubrics of “understanding conflict”
- To enhance the capacity and understanding of teacher educators at the higher education level of the utilization and preparation of the different tools available for peacebuilding and prevention of violent extremism
- To develop the capacity of the peace-builders (university students) by strengthening their skills, knowledge and attitudes
- To identify mechanisms for integrating the issues of peace building, resilience and prevention of violent extremism in teacher training curriculum and content
- To introduce the transformative pedagogy which would be instrumental in transcending learning from the classroom to the real world
- To develop the plan of actions for cascading and mainstreaming the training both in the curriculum, and in the pedagogical practice of teacher training programs at the higher education level.



Participants at the Training of Trainers in Addis Ababa, Ethiopia



Participants at the Training of Trainers workshop in Dakar, Senegal



Workshop opening in Dakar

Target Group for the Training of Trainers Workshop

The workshop was designed for teacher trainers in higher education, especially those with backgrounds in teaching, or working on peace/civic education, within teacher training colleges and institutions. The workshop also targeted staff of teacher development sectors in the ministries of education for the following 13 countries: Burkina Faso, Cameroon, Chad, the Central African Republic, Ethiopia, Kenya, Mali, Niger, Nigeria, Senegal, Somalia, South Sudan and Uganda.

Workshop Methodology

The training was highly interactive, utilizing methods of adult and transformative pedagogy. Participants were organized in groups, engaged in activities, presented, and worked on training plans and cascading strategies with consideration to assessment and monitoring and evaluation.

The main objectives of the workshop were as follows:

- To articulate how issues of peace, resilience and violent extremism manifest and intersect in the Horn of Africa
- To identify strategies for peace and resilience building and the prevention of violent extremism through education in specific contexts
- To deliver a training session using transformative pedagogy
- To develop a localized action plan for integrating teacher guide to teacher education in their higher education institutes.

Detailed workshop reports are on the IICBA's website as follows:

<http://www.iicba.unesco.org/?q=node/140>



Participants at group work



Participants demonstrating peace builders' competency



Country participants on group work



Country participants' sharing their personal experience on identity, peace and community engagement



Ethical reflection on peace building

IICBA Online Platform/Virtual Campus Set Up

The online training courses were launched on Peace, Resilience Building and Prevention of Violent Extremism in Africa and offered both in English and French at the platform/virtual campus which has been set up. The courses were developed based on the IICBA training guide and by reviewing and compiling the existing teaching/learning materials on PVE in Africa. The online platform was structured with the training materials and videos developed by UNESCO offices including those developed by IICBA for the previous 2017 and 2018 project: <http://cvi.iicba.unesco.org/login/index.php>.

Training of Trainers Online

The Online Workshop on Peace, Resilience Building and Prevention of Violent Extremism organized by UNESCO-IICBA took place from 25 May – 18 June 2020. This online workshop replaced the face-to-face workshop titled “**Training of Trainers Workshop for Higher Education on Peace and Resilience Building and Prevention of Violent Extremism**”, which was originally scheduled to take place in March 2020 in Rabat, Morocco. Two online training sessions were conducted combining in English and Arabic, and in French and Arabic. These

changes were made due to the travel restrictions and social distancing requirements of COVID-19 at the time of project implementation.

The online training consisted of six live sessions for each group within two weeks' time each, delivered by the facilitators in the form of webinars. Each session had a 2.5-hour duration, allowing for the exploration of one course topic. Interactive activities and dialogue sessions were delivered virtually. The first series of sessions were held from 25 to 29 May 2020 and the second series were held from 8 to 18 June 2020 on Mondays, Tuesdays and Thursdays. The sessions were organized in an interactive way using Zoom, which created an opportunity for the participants to engage in group works in separate Zoom sections. During the days when no sessions were held, participants were encouraged to carry out assignments and explore the related online modules available on the UNESCO-IICBA online platform, and explore the corresponding chapter in the teacher guide.

The main objective of this online training was to enhance the capacity of each country to address peace education and VE within higher education.

Expected results:

By the end of the online training, participants were expected to be able to:

- Articulate how issues of peace, resilience and PVE manifest and intersect in the region through education
- Identify educational strategies to include peace, resilience building and PVE in their own contexts
- Develop a training session outline using the transformative pedagogy approach
- Develop a localized action plan for integrating the teacher guide to teacher education in their higher education institutes.

Results achieved

- A total of 37 participants in both workshops attended the training: university lecturers, professors, inspectors and teacher educators. They were engaged at the higher education level on the utilization and preparation of the different tools available for peacebuilding and prevention of violent extremism.
- In-depth discussion was held on the understanding of university lecturers or professors on the basics of peace building, resilience and violent conflict, under the rubrics of “understanding conflict”.
- Action plans were developed by all the countries to cascade the training and mainstream and integrate the issues of peace building, resilience and prevention of violent extremism among university students or youth.
- Opportunities were identified for integrating the issues of peace building, resilience and prevention of violent extremism in universities' curriculum and courses.

Below is the link for all the presentations, agenda and discussions:

https://drive.google.com/drive/folders/1GmYhb_8JgJRLTX5m9FrGzOivqYIgQpht?usp=sharing

Resources used are also at the online campus:

<http://cvi.iicba.unesco.org/login/index.php>

Presentations and Resources:

https://drive.google.com/drive/folders/1GmYhb_8JgJRLTX5m9FrGzOivqYIgQpht?usp=sharing

Daily sessions for Egypt and Libya:

