



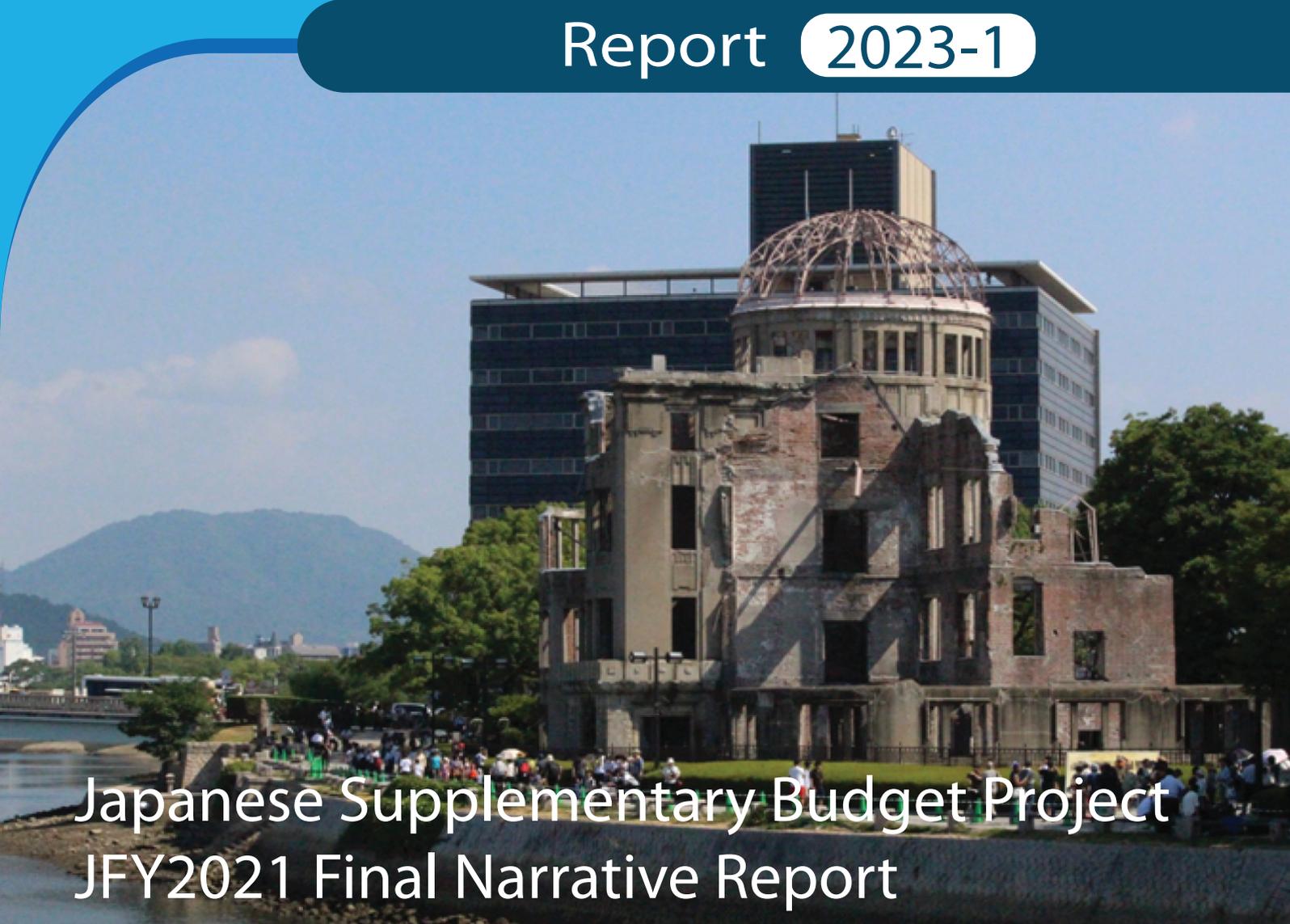
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Report **2023-1**



Japanese Supplementary Budget Project
JFY2021 Final Narrative Report

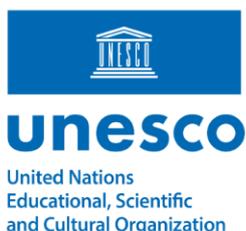
Prevention of Extremism through Education in Africa



From
the People of Japan

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The International Institute for Capacity Building in Africa (IICBA), a category 1 UNESCO institute, is based in Addis Ababa. Founded in 1999, it aims to inform education policies, strengthen teacher professional development, and build institutional capacity in education institutions, including Ministries of Education. To provide innovative solutions and scale-up efforts to improve educational outcomes in Africa, IICBA works with a range of partners, including the African Union, UN agencies, other international organizations, development banks, bilateral donors, foundations, teacher organizations, school networks, and non-profits.



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Executive Summary

This report details the purpose, activities, and outcomes of the FY2021 Japanese supplementary budget project “Prevention of Extremism and its Resurgence amid the COVID-19 Pandemic through Education in Africa, aligned with the Spirit of TICAD7¹ and NAPSA².” The project was designed in response to the emerging issues of violence in and around learning environment amidst the COVID-19 pandemic. Building on the previous Japan-funded peacebuilding projects, 10 countries were selected as direct target countries, while other countries were also supported to maintain good practices and initiatives which started during the previous project periods.

This project aimed to support African Member States in enhancing their capacity to use education to prevent violent extremism amid the COVID-19 pandemic. Violent extremism is a complex phenomenon that requires both structural and cultural approaches. It necessitates a thorough understanding of dynamic local contexts, including power structures, historical background, and spiritual beliefs, to address its root causes. Individuals thus need the competencies to critically reflect on their surroundings and prevalent narratives, collaborate with others, and find alternative nonviolent actions, making the role of teachers and education critical. Given these considerations, this project more specifically aimed to:

- Develop action plans at the country level through studies and meetings
- Urgently strengthen human resources for resilience building in time of emergency
- Curb violent extremism through education and advocacy, focusing on tertiary education
- Amplify and sustain youth’s voices on advocacy in the prevention of violent extremism (PVE)

As an approach, this project opted for Transformative Pedagogy to capacitate the target population (i.e., Ministry of Education (MoE) officials, teacher educators, teachers, and youth leaders). The intervention was designed through consultative meetings with country focal points, taking specific contexts into consideration. Key activities included regional training to capacitate master trainers, support for the development of country-level action plans, localized training of trainers (ToT) in each project country, and engagement and empowerment of youth.

Some of the key outcomes of the project are;

Development of local master trainers

Through the regional and country-level ToTs, the project contributed to nurturing local master trainers who can train others in their respective countries. IICBA’s training primarily targeted teacher educators and other educational officers, including education inspectors at teacher training institutions (TTIs) and higher education institutions (HEIs). The trained master trainers assisted in the development of country-level action plans as well.

Cascading of ToTs at the country-level

Based on the action plans developed during the project, country focal points and master trainers designed and conducted cascading training at the country level. This enabled the expansion of the training to reach over 550 people including teacher educators, primary and secondary teachers, technical advisors, and school leaders in the project countries.

Empowerment of youth

In collaboration with the African Union’s Youth for Peace Africa Programme (AU-Y4P), a series of online training for youth leaders were held. A total of 96 African youth from 18 countries were trained on the project theme utilizing IICBA’s youth training guide. Subsequently, several countries formed teams to develop youth-led actions involving MoE and university professors, resulting in the empowerment of

¹ TICAD stands for Tokyo International Conference on African Development. The Government of Japan has been leading this conference since 1993, co-hosted by United Nations, United Nations Development Programme (UNDP), World Bank and African Union Commission (AUC). The 7th meeting of TICAD (TICAD 7) was held in August, 2019 in Japan, attended by over 10,000 people, including 42 African leaders from 53 African countries.

² During the TICAD 7, the Japanese government announced a new initiative called “New Approach for Peace and Stability in Africa (NAPSA).” NAPSA aims to address the underlying causes of violence by strengthening institutions and governance, supporting continental initiatives and stabilizing conflict zones.

fellow youth at the community level.

Development of regional training resources

Based on the countries' needs and context assessed through studies and consultations, localized regional training guides were developed to support the countries' initiatives. The involvement of regional experts in the process resulted in the successful incorporation of unique regional knowledge, such as existing peacebuilding mechanisms and values. The guides were translated into Arabic, English, French, Portuguese, and several local languages, allowing for wider utilization.