Day 1 <https://www.youtube.com/watch?v=bn6q5UfDk-E>

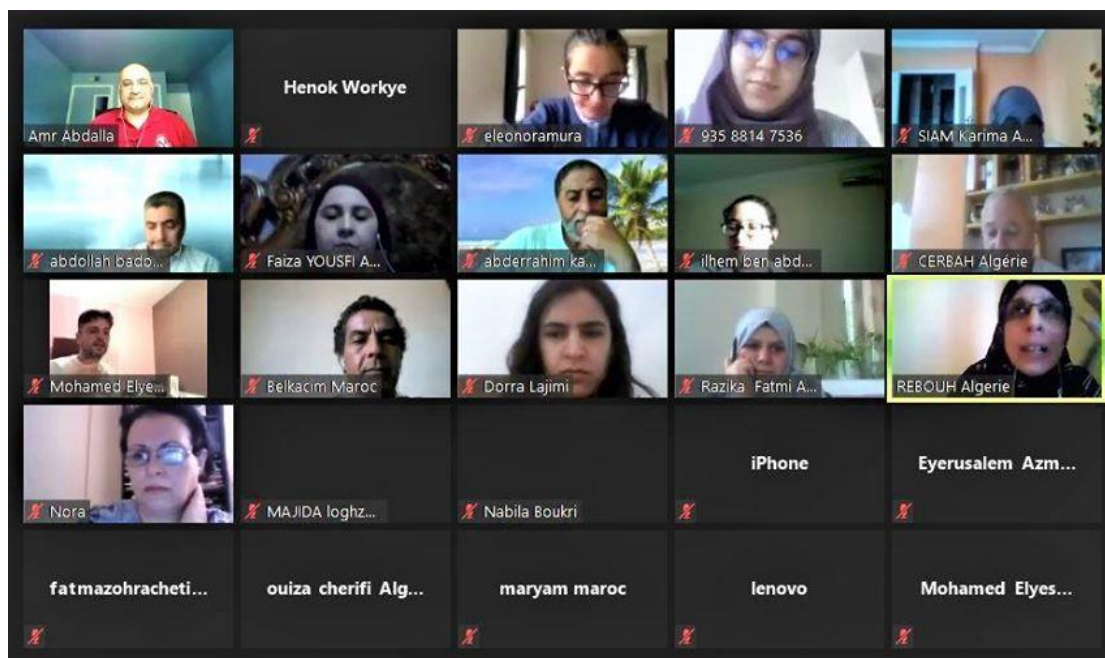
Day 2 <https://www.youtube.com/watch?v=r0wof6G3h7M>

Day 3 https://www.youtube.com/watch?v=o_VuRMAOmjc

Day 4 <https://www.youtube.com/watch?v=b4fe7fs2Y3Q>

Day 5 <https://www.youtube.com/watch?v=r6BIIHeCcN4>

Day 6. <https://www.youtube.com/watch?v=GfNqcedez3o>



Participants from Egypt and Libya

Daily sessions for Algeria, Morocco, Mauritania and Tunisia

Day 1; <https://www.youtube.com/watch?v=nUJ385fxZsA>

Day 2. <https://www.youtube.com/watch?v=9oiDFvmjW2>

Day 3 <https://www.youtube.com/watch?v=I1cGGOJkHtE>

Day 4 https://www.youtube.com/watch?v=eRkprKu_COQ

Day 5 <https://www.youtube.com/watch?v=EszshQrfGgg>

Day 6 <https://www.youtube.com/watch?v=rBdOOQk8KyC4>



Participants from Algeria, Morocco, Mauritania and Tunisia

Testimonies given after the training during the feedback on the training

I would like to thank all IICBA staff for the great efforts afforded to make this meeting possible. In fact, this meeting affected me in different aspects of my life, be it personal or professional.

First of all, the impact was on my personal life. I learnt how to listen to the other. How to understand the other, even if we have different points of view. I have also learnt how to give support to those who are in need, how to build bridges not walls and how to find a common zone with the other to scaffold areas of common understanding hence to prevail a mutual respect.

For the professional life, I have learnt how to be able to cascade all what I have learnt to my colleagues (I have shared a video on WhatsApp about that). I am pretty sure that my colleagues will bring a sustainable change in their classes and with their communities to spread peace and tolerance.

Transformational pedagogy gave me the opportunity to be able to gain time and energy to solve problems and conflicts.

After COVID-19, I am willing to apply all the tools learnt during the training to provide the teachers with the appropriate tools to spread peace and tolerance in their classes.

Once again, thank you so much for all what you have presented.

Dr. Boukri Nabila, Algeria

This training on peace building, resilience and prevention of violent extremism has given me a lot of lessons about my professional and personal development through exchanges and discussions among different participants with whom we have interacted through the development of active listening and even through confrontation of ideas that would help to change an inaccurate representation system for the construction of new progressive positive ideas in accordance with the principles of the European. It helped me to strengthen my personal and professional skills, including mediation for problem solving, empathy and sensitivity to those who need support to alleviate their suffering; self-awareness of one's potential and ability to change the world and make it more tolerant, more peaceful, more understanding, more cooperative and collaborative; teamwork, critical thinking and ethical thinking, living together. These skills can be developed among teachers by creating spaces for reflection on current issues and social reality.

Transformative pedagogy has attracted me because it is directly related to the active pedagogy and competence-based approach, where the learner is an actor and responsible for their learning, and aware of their interests and able to make decisions without the influence of anyone, but the most important thing in this pedagogy is the change of roles between the learner and the teacher as the latter must create spaces of reflection and interactivity among stakeholders (learners, teachers, administration, parent associations, civil society, partner, local, provincial and regional community, and etc.)

This training allowed me to see clearly how we can make our teaching more effective and efficient. No more instilling in learners courses prepared in advance, but creating spaces or groups of debates and confrontation of ideas, groups of construction and carrying out work together, learning groups where there is division of tasks and reconstruction of the work provided by each.

The main elements to be implemented for the application of transformative pedagogy, the promotion of resilience and the prevention of violent extremism are:

- Activate the School project for an effective opening to the economic, social and cultural environment;
- Encourage school clubs: environmental club, theatre club, sports club, health club, global citizenship club, school orientation club, business and professions club;
- Facilitate sessions to share experiences, inter-cultural and inter-social exchanges;
- Conduct training for head teachers and coordinators of school life in colleges and high schools on transformative pedagogy, resilience and critical and ethical thinking;
- Create listening cells to solve social, educational, and psychological.

Kadouiri Abderrahim, Inspector in Pedagogical Orientation: Morocco region, Casablanca-Settat

Awareness Raising Webinars on Resilience and Prevention of Violent Extremism (PVE)

This webinar series was reprogramed and organised in response to COVID-19, in order to support the teacher training institutions and ministry of education partners in time of such crises, and to ensure the pandemic does not detract the peace and PVE-E programs. The theme was “How Transformative Pedagogy and Fostering Ethical Reflections Can Support Teachers during Covid-19, and promote Resilience and Prevention of Violent Extremism (PVE)”.

The main objective of the webinar series was to create a forum for discussion and provide recommendations for educators to continue addressing the needs for peace and resilience building, and PVE, in the current context. It aimed to discuss the impact on education, and the resilience of children and young people. It also examined the ethical challenges arising in the context of the COVID-19 pandemic occurring in an interconnected world, and how we can best respond to the crisis. During each session, around 60 participants attended the events: teachers; teacher educators; education researchers; government and non-governmental agents responsible for teacher development, management and learning, in primary and secondary schools; representatives of partner organizations; and UNESCO staff.

The webinar series was comprised of four sessions:

1. 13 May — How can educators respond to the learning needs of children, including fostering resilience and ensuring their well-being during the COVID-19 pandemic?
2. 20 May — The role of teachers during the crisis related to COVID-19, and how transformative pedagogy can support learning needs during and after the pandemic? (French session)
3. 27 May — How can transformative pedagogy respond to learning needs during COVID-19 and support the wellbeing and resilience of children during and after the pandemic?
4. 03 June — The COVID-19 pandemic and the ethical challenges for children and youth in order to create resilience and prevent violent extremism.

These webinars involved countries who are running the peace, resilience and PVE-E program supported by the Government of Japan and UNESCO IICBA. Countries shared their experiences and how they are coping. The webinars were also used as a capacity building exercise.

Main results achieved of the Webinars:

- In each webinar, a total of 60 participants attended, and one of the webinars had 124 participants.
- These webinars reached educators in Africa including teachers, teacher trainers/educators, higher education professors, education officials, and police officers.
- It created a forum for participants to share experiences and resources in the area
- The learning platform created among the participants and the webinar sessions are organized as a booklet in order to use it as a tool for awareness creation.

The details per each of four webinar sessions were summarized in the following table:

Live Webinars:

Webinar Topic	Results achieved
<p>How Can Education respond to learning needs during COVID-19, including fostering resilience and children’s well-being during the pandemic? https://www.youtube.com/watch?v=HSAOykgbZNw Wednesday, 13 May, 2020 16.00 to 17.30 hrs East Africa Time</p>	<ul style="list-style-type: none"> - Strategies for creating safe, positive and empowering alternative learning environments and platforms were identified. - Educators explored ways they could support and influence children’s well-being during the COVID-19 pandemic. -Discussions were held on the impact of COVID-19 on the educational needs of children and youth in Africa.
<p>How transformative pedagogy can respond to learning needs during COVID-19 and support the wellbeing and resilience of children during and after the pandemic? https://www.youtube.com/watch?v=7bCts5TbPYQ Wednesday, 20 and 27 May, 2020 in French and English respectively 16.00 to 17.30 hrs East Africa Time</p>	<ul style="list-style-type: none"> - Discussion was held on how to use transformative pedagogy in the context of the current COVID-19 pandemic. - Strategies of how to create safe, positive and empowering alternative learning environments and platforms during the pandemic using transformative pedagogy were identified. - Strategies were identified to empower learners and develop their competencies for wellbeing and resilience.
<p>The COVID-19 pandemic and the ethical challenges for children and youth https://www.youtube.com/watch?v=wvMU7KmpRBk Wednesday, 03 June, 2020 16.00 to 17.30 hrs East Africa Tim</p>	<ul style="list-style-type: none"> - Strategies on how the education sector and teachers, as first-line responders, can support learners to cope with and positively respond to the ethical challenges arising during and after the pandemic and its effects on children’s socio-emotional, mental and spiritual well-being were identified - Recommendations were provided for educators to continue to address the needs for peace and resilience building and prevention of violent extremism in the current context.

 United Nations Educational, Scientific and Cultural Organization

 International Institute for Capacity Building in Africa

WEBINAR

REGISTRATION HERE

May 27, 2020

16:00 - 17:30 EAT

Link:

Target Audience: Teachers, Educators and Education Policy Makers and Personnel in Africa

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

Welcome and Key Note Remarks:
Dr. Yumiko Yokozeki
Director, UNESCO Institute for Capacity-Building in Africa

Panel Discussion:
Ms. Mary Wanjiru Kangethe
Director, Education Programme, Kenya National Commission for UNESCO (KNATCOM)
Ms. Vera Leal
Arigatou International Geneva
Mr. Mohamed Said Abdi
Director of Training and Foundation, Somalia National University (SNU)

Moderator:
Ms. Eyerusalem Azmeraw
UNESCO-IICBA

Chat Moderator:
Ms. Eleonora Mura
Arigatou International Geneva

 From the People of Japan

 ARIGATOU INTERNATIONAL

 Education 2030

Advocacy poster

TTIs integrated peace/resilience building and PVE for pre- and in-service teacher training programs

The capacity-building programs including the training of trainers, the experience-sharing programs as well as the technical supports provided by IICBA at country level supported the TTIs' integration of peace/resilience building and PVE for pre- and in-service teacher training programs.

A total of 42 teacher training institutions including universities from 19 countries engaged in the peace education program.

94 educators, university instructors and teachers trained from 19 countries at ToT level in order to cascade the training at their respective countries.

Countries such as Kenya and Ethiopia organized policy dialogue meetings for integrating peacebuilding in teacher policy and programs.

Five countries contextualized the guide to their respective contexts (Algeria, Ethiopia, Mali, Mauritania and Niger).

Eight countries used the guide prepared by IICBA as a training guide at their TTI level (Burkina Faso, Cameroon, Central Africa Republic, Kenya, Nigeria, Somalia and Uganda.

Virtual online training course launched in French and English.

37 higher education personnel including regional inspectors were trained on peacebuilding using the virtual campus as a supporting tool.

All the trained 94 personnel from 19 countries have become aware of the virtual platform and ready to mainstream it to the 19 countries; however, due to internet problems in reaching teachers at the school level, the alternative method has been on discussion to create offline modalities.

The teacher training institutions together with the ministry of education at general levels and higher education of the 13 countries managed to conduct different activities and initiatives with the objectives of integrating peace/resilience building and PVE for pre- and in-service teacher training programs. These countries were supported by IICBA and sometimes by UNESCO. These countries reached 2,673 teacher educators, inspectors and teachers.

Below are the details of the report at country level.

Country Report

This section presents the detailed activity report at country level.

Algeria

The Ministry of Education identified key aspects of the guide for their secondary school teacher training program. Implementation commenced in 2019 by providing training for 30 mid-level inspectors in peace, resilience building and prevention of violent extremism through Education.

After the Japan Study tour, the trained personnel reported to the Minister of Higher Education. This led to discussion with the National Program Commission to integrate peace education into educational programs at all levels.