In completing the project, UNESCO IICBA commissioned an external consulting firm to independently evaluate the project's effectiveness and efficiency, and to draw lessons learned from its implementation. The evaluation focused primarily on the FY2021 project, but also took into consideration the trajectory since the FY2017 project. The evaluation report summarizes that;

*“In terms of **effectiveness**, the project components and objectives were relevant, project outputs were appropriate and well used, the project main goal was realized, teamwork was achieved, and the project had a high level of visibility. In terms of **efficiency**, internal structures were well utilized to achieve project objectives, value for money realized, project scope fully covered, resources and funds well distributed and managed, all project activities implemented as planned and project targets were met. In terms of **sustainability**, local stakeholders were involved, government departments participated in the project, stakeholders were committed to continuously supporting project activities, the Training of Trainers (ToT) strategy was used to extend training to various training institutions, peace clubs were established to continue activities with support from the training institutions, local resources were used to support project activities and peace education was integrated in the traditional training curriculum.”*

The evaluation report further indicates key lessons learned, including;

Education institutions as a hub for knowledge transfer and peace alliances

This project demonstrated how education institutions can promote essential values for understanding and cooperation and provide opportunities for individuals to develop peacebuilding competencies. The engagement of HEIs was particularly vital since universities and colleges are often where many conflicts arise, making them ideal locations for developing education policies, strategies, and practical programmes. The importance of the involvement and commitment of policymakers was also highlighted.

Enhancement of local capacity for sustained peacebuilding efforts

Peace education (PE) can do more than just mend the damage caused by conflicts; it can help support the long-term processes of enhancing social cohesion, reconciliation, and peacebuilding. The majority of survey participants agreed that the structures established would be used to continue building local capacity through ToTs. Furthermore, many of the trainers were exposed to and networked with other experts in the continent, creating a supportive environment for them to sustain their efforts.

Constant follow-up and coaching as a key for success

The mission of education for peacebuilding can sometimes be overwhelming. Above all, many governmental officials, educators, and teachers are often already overloaded. Under these conditions, continuous communication between different levels of the ministry, universities, teacher unions, NATCOMs and UNESCO regional offices is critical for maintaining the capacity developed and the implementation processes of action plans. Sharing of experiences at the country and regional levels is also essential to keep key stakeholders motivated and inspired.

As a way forward, it is recommended that the project be scaled up, programmes be technologically enhanced, resource mobilization be further reinforced, assessment of training and competencies be strengthened, and newly emerging forms of violence be incorporated into training modules.



Youth-led training in Zambia

List of Acronyms

AU	The African Union
AUC	The African Union Commission
AU-Y4P	The Youth for Peace Africa Program of the African Union Commission
CBO	Community-based Organization
CICE	Center for the Study of International Cooperation in Education of Hiroshima University
COVID-19	Coronavirus disease
GCED	Global Citizenship Education
HEI	Higher Education Institutions
IICBA	International Institute for Capacity Building in Africa
MoE	Ministry of Education
MoES	Ministry of Education and Sports
MoSHE	Ministry of Science and Higher Education
MoU	Memorandum of Understanding
NAPSA	New Approach for Peace and Stability in Africa
NATCOM	National Commission for UNESCO
PE	Peace Education
PVE	Prevention of Violent Extremism
PVE-E	Preventing Violent Extremism through Education
RECs	Regional Economic Communities
TICAD	Tokyo International Conference on African Development
ToT	Training of Trainers
TTI	Teacher Training Institution
UNATU	Uganda National Teachers' Union
UNESCO	The United Nations Educational, Scientific and Cultural Organization

1. Project Outline

1.1. Project Background

Over the past years, significant efforts have been made towards the African Union (AU)'s flagship initiative "Silencing the Guns by 2020" to end all wars, civil conflicts, and any forms of violence, and to prevent genocide on the continent. Yet, the peace and security situation in Africa faced increasing challenges in 2020, particularly due to the economic and social impacts of the COVID-19 pandemic. Unfortunately, it depleted the progress made prior to the pandemic, worsening the already fragile economy and further deteriorating social services. As the number of confirmed COVID-19 cases rapidly increased, all African countries' educational institutions closed from March 2020 until they gradually reopened in October or November 2020. Uncertainty has been one of the characteristics of the emergency period. Towards the end of 2020, the number of confirmed cases started to increase again as a second wave of infections hit various countries in the continent, causing fear and confusion among the population. As a result, teachers had to urgently be creative and innovative to adapt to the changes.

Undoubtedly, the youth have been one of the most affected populations due to the school closure as well as the unprecedented economic and social disruption. Many young people are feeling disappointed, frustrated, and anxious, creating breeding ground for a surge in violent extremism. Furthermore, other ongoing issues such as climate change have further undermined employment opportunities and agricultural and economic potential of young people. Additionally, Africa has the largest proportion of young people in the world, yet their future prospects are compromised, exacerbating the push and pull factors of violent extremism in many countries. This demonstrates the pressing need for more inclusive, relevant, and high-quality peace education opportunities that truly empower those young people and enable them to actively participate in addressing their everyday issues in their respective communities.

This project, therefore, is designed to support African Member States' efforts to use education to prevent violent extremism (PVE) and its resurgence amid the COVID-19 pandemic. It is based on the belief that education can deepen people's understanding of emerging violence mechanisms and equip them with the necessary skills, knowledge, and attitude to transform the challenges they face into a lasting peace. The UNESCO International Institute for Capacity Building in Africa (IICBA) has been actively working on the prevention of violence and promotion of peacebuilding through education in Africa, especially since 2017 with financial support from the Government of Japan. Notably, it aligns well with the New Approach for Peace and Security in Africa (NAPSA)³, which the Japanese Government proposed during the 7th meeting of Tokyo International Conference on African Development (TICAD 7)⁴ in August 2019.

This project builds upon IICBA's past peacebuilding efforts. It attempts to address the above challenges by strengthening the capacity of teachers and developing relevant policies in Africa following the Transformative Pedagogy approach. The project utilizes Training of Trainers (ToT) as a strategy to cascade the interventions, along with a series of consultative meetings, the development of training materials, and opportunities for experience-sharing, among other things.



Stakeholder-engagement workshop in Uganda

³ NAPSA aims to address the underlying causes of violence by strengthening institutions and governance, supporting continental initiatives and stabilizing conflict zones. It resonates with the holistic approach that Transformative Pedagogy embraces as well as the vision that IICBA holds in its peacebuilding efforts.

⁴ The Government of Japan has been leading this conference (TICAD) since 1993, co-hosted by United Nations, United Nations Development Programme (UNDP), World Bank and African Union Commission (AUC). TICAD7 was held on 28th - 30th August 2019 in Yokohama city, Japan, with more than 10,000 people, including 42 African leaders from 53 African countries, 52 development partner countries, 108 heads of international and regional organizations, and representatives of civil society and the private sector.

1.2. Project Scope

1.2.1. Objective

To support African Member States' efforts to use education to prevent violent extremism (PVE) and its resurgence amid the COVID-19 pandemic, aligned with the spirit of TICAD 7 and NAPSA

1.2.2. Expected Outcome

African Member States' capacities enhanced to use education to prevent violent extremism and its resurgence amid the COVID-19 pandemic, aligned with the spirit of TICAD 7 and NAPSA

1.2.3. Main Indicator and Target

Number of African Member States which incorporate the prevention of violent extremism and its resurgence amid the COVID-19 pandemic into teacher education and tertiary education curricula.

1.2.4. Expected Beneficiaries of Project

Direct Beneficiaries:

- 10 African countries (Djibouti, Ethiopia, Lesotho, Libya, Namibia, Nigeria, Morocco, Mozambique, Senegal, and Tunisia)
- At least 20 higher education institutions (HEIs) involved in the ToT
- At least 20 teacher training institutions (TTIs) involved in the ToT
- At least 200 educators, teachers and education inspectors trained as ToT
- 500 educators, teachers and education inspectors to be reached directly through webinars
- Five Regional Economic Communities (RECs) youth ambassadors and groups of youth to be reached

Indirect Beneficiaries:

- The other **44 African countries in addition** to 10 African direct beneficiaries
- At least 1,500 pre-service and in-service teachers
- 80% of the youth envoys/ambassadors

1.2.5. Project Period

March 2021 – September 2022⁵

⁵ The project period was originally for a year (March 2021 – March 2022), but due to the unexpected in-county disruptions and delay of the planned activities, the project was granted a six-month extension with a no-cost extension agreement.

2. Overall Activities and Implementation

2.1. Implementation Strategy

To address the underlying conditions that breed violence, IICBA followed a Transformative Pedagogy approach to create a safe and engaging learning environment. This can include teaching methods for fostering dialogue, critical reflection, civic rights and responsibilities, non-violent conflict resolution techniques, ethical considerations for peaceful coexistence, and gender equality, enabling teachers and learners to deal with emerging peace issues. The intervention was designed through consultative meetings with country focal points and stakeholders, taking specific regional conflict and context into consideration. IICBA organized regional training for master trainers to support country-level training as well as the development of action plans based on their specific needs. Through ToTs, the initiatives were passed down to pre- and in-service teachers and schools. IICBA also collaborated with the African Union Commission’s Youth for Peace Africa Programme (AU-Y4P) to empower youth through capacity development training and to support their peacebuilding efforts. Furthermore, consultations and experience-sharing opportunities were provided to synergize the national-level initiatives and youth-led actions.