In the language teaching program, and specifically through the English learning program at Middle school, the core focus is on National Identity, National Consciousness, Citizenship, and Openness to the World. The teaching of English therefore revised to meet the following objectives:

- To help the society to live in harmony with modernity by providing the learner with linguistic tools essential for efficient communication
- To promote national and universal values
- To develop critical thinking, tolerance and openness to the world
- To contribute to the shaping of a good citizen, aware of the changes and challenges of today and tomorrow
- To give every learner the opportunity to have access to science, technology and world culture while avoiding the dangers of acculturation.

In addition, in order to empowering youth, the government has improved the following areas:

- The culture of entrepreneurship and creativity in schools which has become a planned activity.
- Participation of university students in national and international competitions on innovation and entrepreneurship (Entrepreneur Challenge of the Future) where the best ideas benefit from training, coaching and financing.



In the teacher training area, the government has organized seminars, reflection meetings for peace as well as school mediation. These programs are conducted for inspector trainers (both for Primary and Middle School levels), inspectors and teachers. In total, 60 teachers benefited from the seminars and meetings.

Burkina Faso

The educators who participated in Training of Trainers workshops in peace education in Senegal and Japan have cascaded the training for 210 educators at teacher training level, with the assumption that they will reach their preservice teachers at their respective institutions.

Advocacy for including peace education, and prevention of and resilience to violent extremism, in the curriculum is ongoing.

The training guide was contextualized.

Cameron

1,007 Regional Inspectors were trained during seminars organized by the General Inspectorate of Teaching.

Discussions have started for the integration of peace and PVE components in the curriculum, and in the pedagogical practice of teacher training programs.

Central African Republic

In 2018, Central African Republic integrated peace and PVE components in the education curriculum. The civil education program also expanded to include PVE components for teachers and children, and for peer educators who target communities.

In order to supervise the progress in 2019, the ministry trained 25 teacher supervisors and they cascaded the training for 800 secondary school teachers.

Ethiopia

The Peace Education Guide has been contextualized in collaboration with UNDP, UNWOMEN, Ministry of Peace, and Ministry of Education. This is a PBF program which UNDP is running and UNESCO-IICBA is one of the agencies selected for peace education.

The guide was printed.

The guide is under translation into three local languages: Amharic, Afan Oromo and Somali, in collaboration with UNDP, Ethiopia.

Teacher training institutions such as Adama, Debre Markos, Debre Birhna Gonder, Hawassa, Harar, Dilla, Dire Dawa, Jigjiga, Gambella, Woldia, Dembidolo, Gambella and Mekelle colleges of teacher education (TTI) committed to provide the training for their in-service teachers.

Five Universities, in which secondary school teachers are trained, also participated in the ToT. These are Bahir Dar, Jimma, Mekelle, Wello and Dembi Dolo Universities.

200 high school civic teachers were also trained on Peace, Resilience and PVE-E.

In total, 50 primary schools, and 50 secondary cluster centre teachers underwent ToT training using the Transformative Pedagogy for Peacebuilding Teachers Guide.



Contextualization workshop in Addis Ababa Ethiopia in collaboration with UNDP

Kenya

Kenya is developing the Teachers' Guide on Child Safety and Security against Violent Extremism, with a reference to the resource book titled A "Teachers Guide on Prevention of Violent Extremism and a Framework for Value Based Education". The reference was made to the Guide on Preventing Violent Extremism through Education. IICBA's Safety School Guide was also used as a resource.

As a result of IICBA's activities conducting training in school, MoEST is reviewing the Peace Education Policy to incorporate the Whole School Approach in 2019.

The Kenya Institute for Curriculum Development (KICD), the body in charge of curriculum development — together with MoEST is integrating PVE issues in the new Competency Based Curriculum (CBC) which was launched towards the end of 2019

The Ministry is also working towards the implementation of the School Safety Guidelines that came out of the School Safety Declaration.

Masai Mara University has continued to use the transformative pedagogy guide to train teacher trainees in the university and 62 students and 53 faculty members trained in February 2020.

A peace club was also established in Kenyatta University, and it was reported that the peace club facilitated violence-free student elections in the university. In Kagumo Teachers Training College, students used drama to reach out to fellow students with peace messages. Students held fashion shows with the theme on peace, established peace zones/corners at the school level, and collaborated with the neighbouring schools to conduct tree planting in the community.

St Paul's Kibabii Diploma Teachers' trained 30 teacher trainees using the resources provided by IICBA. The training college also integrated peace in teaching of various units and in the different courses taught at the college, as well as during other college activities such as assemblies and cultural events. Students presented items with a peace theme and were awarded certificates.

Kibabii College, Mount Kenya and Kenyatta Universities have developed a lesson plan that will integrate the peace-building theme and adopt the approach delivered in the training.



Students at Masai Mara University during the training

Mauritania

The National Program for the Development of the Educational System (PNDSE II) integrated peace education.

In partnership with local agencies, TADAMOU and TAKAVOUL have been created.

A peace dialogue at a national level has been conducted in September 2019

30 teacher educators and those teaching at Mahadra have been trained in collaboration with UNESCO HQ and IICBA in November 2019

The ministry worked closely with a traditional school called "Mahadra" for peace, resilience and PVE-E content integration in their teaching.

The training guide has been contextualized from June to September 2019

The training guide for Sahel region has been translated in to Arabic by trained educators from Mauritania teacher training college.



Mahadra School Children

Mali

The new Sector Plan for the Education of Mali (2019-2028), which is divided into five programs, has incorporated the theme of peace. The fifth program aims to improve the mechanism for preventing and managing risks and vulnerabilities caused by conflicts and natural disasters.

The planned activities include educational programs: on the culture of peace; on living together; and on social cohesion for 2019 and 2020 based on lessons learned from the Sahel Peace, Resilience and PVE-E capacity building program.

30 educators and experts including educational inspectors were trained in this capacity building program in June 2019.

Funded by the United Nations Peacebuilding Fund (PBF), UNESCO in Bamako has started training teachers from the regions of Central Mali on methods in peace education using these teacher's guide for PVE-E, which was developed by UNESCO-IICBA under this project.

Nigeria

The training of trainers was organized in Nigeria by One African Child and the Ministry of Education and Human Capital Development for 30 teachers from six secondary schools in September 2019.

Peace and security forums/units were established.