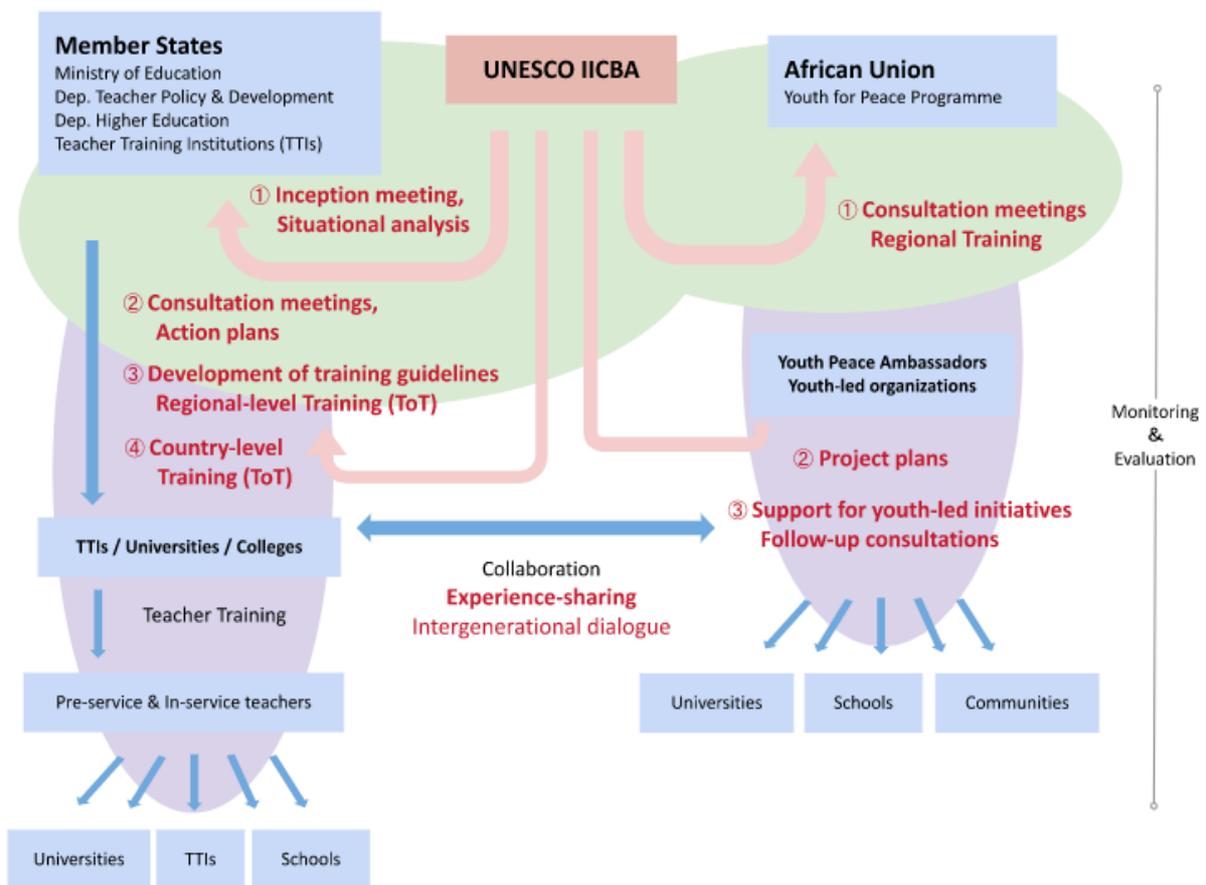


Figure 1: Implementation strategy

2.2. Overall Activities

Outputs	Planned activities	Implementation/Achievements	Timeframe
1. Action plan developed to prevent and mitigate violent extremism amid the COVID-19 pandemic through studies and meetings	1.1 To conduct a study on the negative impact of COVID-19 on violence and conflicts in Africa targeting all regions including the Horn of Africa, the Sahel, Lake Chad Area, and Southern Africa; and to conduct a country study on the recent violence in Ethiopia with focus on the role of the education sector and teachers.	<p>1.1.1 Four regional situational analysis reports produced</p> <ul style="list-style-type: none"> Policy brief reports (Ethiopia, Kenya, Nigeria, and Senegal) were produced and shared with MoE focal points. <p>1.1.2 A desk review for Southern Africa’s peace and conflict condition conducted in the course of development of the peacebuilding guide.</p>	April – September 2021
	1.2. To organize a meeting for African countries at the African Union to present the results of the above studies; and to discuss the policy directions and to develop follow-up action plans with specific activities to prevent and mitigate the violent extremism amid the COVID-19 pandemic.	<p>1.2.1 Regional consultative meeting conducted</p> <ul style="list-style-type: none"> 10 direct target countries (Djibouti, Ethiopia⁶, Lesotho, Libya, Namibia, Nigeria, Morocco, Mozambique, Senegal, and Tunisia) and five indirect targets (Zambia, Zimbabwe, Kenya, Uganda, and Somalia) attended the online meeting. <p>1.2.2 Follow-up action plans developed</p> <ul style="list-style-type: none"> Djibouti, Ethiopia, Lesotho, Namibia, Nigeria, Mozambique, and Senegal developed action plans after the inception meeting. Libya, Morocco and Tunisia developed their action plans after the regional training late in 2021. <p>1.2.3 National consultation meeting conducted in Ethiopia</p> <ul style="list-style-type: none"> Based on the request from Ethiopia’s Ministry of Science and Higher Education (MoSHE)⁷, a consultation meeting was conducted, Memorandum of Understanding (MoU) was signed, and a technical committee was established. 	June – August 2021
2. Human resources urgently strengthened for resilience building in time of emergency such as COVID-19 and the emergence of violent extremism	<p>2.1. To conduct a study, trip to Japan for 30 education specialists and youth representatives from Africa</p> <p>2.1.1. <i>(Replaced activity)</i> To organize four webinars on the experience of peace education in Japan in collaboration with Hiroshima University in March to July 2022. A total of 20 educators will be trained.</p> <p>2.1.2. <i>(Added activity)</i> To conduct regional training of trainers for 30 university</p>	<p><i>*Due to COVID-19 it was not possible to conduct a study tour to Japan, therefore alternative activities were formed upon Embassy’s approval.</i></p> <p>2.1.1 Four webinars on the experience of peace education (PE) in Japan organized in collaboration with Hiroshima University</p> <ul style="list-style-type: none"> A total of 34 MoE personnel and educators from Djibouti, Ethiopia, Lesotho, Libya, Mozambique, Namibia, Nigeria, Senegal, and Tunisia were trained. <p>2.1.2 A regional ToT conducted</p> <ul style="list-style-type: none"> 40 university educators, MoE experts and youth from Central African countries (Burundi, Cameroon, Chad, and the Democratic Republic of Congo) attended. 	March – June 2022

⁶ From both the Ministry of Education (MoE) and the Ministry of Science and Higher Education (MoSHE).

⁷ Ethiopia’s Ministry of Science and Higher Education (MoSHE) was merged to Ministry of Education (MoE) in October 2021. The Department of Higher Education under the MoE is now leading the initiative.

	educators and MoE experts from Burundi, Cameroon, Chad and DRC. The request for training of trainers came from these countries in April 2022.	<i>*These are the indirect countries reached by the project in response to the request from the countries as well as the UNESCO Regional Office for more training on peacebuilding.</i>	
	2.2. To conduct ToT using the above resource persons.	<p>2.2.1 Two online regional training conducted</p> <ul style="list-style-type: none"> Two training (one for anglophones and the other one for arabophones and francophones) were conducted. A total of 35 participants through the first training and 22 participants through the second training were trained (i.e., in total 57 people from the nine direct target countries except for Ethiopia). <p>2.2.2 Face-to-face training conducted in Ethiopia</p> <ul style="list-style-type: none"> In collaboration with MoSHE, a total of 24 participants from 22 universities in all regions of Ethiopia except for Tigray were trained. The universities in Tigray could not join due to the conflict in the region. <p>2.2.3 Face-to-face training conducted in Senegal</p> <ul style="list-style-type: none"> A total of 35 participants from 10 universities and focal persons from MoE were trained as ToTs to cascade training at their institutions. <p>2.2.4 Self-paced training opportunity provided</p> <ul style="list-style-type: none"> The previously recorded webinars on Japan's experience in peace education (PE) were shared with trainees to enhance their knowledge on mainstreaming PE. This was to fill the gap that stemmed from the cancelation of study tour. 	August – December 2021
3. Extremism and its resurgence are curbed through education and advocacy in African countries, focusing on tertiary education	3.1. To undertake a rapid survey on training requirements for tertiary education institutions in Africa.	<p>3.1 Training requirements at the country level assessed</p> <ul style="list-style-type: none"> 10 target countries assessed the training requirement at their respective TTIs and HEIs. Based on their need, each country developed a proposal with training plans and budgets. 	June – September 2021
	3.2. To hold an advocacy and strategy meeting for African countries at the AU for agreed-upon planning for the training.	<p>3.2 A meeting with AU conducted</p> <ul style="list-style-type: none"> Online meeting with AU-Y4P and target countries was conducted. A plan for youth training (Aug 2021) was discussed. 	August 2021
	3.3. To devise training plans and training materials for 10 target countries with focus on the impact of COVID-19.	<p>3.3 Training plans developed</p> <ul style="list-style-type: none"> Based on the needs that the 10 countries identified, each country finalized its cascading training plans. 	October – December 2021
	3.4. To conduct country-level training at 10 target countries based on the developed plan.	<p>3.4.1 Country-level training in 10 target countries conducted</p> <ul style="list-style-type: none"> A total of 466 teacher educators, teachers, and experts from the MoE and regional offices were trained. 	October 2021 – September 2022
	<i>*As surplus was generated due</i>		