200 youth have been trained in October 2019 on peacebuilding, conflict prevention and non-violence. This occurred for youth/leaders, community leaders, internally displaced persons, and school administrators in conflict-prone areas

In supporting peace-building education, the curriculum that is in use at the various levels of Education in Nigeria has been developed in line with the National Policy on Education, and has constantly been reviewed in response to national and global needs.

The government approved some universities to teach courses in Peace and Strategic Studies. Inter and intra-school and university games for peacebuilding were organized among the youth. Peace and security forum/units were established.

Niger

The issues of peace, security, PVE, resilience building, conflict resolution, de-radicalization and other related issues were infused in Civil Education at the senior secondary education level as a core and compulsory subject for all students in 2019.

The Ministry of Education personnel, including inspectors and 562 teachers, have gone through a ToT session in peace and psychosocial support. This was done in collaboration with the fund UNICEF, Save the Children, and Plan International. The training guide was contextualized and used for this training.

A radio teaching program has been created to reach children who are not going to school due to the crisis situation. This occurred with the support of UNESCO Dakar office.

Somalia

There are five primary objectives for peace building, or peace education, that Somalia is emphasizing when teaching children and training teachers. Somalia trained 1,000 teachers in 2019 using the training guide. Teachers were to focus on the following issues in the classroom:

- Appreciate the concept of peace
- Address fears
- Provide information about security
- Understand war behaviour
- Explore the long range view
- Raise awareness in communities — through a partnership with the Ministry of Youth, a youth association was formed in all federal states of Somalia in order to empower youth to be a part of the peace process.
- Conduct youth dialogue — in the National University of Somalia, an outcome of the peace dialogue was banning gun in the university compound.

Uganda

The Ugandan Government has developed a policy on how to fight Violence Against Children in Schools (VACs) for primary and secondary levels.

All National Teachers Colleges have had social dialogue workshops with the Ministry of Education and Sports (MoES) officials facilitating the discussions on peace and resilience.

800 student teachers studying secondary school education have been trained in 2019.

Social dialogue on preventing violence extremism has been made part of students' orientation week each year at primary and national teachers' colleges

Since 2017, cultural festivals have been organized and conducted at different levels — inter-class, inter-college, regional and at national levels — around the theme Prevention of Violent Extremism. This also occurred in 2019 and 2020.

As a result of the peace training for tutors at the colleges, a personal tutor system that implements the school family initiatives has improved, and many students have been supported.

Output 2: Teacher training and program framework in emergency areas incorporated peace, resilience building and PVE

While the ToTs were provided for the 19 countries, in October 2019 and January 2020 the TTI or universities, which are located in emergency areas, were given priority for the training. As a result, each participating country was represented at least by one TTI which has provided supports to these areas and some countries addressed the issue by appointing a focal person from the concerned ministry, who are in charge of the education in emergencies program at the ministry level. Those institutions in 13 countries cascaded the training to the in-service teachers as well as to other training institutions of their countries as indicated in the above section. The main countries that responded through planning and training for the education in emergencies programs are Ethiopia, Kenya, Somalia, Uganda, Mali, Niger, Burkina Faso and Nigeria in different forms.

Ethiopia focused on those conflict prone areas and the peace education guide was contextualized to include the current political, ethnic conflicts and dynamics. Three main languages such as Amharic, Afan Oromo and Somali were prioritized for the translation of the guide.

The universities selected for the ToT were also those which have been working on the areas of conflict sensitive communities and which has peace education courses.

Mali, Niger, Burkina Faso and Nigeria also represented by those TTI working on areas of conflict.

In Niger, a radio teaching program has been created to reach children who are not going to school due to the crisis situation in crises-prone areas with the support of UNESCO.

In Nigeria, 200 youth were trained in peacebuilding, conflict prevention and non-violence. Main targets were youth/leaders, community leaders, internally displaced persons, and school administrators on conflict-prone areas.

In Mali, with funding by the United Nations Peacebuilding Fund (PBF), UNESCO in Bamako has started training teachers from the regions of Central Mali on methods in peace education using the teacher's guide for PVE-E, which was developed by UNESCO-IICBA under this project, and IICBA also supported the program development and provided training for UNESCO and Ministry of Education personnel on peace and PVE-E.

In Kenya, UNESCO-IICBA together with the Kenya National Commission for UNESCO (KNATCOM) and World Vision Kenya supported the Lamu County/district with the aim of promoting the safety and remote learning experiences for learners during the ongoing COVID-19 crisis. This county was selected due to its vulnerability to conflict and violence. Before conducting the training, a situational assessment was conducted. A total of 20 primary school teachers (eight Female and 12 male) were trained on June 18, 2020.

The continuation of learning was supported in the way to enhance learners' safety and protection especially during the closure of schools due to COVID-19 not only by occupying learners' time, but also by providing critical information on learner safety and protection. In this regard, one of the key components of the intervention was to support home based/remote

learning for learners in Lamu County. Other components of this intervention included creation of awareness on child safety and protection at the community level; strengthening reporting and referral mechanisms for incidences of violence against children in Hindi Ward Lamu county; providing psychosocial support by teachers to children and families directly affected by abuse and providing dignity kits to 100 girls affected by violence during the COVID-19 crisis.

UNESCO-IICBA engaged as part of the UN team on the national integration of refugee education in IGAD regions and participated in the strategy and work plan development. IICBA also closely work with IIEP on refugee education to integrate peace education in national plans of the country. IICBA participated in regional meetings organized by IIEP.

IICBA worked with UNDP, IOM and UNWOMAN of Ethiopia together with the Ministry of Peace and Ministry of Education to address the training for internally displaced persons (IDPs). The project is coordinated by UNDP called Peace Building Fund (PBF). IICBA collaborated on the training material contextualization for teachers and wider community. The PBF project which is run by UNDP was delayed due to COVID-19 pandemic.

IICBA advocated peace and PVE in the teacher cluster lead by AU and IICBA, and also presented promotional materials.

In Ethiopia, Kenya and Uganda, the teacher training colleges provided training for refugee teachers.

Output 3: Schools and youth engaged in peacebuilding initiatives

Youth, who are in college and higher education, and in conflict-sensitive areas, participated in the awareness creation programs as indicated in the country report of Nigeria where trained 200 youth in May 2019.

At Algeria University, students organized a symposium of learning to live together in peace.



Picture taken during the symposium

In Ethiopia, school-level intervention reached 200 high school civic teachers who were also trained on peace, resilience and PVE-E in October 2019. In total, 50 primary school and 50 secondary cluster centre teachers underwent ToT training using the Transformative Pedagogy for Peacebuilding Teachers Guide.

In collaboration with the Cartooning for Peace organization, training was organized in November 2019 for 20 teachers, and in eight elementary schools, cartooning symposiums and awareness campaigns were conducted on peace and resilience. The peace guide and IICBA's resource persons were used and the program was financially supported by Cartooning for Peace Organization.

In Kenya and Uganda, the youth clubs in different universities and colleges were strengthened and reached more youth on the campus though out 2019.



Photo: Bishop Sulumeti Girls Peace Club Kenya

70 youth at the continental level were reached through the interfaith dialogue on violent extremism, and during the dialogue, IICBA was part of the exhibition. Promotional materials on peace were also distributed. The event took place in 20 September 2019.

200 youth were reached through webinar organized in collaboration with Peace for Youth AU section from May to June 2020.

In addition, together with Hiroshima University, IICBA had an exhibition booth during the TICAD 7 held in Yokohama, Japan in August 2019. Different publication, photos from the workshops and training were posted and shared at the booth. As the booth was on the second floor of the main building, there were a number of visitors such as African Ministers, AU delegates, and other participants.



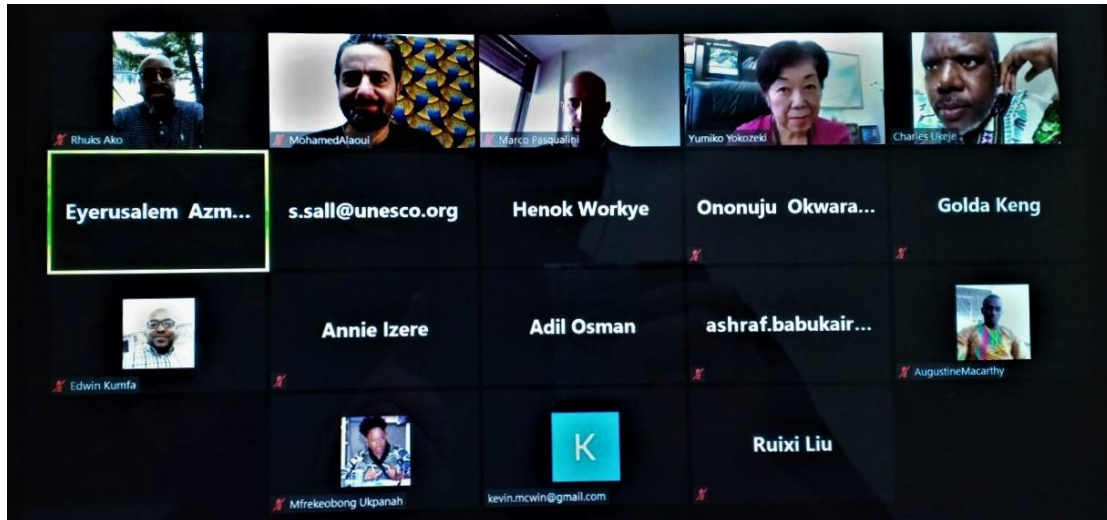
Exhibition Booth set up with Publications and Visibility materials during the TICAD 7

Webinar Series on ‘Mobilising Resilience during and after COVID-19: A Peer-to-Peer Experience Sharing among Youth Peacebuilders in Africa’

The COVID-19 pandemic has been creating an unprecedented global health crisis with negative ramifications for social, political, and economic relations around the world. Moreover, this new environment has brought a greater sense of urgency to the need to nurture and invest more in young African peacebuilders, as they continue to place themselves at the frontline of current community efforts to tackle COVID-19.

In this context, on 9 and 16 June 2020, UNESCO-IICBA, together with the African Union (AU), and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, organized a webinar series on Mobilizing Resilience during and after COVID-19: A Peer-to-Peer Experience Sharing among Youth Peacebuilders in Africa. The overarching goal of the webinars was to help bring more continental and global policy level attentions to the remarkable roles that African youth peacebuilders are playing in the ongoing efforts to tackle COVID-19 to fulfil the continental peace building policies, mainly the AU 2063 agenda. Over 200 youth in total joined the events. There was simultaneous interpretation in English, French and Arabic

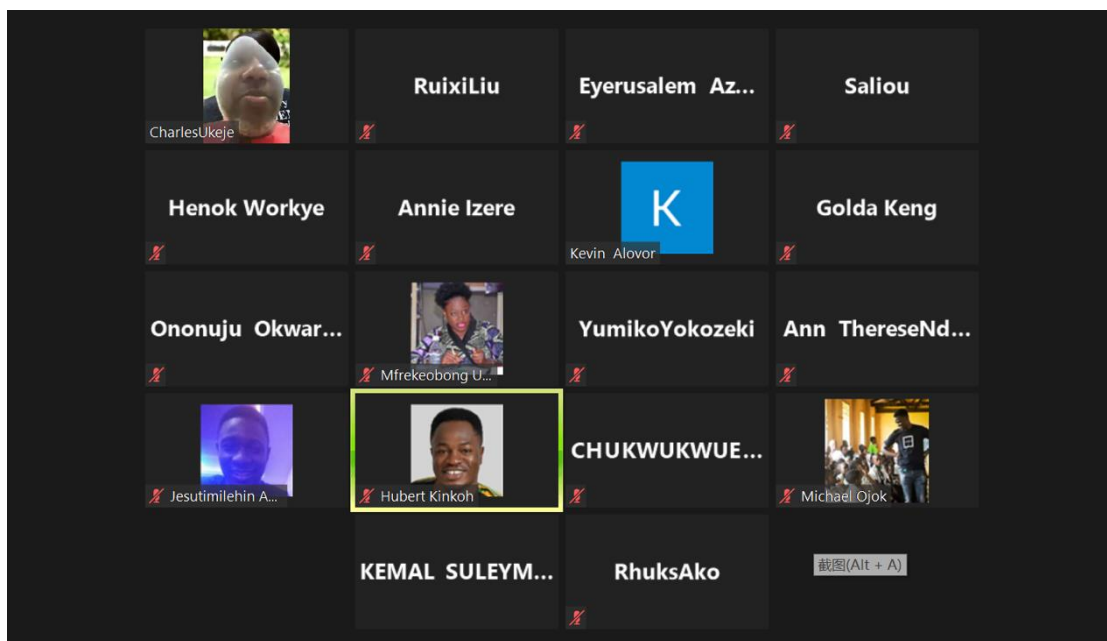
The first session, African Youth Peacebuilders and Resilience in Periods of Unprecedented Transitions, was held on 9 June 2020. This session focused on the discussion how youth peacebuilders in different societies and contexts across Africa are trying to tackle emerging and complex challenges imposed by unprecedented transitions.