	<p><i>mainly to the change in training modality (online), additional activities were formed upon Embassy's approval as follows;</i></p> <p>3.4.2. (Added activity) To conduct additional trainings for teachers at the country level for Djibouti and Namibia</p> <p>3.4.3. (Added activity) To support Mali in endorsing the guidelines for mainstreaming PE and PVE in teacher training programme</p> <p>3.4.4. (Added activity) To support Ethiopia for two additional trainings targeting 100 educators and teachers, as well as the peace education curriculum development processes</p> <p>3.4.5. (Added activity) To support Uganda to pilot the implementation of the PE and PVE guidelines at two universities</p> <p>3.4.6. (Added activity) To support Niger on endorsing the guideline for mainstreaming the PE and PVE in the teacher training programme</p>	<p>3.4.2 Additional training conducted in Djibouti and Namibia</p> <ul style="list-style-type: none"> National training in Djibouti and Namibia were supported in order to capacitate master trainers and facilitate the cascading processes. <p>3.4.3 The guidelines for mainstreaming PE and PVE in the teacher training programme developed and endorsed in Mali</p> <ul style="list-style-type: none"> The guidelines were endorsed by stakeholders at the validation workshop in September 2022. <p>3.4.4 Two additional training conducted in Ethiopia</p> <ul style="list-style-type: none"> 100 educators, regional education bureau experts, and secondary school teachers were trained in collaboration with the Moral and Citizenship Education Directorate of the MoE. The department of higher education in MoE assessed three common courses in universities and examined the integration of PE in those courses. The assessment report was validated. <p>3.4.5 Makerere university and Muni University in Uganda piloted the PE and PVE guidelines</p> <ul style="list-style-type: none"> Validation workshop on the guide was conducted in Kampala, Uganda. <p>3.4.6 The guideline for mainstreaming the PE and PVE in the teacher training programme developed and endorsed in Niger</p> <ul style="list-style-type: none"> The guidelines were endorsed by stakeholders at the validation workshop. 	
	<p>3.5. To conduct webinars for the remaining African countries on topics related to the impact of COVID-19 on education, means of mitigating violence, and strategies for building peace and resilience.</p> <p><i>*As surplus was generated, an additional activity was formed as follows;</i></p> <p>3.5.2. (Added activity) To organize four webinars on different issues of peace, PVE-E and building resilience in times of COVID-19.</p>	<p>3.5.1 Four thematic webinars conducted</p> <ul style="list-style-type: none"> Each day, over 50 participants attended the webinar series on the impact of COVID-19, means of mitigating violence, and strategies for building peace and resilience in education systems. <p>3.5.2 Four lesson-learned webinars conducted</p> <ul style="list-style-type: none"> The webinars were organized with the aim of creating a platform for the direct and indirect target countries to share their experience. Each webinar was attended by more than 100 participants, and in total, 331 people joined. 	<p>August – November 2021</p> <p>June – July 2022</p>
	<p>3.6. To conduct a dissemination workshop at the AU</p>	<p>3.6 Three-day online experience-sharing meeting held with AU-Y4P</p> <ul style="list-style-type: none"> A total of 159 people from across the continent participated in the meeting and actively exchanged their experiences and ideas. 	<p>August 2022</p>
<p>4. Voices of</p>	<p>4.1. To work with African</p>	<p>4.1.1 Four-day ToT for young leaders conducted</p>	<p>September –</p>

<p>the youth on advocacy in PVE amplified and sustained in Africa amid the COVID-19 pandemic</p>	<p>youth envoys/ ambassadors for PVE and peacebuilding through youth empowerment and institutional building to curb the impact of COVID-19 pandemic.</p> <p><i>*With the remaining funds, additional activity was formed as follows;</i></p> <p>4.1.2. (Added activity) To organize youth empowerment trainings and workshops in collaboration with AU-Y4P for Ethiopia, Kenya, Malawi, Nigeria, Uganda, Zambia, and Zimbabwe.</p>	<ul style="list-style-type: none"> A total of 96 African youth leaders from the AU-Y4P and universities which IICBA formerly worked with were trained for peacebuilding and PVE. 18 African countries were targeted in the training in collaboration with the AU-Y4P. <p>4.1.2 Youth-led initiatives supported through youth empowerment training</p> <ul style="list-style-type: none"> Youth-led training projects in Ethiopia, Kenya, Malawi, Nigeria, Uganda, Zambia, and Zimbabwe were supported. A total of 1,979 youth were reached. Out of this total, 1,148 are from Nigeria. 	March 2022
	<p>4.2. To hold special sessions during the AU summit</p> <p>4.2.1. (Replaced activity) To organize an experience sharing session for teachers and educators as lessons learned together with the youth experience sharing.</p>	<p><i>*Due to the COVID-19 restriction, special session was not possible to be held during the AU summit. Instead, IICBA presented its programme progress with AU-Y4P during the AU's quarterly open session meetings and formed an alternative activity. The AU-Y4P also reported the collaborative work to the AU Peace and Security Commission (AU-PSC).</i></p> <p>4.2.1 Intergenerational dialogues took place during the three-day experience-sharing meeting</p> <ul style="list-style-type: none"> Opportunities for the youths to exchange experiences and knowledge with ministry personnel were created during the online meeting. (See Output 3.6) 	August 2022
	<p>4.3. To produce and distribute advocacy materials for the youth both in digital and analogue form.</p> <p><i>*With the remaining funds, additional activity was formed as follows;</i></p> <p>4.3.2. (Added activity) To print the youth training materials translated to Arabic, English and French as well as Northern and Southern African teacher training guide and translate the peace building guide in Portuguese for Mozambique</p>	<p>4.3.1 Training and advocacy materials used and distributed</p> <ul style="list-style-type: none"> Awareness raising posters and banners and other training resources including webinar recordings were produced and utilized to enhance experience-sharing. <p>4.3.2 Training guides translated, printed, and made available online</p> <ul style="list-style-type: none"> Translation of the youth training materials into Arabic, English, and French was completed. All the three versions are available online and 100 copies each were printed for distribution. Portuguese translation of the Southern African guide was completed, and 100 copies were printed. The same guide was also translated into French and an electronic version is made available. 200 Northern African guides (100 English and 100 French) were printed. The Arabic version of the same guide is soon to be available online. The Ethiopian training guide was translated into three local languages; Amharic, Afaan Oromo and Somali. 100 copies of each language were printed. <p>4.3.3 WhatsApp groups created and participants shared their experiences</p> <ul style="list-style-type: none"> Many of the trained youth benefited from the 	September 2021 – January 2022 March – September 2022

		WhatsApp platform IICBA created both during and after the training. WhatsApp serves as an information and experience sharing platform.	
5. Monitoring and evaluation	5.1. To supervise the implemented activities, review, monitor and evaluate the activities	5.1 Regular monitoring and supervision given to countries <ul style="list-style-type: none"> Follow-up with country focal points was done on a daily basis. Quarterly reports were made and fed into UNESCO's reporting system. 	April 2021 – September 2022
	5.2. To conduct technical review meetings between IICBA and the Japanese Embassy to enhance communication and monitoring of the project on a quarterly basis.	5.2 Updates shared periodically instead of having meetings on a quarterly basis	April 2021 – September 2022
	5.3. To produce end project evaluation report	5.3 External evaluation conducted and evaluation report produced <ul style="list-style-type: none"> IICBA commissioned a consultant firm to conduct an independent evaluation. The report was finalized upon the validation workshop of the draft report (see Output 5.4.). 	August – September 2022
	5.4. To host one special session to report and discuss achievement	5.4 Validation workshop of the external project evaluation held <ul style="list-style-type: none"> 29 participants attended the workshop to validate the evaluation results. Invitation was extended to the Embassy of Japan in Ethiopia. 	October 2022
6. Visibility and publication	6.1. To produce publications, both paper and electronic, and social media; to direct the attention of the media to the importance of investing in PVE through education. 6.1.2. To provide media and visibility for the remaining activities during the no cost extension time including the production of good practice booklets.	6.1.1 Visibility created at the occasion of all trainings and webinars <ul style="list-style-type: none"> Banners and posters were used before and at events. Activity reports were posted on IICBA's social media including Facebook and twitter. 6.1.2 Journalists invited to project activities <ul style="list-style-type: none"> National TV and media coverage were afforded to the country-level training (Djibouti, Ethiopia, Mali, Morocco, Namibia, Niger, Nigeria, Senegal and Tunisia). 6.1.3 Lessons-learned booklet developed <ul style="list-style-type: none"> Good practices from project countries were collected for documentation purposes. 	April 2021 – Sep 2022

2.3. Snapshot of the Achievements

Over 55 HEIs & TTIs

More than 55 Higher Education Institutions (HEIs) and Teacher Training Institutions (TTIs) were capacitated through Training of Trainers (ToT) that IICBA conducted.