The opening remarks were given by Dr. Yumiko Yokozeki, Director of IICBA; Ambassador Fred Ngoga, Head of Conflict Prevention and Early Warning Division, Peace and Security Department, African Union Commission; and Mr. Mohamed Edabbar, African Youth Ambassador for Peace (AYAP), North Africa. These remarks were followed by keynote speeches by young people from five African regions. Thereafter, the plenary discussion focused on the wide range of resilience options that youth peacebuilders mobilized prior to the outbreak of the COVID-19 pandemic, the limitations faced by youth during the pandemic, and the key achievements and milestones.

The second session, Innovations in Youth Resilience and Peacebuilding in the Face of the COVID-19 Pandemic, was held on 16 June 2020, focusing on a variety of resilience options which were discovered and finally adopted by youth in the context of formal (state) and informal (community) responses during COVID-19.

Youth representatives from all regions of Africa participated in the webinar. There were also speakers from the five regional economic commissions of the continent.



The webinar promoted a fruitful conversation about youth peacebuilders and their daily experiences of resilience and innovation in the context of COVID-19. The webinar also provided valuable direction to the development of a policy brief on resilience for peace building and prevention of violent extremism. The policy brief was shared in the month of July.

Recordings of the webinars are found as below:

Webinar 1: African Youth Peacebuilders and Resilience in Periods of Unprecedented Transitions (9 June 2020)

<https://www.youtube.com/watch?v=MavWy1b1uOs>

Webinar 2: Innovations in Youth Resilience and Peacebuilding in the Face of the COVID-19 Pandemic (16 June 2020)

<https://www.youtube.com/watch?v=djrCej3Rkgk>

More than 5,000 youth have been reached via TTIs and at the schools level, through social media (Facebook and YouTube), and through the regional youth focal persons through YFP AU webinars and interfaith dialogues.

Challenges Encountered

Challenge 1: Limited financial support from IICBA for the cascading of the training

Limited project funds for 19 target countries meant that IICBA was only able to support the capacity-building of country focal points and teacher educators through the following events: a consultation workshop; the Japan study tour; a planning meeting; and ToTs for in-country cascading. The project was unable to fund the countries to implement in-country cascading activities, which was a challenge as the total funding was reduced from that of the original proposal.

As a result, each country's focal point had to rely on national budget allocations from the Ministry of Education for implementation. In many cases, it took time for each to secure the funding for cascading the in-country training from the budget for the education sector, which is tied to the national budget, and for which there was a struggle of prioritization. As a solution, each country is supported to develop an individual country plan based on the existing resources and in line with other UNESCO office's funding.

UNESCO-IICBA also created a forum for discussion with UNESCO field and regional offices so as to link the program with the existing peace education program of the offices. Burkina Faso, Mali, Niger, Senegal and Mauritania were benefited from this linkage and coordination so that those trained resource personnel on peace, resilience and PVE-E using this project could serve as focal persons for the other UNESCO programs.

The resources developed under this project were also utilized as an input. IICBA technically supports the TTI that will provide training nearly at no cost; in such occasions, Kenya, Uganda, Ethiopia, Algeria, Nigeria and Cameroon have received the benefits. IICBA has been able to mobilize financial and technical resources through the collaboration within the UN and with

other agencies such as UNDP, UNICEF, world vision Kenya, cartooning for peace, Timbuktu institutions, OIF and AU YFP.

Challenge 2: In-country challenges to implementation

A key implementation challenge that countries highlighted was the integration of the project into the existing national strategies. Therefore, it is important for each country to develop a national action plan. In addition, the lack of coordination and political will at the government level were highlighted as cross-cutting issues that will create significant obstacles in peacebuilding, especially in emergency situations.

Certain difficulties facing the education sector, such as insecurity, which has led to the temporary closure of schools, limited resources allocated for the education sector, and inability to reach teachers in conflict zones, were identified as challenges by countries.

Limited response from Northern African Countries due to the insecurity, mainly Libya, at the beginning delayed the training. In addition to this delay, COVID-19 then changed the nature of the training from face-to-face to online, yet no cost extension was granted for three months. The communication has been improved, especially with Libya, after the online training.

The outbreak of the COVID-19 epidemic in African countries was the other challenge that forced IICBA to cancel one regional training so that no cost extension was needed. As a result, the training was reprogrammed from face-to-face to online platforms. While reprogramming some of the activities, IICBA expanded the number of activities, and instead of one training of trainers at the regional level, two trainings of training were organized and other series webinars were also conducted.

Lessons Learned:

From the above challenges encountered during the course of implementation of this project, the following lessons are drawn for the effective and efficient interventions:

- Continuous engagement and communication at different levels of the ministry and engagement of the UNESCO regional offices are key for the better communication with participant countries.
- Advocacy and policy dialogue are necessary to secure the commitment among all stakeholders including Governments, UN and Non-Governmental Offices – schools, communities, parents – to hold decision-makers accountable.
- Importance to be innovative amid the emergency situation: the advent of the Covid19 pandemic made IICBA to be more innovative enough to utilize the online training workshops instead of face-to-face workshops to ensure that the planned activities will continue. IICBA also used different webinars in order to maintain what has been achieved so far in the PVE work so that the pandemic won't curve the progress achieved by countries.
- Multi-sectoral linkages are to be developed and enhanced for supporting the education program for peace between AU offices, UN agencies, and government sector offices.

Way forward:

Based on the challenges encountered and left unsolved during the course of project implementation, the measures to be taken are as follows:

- Wider reach of the targeted groups, mainly teachers and youth, needs technologically enhanced programs such as online and offline course modalities and ways of working with different youth forums at the AU level.
- Strategized resource mobilization and continuous support for county-level capacity development that can sustain the program, such as direct funding in partnership form for countries to strengthen their commitment, which are necessary for mainstreaming peace building and PVE-E at their policies and national plans of the education sector.
- Advocacy with potential TTI and universities is to be enhanced to start certificate or short-term undergraduate and graduate level courses on peace building and PVE-E.
- Advocacy and policy dialogue is to be maintained and enhanced at regional and country level.