Over 750 Teachers

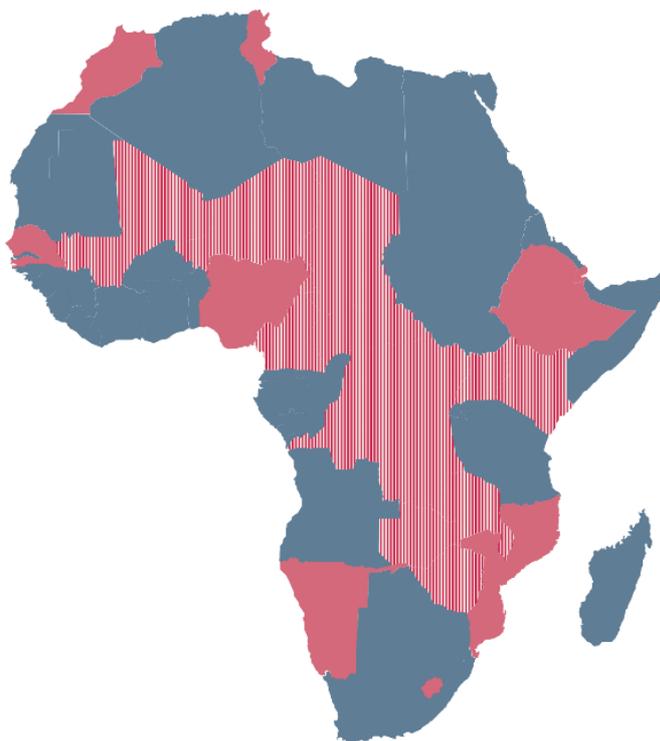
Through regional ToTs and focus-country trainings that IICBA organized, more than 750 MoE officials, teacher educators, teachers, and education inspectors were trained directly through the project. Additionally, over 820 education practitioners were reached through webinars.

96 Youth Leaders

In collaboration with the AU-Y4P, 96 youth leaders were trained through online ToT.



ToT in Namibia, July 2022



Over 1,900 Youth

Through the youth-led initiative that UNESCO IICBA supported, more than 1,900 youth were trained.

Over 22 Countries

The project supported 10 direct target countries and 12 additional countries (Burundi, Cameroon, Central African Republic, Chad, and DR Congo, Kenya, Malawi, Mali, Niger, Uganda, Zambia, and Zimbabwe). *This does not include webinar participants.

3. Key Project Outputs & Outcomes

3.1. Development of Action Plans through Studies and Meetings

Situational Analysis

To develop context-responsive capacity development programmes, situational analysis was conducted on some selected countries, namely Ethiopia, Kenya, Nigeria, and Senegal. The purpose of the analysis was to assess the impact of COVID-19 on violence and conflict, to understand the root causes of violence, and to examine the role of education in PVE. The situational analysis assisted in identifying context specific problems. See *Annex I: Key Findings of Situational Analysis* for details.

Regional Consultation Meeting

In order to develop strategies at the regional levels, IICBA organized a two-day online consultation meeting on June 29 and 30, 2021. Experts and stakeholders from the 10 target countries (Djibouti, Ethiopia, Lesotho, Libya, Morocco, Mozambique, Namibia, Nigeria, Senegal, and Tunisia) were brought together and some of the selected indirect countries (i.e., Kenya, Malawi, Somalia, South Africa, Zambia, and Zimbabwe) also joined the meeting to share their previous PE project experiences. A total of 44 participants attended the meeting, including representatives of the MoEs from the above countries, Ministries of Higher Education, university professors and educators, NATCOM, and UNESCO Regional Offices, including the Director of the UNESCO Regional Office of Southern Africa.

The meeting served as an opportunity for the project countries to discuss and map out the existing mechanisms as well as entry points for further interventions. The first session featured a keynote speech by Professor Yonas Adeye, Peace and Security Department of Addis Ababa University (Ethiopia), on the landscape of education for peacebuilding in Africa. Countries then discussed the ongoing education programmes that each of them has implemented for the prevention of discrimination, xenophobia, and violence. The second day of the consultation focused on two main topics; context analysis and root causes of violence, discrimination, and xenophobia in the participating countries. The discussion also explored the gaps in the educational responses and the competencies that teachers need in order to address these gaps. The session ended with an introduction to Transformative Pedagogy as an approach to addressing the identified causes of violence.

The meeting was attended by H.E. Takako Ito, Ambassador of Japan to Ethiopia.

The virtual meeting was simultaneously translated into Arabic, English, French, and Portuguese, enabling the sharing of experiences and good practices among the countries. The meeting set the tone for further planning at the country level and for deepening understanding of the overall project objective.



Picture taken during the online meeting on June 29, 2021

Development of Action Plans

Following the consultation meetings, each country developed action plans including the selection of targets to integrate peace, resilience building and PVE-E into their education systems, particularly in the teacher training programmes. IICBA supported countries with the proposal development through regular online meetings with the MoE and NATCOM focal persons to ensure smooth project implementation.

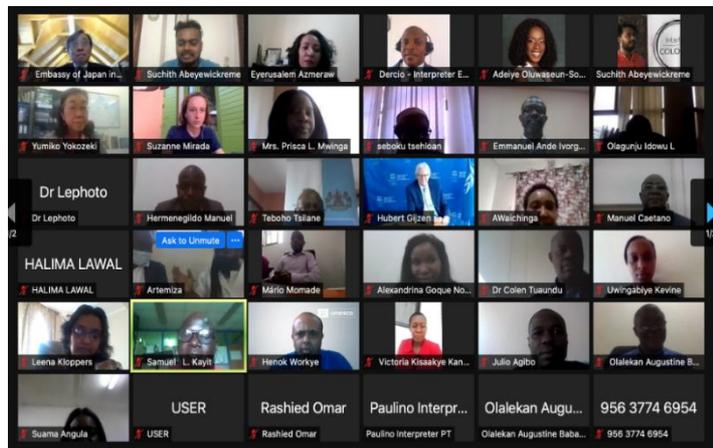
For Ethiopia, a country-wide consultation meeting was held additionally to engage universities in the programme. Ethiopia's Ministry of Science and Higher Education (MoSHE) initiated a consultation meeting

with IICBA, involving eight cluster universities at the regional level. The consultation meeting helped the establishment of a committee in August 2021, which then developed an action plan for 2022. The plan mainly focused on conducting a need analysis on the selected common courses at the universities across the country to integrate PE and PVE concepts. The plan will provide an input for the curriculum and help organize trainings for both public and private universities at country level.

3.2. Strengthening Human Resources for Resilience Building

Online Regional Training

Two online regional trainings were conducted in August and September 2021. The first training was held from August 3 to 12, 2021, targeting Namibia, Nigeria, Lesotho, and Mozambique. A total of 35 participants including educators from teacher training colleges and universities as well as education experts at the MoE attended the session. The training was simultaneously interpreted in English and Portuguese. The second round targeted Djibouti, Libya, Morocco, and Tunisia. A total of 22 participants joined the training from September 6 to 16, 2021. The training was facilitated in Arabic, English, and French. Each training was organized for two weeks for a total of six sessions. Every session lasted a maximum of three and a half hours, allowing for the exploration of one of the course topics as well as interactive activities and dialogue. During the days when no sessions are held, participants were encouraged to do assignments and explore the related online modules available on the UNESCO IICBA's virtual campus, in addition to the correspondent chapters in the teacher training guide to keep the quality of the online training similar to the quality of face-to-face trainings.



Opening session for the first training from August 3 to 12, 2021

The main objective of the training was to train lead trainers of teacher educators and education experts from colleges, universities, and MoE on peacebuilding, resilience, and PVE. The training was based on the [Southern African guide on Transformative Pedagogy for Learning to Live Together in Southern Africa](#). The sessions placed primary emphasis on the analysis of context, curriculum development, pedagogy, assessment integration, and practice.



The second online training from September 6 to 16, 2021

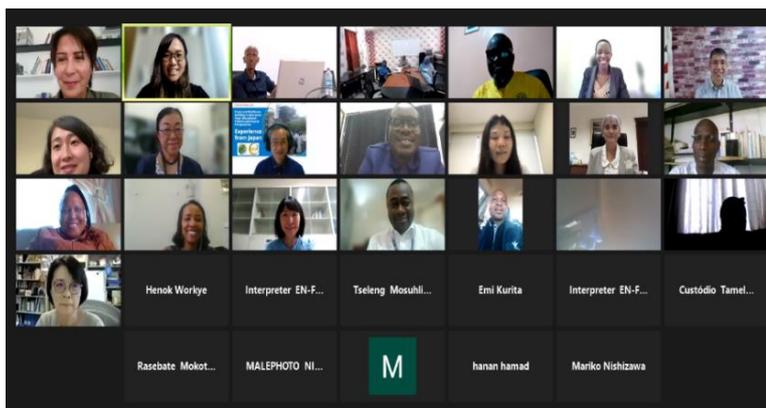
Some of the key outcomes include;

- Trainees received an **in-depth understanding of the basics** of peacebuilding, resilience and violent conflicts under the rubrics of ‘understanding conflicts’.
- Trainees’ **capacity to use and prepare different tools** for peacebuilding and prevention of violence and discrimination was enhanced.
- Trainees deepened their understanding of **Transformative Pedagogy** and a **whole-school approach** to PE, which is instrumental to apply learnings from the classroom to the real world.
- Trainees identified mechanisms of integrating the issues of peacebuilding, resilience, and PVE into teacher training curriculum and content.
- Trainees developed the plan for **cascading** and **mainstreaming** the **training** both in the curriculum and in the pedagogical practice at the higher education level.

This online workshop succeeded in engaging several regional experts such as **Dr. Rashied Omar**, a research scholar of Islamic studies and peacebuilding at Notre Dame’s Kroc Institute for International Peace Studies, **Dr. Patrick Tom**, a lecturer in politics at the University of Manchester, a senior fellow at the Third Generation Project, University of St. Andrews in the UK and co-founder of Kariba Development Trust in Zimbabwe, and **Professor Emeritus Amr Abdalla**, from the United Nations University for Peace. Former trainees of this programme from other African countries such as Kenya, Ethiopia, Uganda, Senegal, and Zimbabwe also attended the training and shared their experiences. Some of them co-facilitated the training with the aim to ensure the practicability of the approach. Additionally, several plenary and small group discussions were held in order to enable participants to share their experiences and to make the workshop more engaging.

Japan Experience-sharing Webinar

IICBA organized four webinars in partnership with the Center for the Study of International Cooperation in Education (CICE) at Hiroshima University (Japan) for the 10 target countries from May 26 to June 16, 2022. It was originally a study tour to Japan, however, since the tour could not be organized due to the COVID-19 pandemic, a series of webinars was held as an alternative measure to keep sharing knowledge and experiences. The webinar series aimed to



Opening session for the webinars from May 26 to June 16, 2022

broaden participants’ understanding and knowledge on peacebuilding and the role of HEIs in it. By sharing Japan’s experiences as to its historical advancements and current policies and strategies in education, the webinars intended to create an opportunity for dialogues on how PE contributes to building peace and resilience and what lessons African education systems can learn from them. It also aimed to facilitate an educational exchange between Japanese and African HEIs. Each session featured presentations from university professors, government officials, and international organizations under four different themes. A total of 34 people (22 male and 12 female) from nine countries, namely Djibouti, Ethiopia, Lesotho, Libya, Mozambique, Namibia, Nigeria, Senegal, and Tunisia, participated in the webinars and actively exchanged views and ideas on the role of education in peacebuilding. Participants had backgrounds as educators in various universities and TTIs, as well as policymakers and agencies affiliated with the higher education sector.

The topics that the webinar series covered include;

<p>Webinar 1 May 16, 2022 Recording : click here</p>	<p>“Citizenship and Peace Education: The Experience of Sophia University” by Professor Taro Komatsu, and “Realizing a Peaceful World Without Nuclear Weapons: The Hiroshima Initiative for Global Peace” by the Peace Promotion Team at the Hiroshima Prefectural Government.</p>
<p>Webinar 2 June 2, 2022 Recording : click here</p>	<p>“Peace Education and Global Governance” by Associate Professor Tatsuo Yamane of Hiroshima University, and “Current Situation and Issues of Security in East Asian Countries” by Professor Gen Kikkawa of Hiroshima City University.</p>
<p>Webinar 3 June 9, 2022 Recording : click here</p>	<p>“Toward A World Without Nuclear Weapons: Challenges of Nagasaki University” by Professor Satoshi Hirose of Nagasaki University, and “Hiroshima’s Path to Reconstruction” by the United Nations Institute for Training and Research (UNITAR).</p>
<p>Webinar 4 June 16, 2022 Recording : click here</p>	<p>“The Japanese Higher Education System and Its Internationalization” and “Student Safety and Disaster Education” by the Japanese Ministry of Education, Culture, Sport, Science, and Technology (MEXT), and “Japan International Cooperation Agency (JICA)’s Peacebuilding Assistance” by Dr. Yuko Doi from JICA.</p>

Following the four webinar sessions, participants provided feedback on their experiences with the knowledge and experience sharing sessions.

Feedback from Participants:

- *I have learnt about the experiences that Japan has gone through. Despite the horrific experience, they are eager to promote and network with the international community for a peaceful world. That shows that Japan really puts a lot of efforts into keeping peace and building resilience in its people and in other nationalities. I also learnt that peace and conflict issues are complex and contextual, and they need attention to detail for them to be addressed.*
- *I learned that we can transform bad experiences like war and natural disasters in peace and teach new generations how to deal with them.*
- *I learnt that all governments should be deliberate about peacebuilding initiatives, and they should also learn to trust one another.*
- *More emphasis should be put into helping institutions of higher education to build programmes that promote peacebuilding, just like the University of Hiroshima, as higher education programmes have a multiplier effect.*
- *I have learned that the use of weapons, particularly nuclear weapons, is not an option as this causes massive damage to the lives of people and the environment which might be so difficult to repair. I learned about the significant role of PE initiatives in prevention of violence and its role in reconstruction for peace. I have also learned about the importance of inclusive practices in peacebuilding and the involvement of youth as drivers in the mission of peacebuilding and reconstructions.*
- *It was an experience sharing opportunity and a learning field for peace initiative to be developed and later domesticated by participants in their different countries. The themes and presentations were very interesting overall. However, more discussion time is needed in the future for a better sharing of experiences.*

Face-to-Face Regional Training (Douala, Cameroon)

From May 10 to 13, 2022, IICBA in collaboration with the UNESCO Regional Office for Central Africa conducted a four-day training on peace, resilience, and PVE-E in Douala, Cameroon. A total of 40 participants including educators, pedagogical inspectors, curriculum developers and youth peace advocates from Burundi, Cameroon, Central African Republic, Chad, and DR Congo attended the training. The focus of the training was Central African region's conflict resolution processes as well as peacebuilding efforts, including the role of educators in the four target countries. In the workshop, participants learned and discussed how Transformative Pedagogy contributes to creating safe learning environments, equipping ethics of learning to live together, and fostering the competencies that are essential for peacebuilding. The training was designed based on the guide that IICBA developed. The sessions also opened a space for exploring the need for creative assessments and the approaches to enabling youth to lead actions for peacebuilding. At the end of the training, governmental officials developed strategies for implementing the training and enhancing their own peacebuilding efforts so that the initiatives are owned by the country and continue sustainably.



Regional training in Douala, Cameroon, from May 10 to 13, 2022

With the presence of national media, the closing of the workshop was attended by:

- H.E. Ambassador Nozomu Takaoka, Ambassador of Japan to Cameroon
- Mr. Paul Coustere, Director of UNESCO Yaoundé office
- Mr. Kengne Simplicite Hervé, Representative of the Governor of the Littoral region of Cameroon
- Dr. Yumiko Yokozeki, Director of IICBA

In his closing remarks, H.E. Ambassador Nozomu Takaoka, Ambassador of Japan to Cameroon, underlined the Japanese Government's emphasis on supporting institution building and human resource development to help promote the consolidation of peace, resilience, and violence prevention.