Budget Expenditure Details

WBS element	Title	B Comp	B Comp Text	Actual Expense
567RAF1002	Peace and Resilience Building PVE	80	80 Support costs	41,273.57
567RAF1002	Peace and Resilience Building PVE	XX		-
Sub total				41,273.57
567RAF1002.1	consultation and training programs	10	10 Project personnel	47,411.85
567RAF1002.1	consultation and training programs	20	20 Sub-contracts	250,595.90
567RAF1002.1	consultation and training programs	30	30 Training and seminars	90,945.31
567RAF1002.1	consultation and training programs	40	40 Equipment and maintenance	92.01
567RAF1002.1	consultation and training programs	50	50 Miscellaneous	31,648.19
567RAF1002.1	consultation and training programs	XX		-
Sub total				420,693.26
567RAF1002.2	Platform, advocacy and communication	10	10 Project personnel	16,083.41
567RAF1002.2	Platform, advocacy and communication	50	50 Miscellaneous	5.11
567RAF1002.2	Platform, advocacy and communication	XX		-
Sub total				16,088.52
567RAF1002.3	Monitoring and Evaluation	10	10 Project personnel	13,841.51
567RAF1002.3	Monitoring and Evaluation	40	40 Equipment and maintenance	660.89
567RAF1002.3	Monitoring and Evaluation	50	50 Miscellaneous	7,442.25
567RAF1002.3	Monitoring and Evaluation	XX		-
Sub total				21,944.65
Grand Total				500,000.00

Budget Utilization				
Goal	Activities	Budget in USD	Utilized	Remark
Goal 1: Consultation and training plans completed with AU	1-1. To hold a consultative and planning meeting for African countries in Addis Ababa	50,000.00	50,000.00	
Goal 2: Teaching and learning materials for peace and resilience education and PVE in Africa	2-1. To review and compile existing teaching/learning materials for peace and resilience building in Africa	10,000.00	10,000.00	The printing cost was included.
Goal 3: Platform for resource materials for teachers and teacher educators	3-2. To prepare and run e-learning courses in peace and resilience building for African teachers	50,000.00	20,000.00	The remaining budget of USD 30,000 was used for the Activity 4-1. Study trip to Japan due to higher cost of the trip than the originally planned based on the estimate.
Goal 4: Training programme for regions and clusters of countries	4-1. Study trip to Japan (Tokyo, Hiroshima and Nagasaki) for 25 educationalists and high-level stakeholders, including AUC officials	150,000.00	188,000.00	USD 30,000 from the budget for the Activity 3-2 was shifted to the budget for this activity and USD 8,000 was shifted from the budget for the Activity 6.1.
	4-2. To organize a training of trainers for teachers at university and secondary schools - three workshops in Addis Ababa, Dakar and Tunis	150,000.00	150,000.00	The third training become online and activities were expanded as below using the remaining budget of USD 64,000: - 4.2.1 Organization of two online trainings using the online platform (French and English) - two trainings for the group 1: Libya and Egypt (maximum 20 people) in English, and the group 2: Morocco, Tunisia,

				<p>Algeria and Mauritania together in French.</p> <ul style="list-style-type: none"> - 4.2.2. Final proof reading and editorial work of Arabic version of the guide. - 4.2.3. Production of English & French version of the PVE school safety guide and PVE activity books - 4.2.4. Organization of four webinars.
Goal 5: Youth advocacy activities for peace/resilience building and PVE for Africa	5-1. To create a platform for youth advocacy, produce and distribute advocacy materials	10,000.00	10,000.00	
Goal 6: Advocacy through the voices of teachers and young people	6.1 To organize a side event during TICAD with some teachers and youths from Africa	8,000.00	0	The budget was shifted to the budget line 3-2 and used for Japan trip, but the Director organized exhibition booth during the TICAD 7 without any cost charged to this project with the UNESCO-IICBA's own resources
Monitoring and evaluation	To follow up and review the implemented activities, monitoring and evaluation	30,000.00	30,000.00	
Visibility and publication	Publication- both paper and electronic	4,963.00	4,963.00	
Sub-total		462,963.00	462,963.00	
PSC (8%)	Indirect cost	37,037.00	37,037.00	
Grand total		500,000.00	500,000.00	

Evaluation of training of trainers

Table 1 Average Responses to Pre- and Post-Workshop Self-Assessments¹

Pre-Workshop Self-Assessment	Post-Workshop Self-Assessment
I am able to identify multiple meanings and dynamics of violent extremism	
3.47	4.35
I am able to identify push and pull factors of violent extremism in my context	
3.58	4.53
I am able to map the root causes of violent extremism in my context	
3.58	4.53
I am able to map local actors and stakeholders likely to be mobilized and engaged to prevent violent extremism	
3.50	4.41
I am able to support teachers to identify alternative narratives to violent and exclusive narratives	
3.53	4.65
I am able to articulate why transformative pedagogy (building on active pedagogy, learner-centered and competency-based approaches) is important for building peace and resilience and the prevention of violent extremism	
3.74	4.47
I am able to facilitate the development of competencies for building peace and resilience and the prevention of violent extremism in teachers	
3.79	4.47
I am able to guide teachers in the process of reflection about ethical dilemmas and their causes, bringing contextual issues to the classroom	
3.37	4.41

¹ Scale from 1 (very poor) to 5 (very strong)

I am able to guide teachers to foster critical thinking in learners	
3.84	4.29
I am able to develop a lesson plan based on transformative pedagogy and the learning process	
3.47	4.35
I am able to guide teachers in the process of developing learner-led projects and activities	
3.68	4.47
I am able to demonstrate an understanding of assessment tools for peace and resilience building	
3.37	4.29
I am able to apply holistic assessment methods to capture multiple dimensions of the learning (skills, attitudes and knowledge)	
3.16	4.29
I am able to reflect on my own biases, stereotypes and prejudices and how they impact others	
3.89	4.47

Table 2 Average Responses to the Workshop Evaluation²

Your expectations you mentioned earlier were achieved	4.71
The workshop realized the main objective	4.54
In general, the workshop was well paced within the allotted time	4.47
In general, the facility and equipment were suitable for the workshop	4.82
In general, the contents of the workshop were easy to understand	4.88
The guide was helpful to better grasp transformative pedagogy for peace building	4.94
I would recommend this workshop to other teacher educators	4.94

² Scale from 1 (strongly disagree) to 5 (strongly agree)