3.3. Curbing Extremism and Its Resurgence Focusing on Tertiary Education

Country-level Trainings and Implementations

After the regional consultation and training of master trainers, countries finalized their training plan and cascaded the training in their respective countries with nominal financial support from UNESCO IICBA. All the ten target countries successfully conducted national training for teachers and teacher educators and so as other indirect target countries.

The country level training was designed according to each country's needs and priorities. See **Annex II: Country-level Trainings and Implementations** for narrative descriptions on how the training was conducted at the country level.

3.4. Wider Dissemination through Webinars

Thematic Webinars

To support the timely and relevant training implementation, IICBA organized a series of thematic webinars. Bringing the impact of the COVID-19 pandemic to the fore, it was intended to contribute to minimizing its negative impact on the progress previously gained in education sector.

Different stakeholders including MoEs, universities and TTIs from more than 25

African countries, as well as UNESCO's Regional and Country Offices in Africa and different agencies and international experts on the areas of PE and PVE were invited to the webinar and engaged in the discussions.

Each webinar had covered different topics, as stated below.



First thematic webinar on September 1, 2021

<p>Webinar 1 September 1, 2021</p> <p>Length : 90 min</p> <p>Participants : 50 people</p> <p>Recording : click here</p>	<p>“How to Create Safe Learning Spaces during Conflicts, Emergencies, and the COVID-19 Pandemic”</p> <p>Topics:</p> <ul style="list-style-type: none"> • The challenges in creating safe learning spaces and their impact on learners in conflicts and emergencies conditions especially during the COVID-19 pandemic • The needs of learners in times of conflicts and emergencies • The practical approaches to strengthening safe learning spaces and socio-emotional learning of the learners • The role of key stakeholders in the implementation of the approaches
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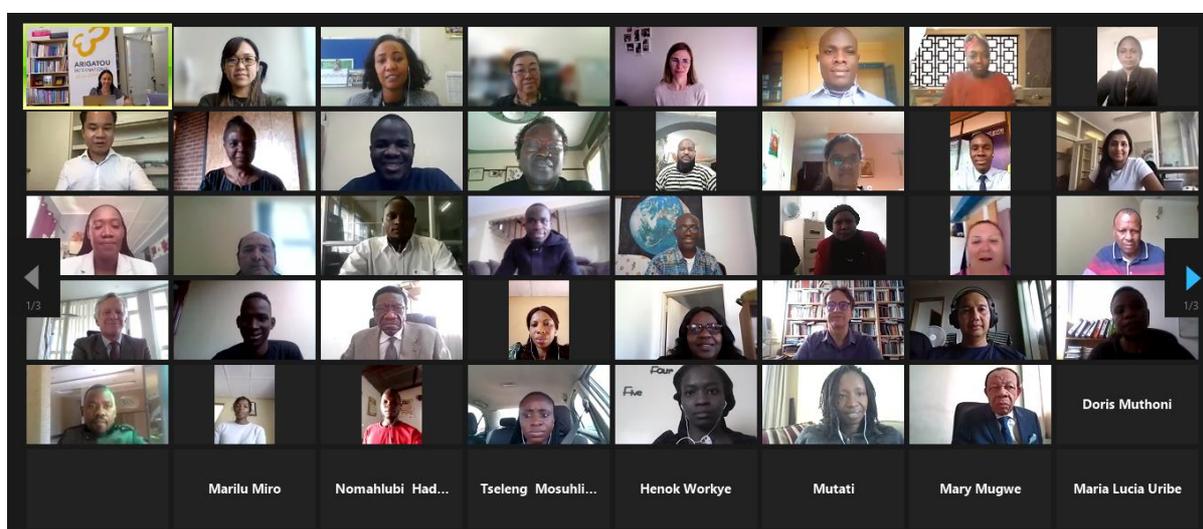
	<p>Presenters:</p> <ul style="list-style-type: none"> • Dr. Tigist Yeshiwas Engdaw, Senior Advisor on Peacebuilding and Reconciliation at Ministry of Peace, Ethiopia; Assistant Professor, at the Institute of Peace and Security • Dr. Ilham Nasser, Senior Researcher and Director, International Institute of Islamic Thought (IIIT) • Mr. Darius Mogaka, Director of University Education and Research, MoE, Kenya • Ms. Shreya Jani, a consultant, the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)
<p>Webinar 2 September 29, 2021</p> <p>Length : 90 min</p> <p>Participants : 60+ people</p> <p>Recording : click here</p>	<p>“How to Adapt Transformative Pedagogy for Peacebuilding during the COVID-19 Pandemic – Focused on Teacher Education”</p> <p>Topics:</p> <ul style="list-style-type: none"> • Civic education, indigenous knowledge, and its connection to transformative pedagogy in teacher training colleges, from the experience of Zimbabwe • Key aspects of Transformative Pedagogy as a way of mitigating school violence in public secondary schools during conflicts and the COVID-19 pandemic in Kenya • The role of universities and TTIs in building capacity for education for peacebuilding and how it should be looked during the COVID-19 pandemic <p>Presenters:</p> <ul style="list-style-type: none"> • Dr. Tendayi Marovah, a researcher and lecturer (History Education), Midlands State University, Zimbabwe • Dr. Olivia Opere, a teacher educator, Department of Educational Foundations, Kenyatta University, Kenya • Professor Boubacar Niane, Professor Emeritus in Sociology; an analyst of Orientation and Management of Educational Development; a former trainer at Faculté des Sciences et Technologies de l'Education et de la Formation at Université Cheikh Anta DIOP de Dakar
<p>Webinar 3 October 21, 2021</p> <p>Length : 90 min</p> <p>Participants : 100 people</p> <p>Recording : click here</p>	<p>“How to Support the Agency of the Learners to be Transformative Actors”</p> <p>Topics:</p> <ul style="list-style-type: none"> • Competencies that education for peacebuilding aims to nurture in learners • How education better supports the youth to work together as peacebuilders • Creating spaces for learners to be agents of change through peace clubs • Challenges & opportunities in ensuring transformative actions through peace clubs • “Learners as agents of change” as an important aspect of Transformative Pedagogy • How programmes as AU-Y4P complement to support the agency of the learners <p>Presenters:</p> <ul style="list-style-type: none"> • Mrs. Orit Ibrahim, Coordinator in Political Affairs, Peace and Security Department and Co-Convener of the Y4P Programme, African Union • Mrs. Annet Kajura Mugisha, Assistant Commissioner, Pre-Primary, Primary and Secondary, Teacher Education and Teacher Development (TETD), Ministry of Education and Sports (MoES), Uganda • Ms. Menna Tallah, Youth Leader, AU-Y4P and Specialist on Gender, Peace, and Security • Mr. Badru Musoke Mubiru, Assistant Head Teacher of Bongoyo Primary School, Tanzania; Patron of Bongoyo Peace Club • Mr. Suchith Abeyewickreme, Programme Officer, Arigatou International
<p>Webinar 4 November 24, 2021</p> <p>Length : 90 min</p> <p>Participants : 100 people</p>	<p>“How to Address Sensitive Issues in the Classroom, Including Hate Speech”</p> <p>Topics:</p> <ul style="list-style-type: none"> • Hatred and violence, challenges and emerging trends • South Africa's experience in discussing sensitive issues of racial discrimination, xenophobia, and reconciliation in the education system • Opportunities in formal and non-formal education to address hate and violence • Dealing with sensitive topics in the classroom

<p>Recording : click here</p>	<ul style="list-style-type: none"> Ensuring safe learning environments to avoid further harm <p>Presenters:</p> <ul style="list-style-type: none"> Mr. Adama Dieng, Former Special Adviser to the UN Secretary-General on the Prevention of Genocide Mr. Dylan Wray, Executive Director and Founder of Shikaya, South Africa Mr. Mohamed Abdirazak, Youth Leader, AU-Y4P Mr. Frank William Batchou, #defyhatenow, Cameroon Dr. Souleymane Coulibaly, PVE-E Focal Point at the MoE, Burkina Faso
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Lessons-learned Webinars

In addition to the four series of webinars, additional webinars were organized to reflect on the past five years of IICBA’s peacebuilding initiatives so as to complement the current implementation.

The webinar series was titled “Lessons learned in Promoting Transformative Pedagogy for Peace and Resilience Building, Prevention of Violent Extremism and Learning to Live Together in Africa” and held in June and July 2022 in cooperation with Arigatou International. It included three sessions in English with each focusing on 1) teacher training, 2) universities and 3) youth empowerment, and one session in French focused on the implementation in francophone countries, which was a closed session.



The third session of the lessons-learned webinar on June 22, 2022

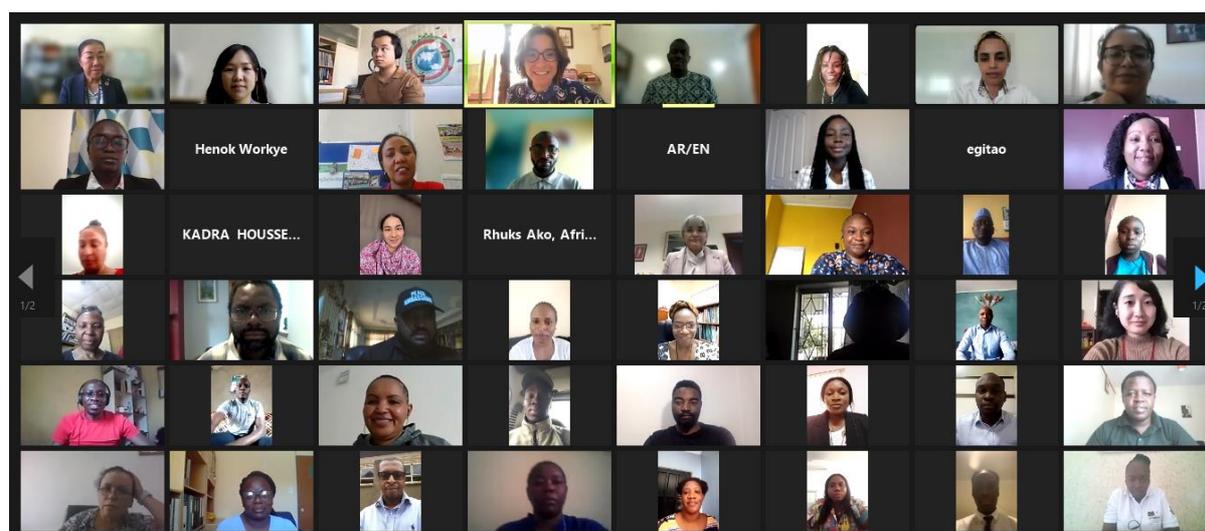
Each session featured presentations from project countries, as listed below.

<p>Webinar 1 May 19, 2022</p> <p>Participants : 147 people</p> <p>Recording : click here</p>	<p>“Experiences from Teacher Training”</p> <p>Presenters:</p> <ul style="list-style-type: none"> Ms. Nora Tairi, Ministry of National Education, Algeria Mr. Wegayehu Abebe, Federal Ministry of Education, Ethiopia Ms. Mary Kangethe, Kenya NATCOM Mr. Mako Matsela, Lesotho NATCOM Mr. Chifuniro Chikoti, Malawi NATCOM
<p>Webinar 2 June 8, 2022</p> <p>Participants : 166 people</p> <p>Recording : click here</p>	<p>“Experiences from Universities”</p> <p>Presenters:</p> <ul style="list-style-type: none"> Prof. Yonas Adaye, Addis Ababa University, Ethiopia Mrs. Annet Mugisha Kajura, MoES, Uganda Dr. Reinhold Gallant, Nelson Mandela University, South Africa Dr. Tendayi Marovah, Midlands State University, Zimbabwe

<p>Webinar 3 June 22, 2022</p> <p>Participants : 146 people</p> <p>Recording : click here</p>	<p>“Experiences in Youth Empowerment”</p> <p>Presenters:</p> <ul style="list-style-type: none"> ● Youth representatives from Kenya ● Youth representatives from Nigeria ● Youth representatives from Uganda ● Youth representatives from Zambia
<p>Webinar 4 July 25, 2022</p> <p>Participants : 17 people</p>	<p>“Follow-up for Francophone Countries”</p> <p>The fourth webinar opted for a workshop-style inviting francophone countries’ focal points to share their experiences so far. The intention was also to assist the countries whose project implementation was delayed. Facilitated by Ms. Eleonora Mura (Arigatou International), participants shared challenges related to the bureaucratic procedures and lack of commitment, and opportunities that they perceive in mainstreaming PE.</p>

Pan Africa Online Experience-sharing Meeting

IICBA organized a three-day online experience-sharing meeting in August 2022 as an opportunity to discuss how the Transformative Pedagogy has been integrated into educational frameworks in the African countries that have joined IICBA’s programmes since 2017. The sessions were intended also to connect MoEs personnel and young peace advocates for an intergenerational exchange on their experiences, recognizing the significant role that young people play in Africa’s peacebuilding. The online meeting was well received accommodating a total of 159 people. At the end of the three-day sessions, a draft booklet on lessons-learned (i.e., collection of good practices from the project countries) was introduced and countries were invited to join the initiative to share and learn from good practices across the continent.



Opening of the experience-sharing meeting on August 16, 2022

Each session invited presenters with unique experiences for knowledge sharing.

<p>Webinar 1 August 16, 2022</p> <p>Recording : click here</p>	<p>“Youth Forum”</p> <ul style="list-style-type: none"> ● Ms. Victoria Ibiwoye, Founder of OneAfricanChild ● Mr. Pietro Uzochukwu Macleo, Youth-led initiatives, Nigeria ● Ms. Chioniso Michelle Murinda, Youth-led initiatives, Zimbabwe ● Ms. Eunice Pande, Youth representative from peace clubs, Kenya ● Ms. Ilhem Ben Abdessalem, ASPnet School Clubs, Tunisia
<p>Webinar 2 August 17, 2022</p> <p>Recording : click here</p>	<p>“Experience Sharing between Youth, Experts and Policymakers”</p> <ul style="list-style-type: none"> ● Mrs. Mary Kangethe, Kenya National Commission for UNESCO ● Mr. Richard Francis, youth delegate (Arigatou International) ● Professor Emeritus Amr Abdalla, the United Nations University for Peace

<p>Webinar 3 August 18, 2022</p> <p>Recording : click here</p>	<p>“Experience Sharing with Experts and Policymakers”</p> <ul style="list-style-type: none"> • Professor Niane Boubacar, trainer and guide developer, Senegal • Dr. Patrick Tom, trainer and guide developer, Zimbabwe • Mrs. Nora Tairi, Ministry of National Education, Algeria • Dr. Abate Getahun, trainer and guide developer, Ethiopia
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3.5. Amplifying and Sustaining Voices of the Youth

Collaboration with the AU-Y4P

IICBA in collaboration with the AU-Y4P programme conducted two regional training online in September and October 2021, targeting African youth leaders. A total of 96 youth (59 male and 37 female) from 18 African countries representing African young leaders from the AU-Y4P programme or youth from universities whose instructors were trained in IICBA’s previous training joined the programme. The online training covered four days with a maximum of four hours for each training session. The first round was held for young leaders

from 11 African countries, namely Ethiopia, Gambia, Kenya, Malawi, Mozambique, Nigeria, South Africa, South Sudan, Uganda, Zambia, and Zimbabwe. It aimed to strengthen the capacity of young leaders in Africa for the consolidation of peace and prevention of violence, and to promote a culture of peace, mutual understanding and respect among peoples. The workshop also focused on exchanging thoughts and experiences regarding young people’s role and response to the COVID 19 pandemic. The same training was conducted for seven arabophone and francophone countries, including Algeria, Cameroon, Egypt, Libya, Morocco, Senegal, and Tunisia.



The training had the honor of having H.E. Ito Takako, Japanese Ambassador to Ethiopia

The youths were highly motivated and committed. A trained youth at the end of the training said;

“The aspect of introducing Transformative Pedagogy broadened my perspectives on PE and peacebuilding. This training was not only theoretical but implementable. It motivated me to put into practice what I learned and what I have been working on for peacebuilding in my country. A peaceful Africa is Youth driven!”

Support for Youth-led Initiatives:

Following the above training, youth groups from Kenya, Malawi, Nigeria, Uganda, Zambia, and Zimbabwe submitted project-based peacebuilding initiatives. Subsequently, the proposals were refined through consultation, making them implementable in respective localities. The universities and the NATCOM offices supported the youth in the implementation processes while UNESCO IICBA supported the initiative with technical support and small financial contribution. See *Annex III: Progress Reports of Youth-led Initiatives* for the progress reports at country level.

4. Visibility and Publication

4.1. Visibility

At the occasion of workshop and meeting, banners and posters were used to create visibility. Activity updates were posted on IICBA's social media platforms including [Facebook](#), [Twitter](#) and [website](#). Additionally, journalists were invited and national TV and media coverage were afforded to several regional and country-level training (Cameroon, Djibouti, Ethiopia, Namibia, Nigeria and Senegal). Besides, online sessions were recorded and uploaded on IICBA's [YouTube](#) channel for review and wider-reach purposes.

Some of the external media coverages are accessible below;

- [Article on the ToT in Dakar, Senegal, 2021](#)
- [Article on the ToT in Dakar, Senegal, 2021](#)
- [Article on the Japan experience-sharing webinar \(Hiroshima University's website\), 2022](#)
- [TV report on the regional training in Douala, Cameroon, 2022](#)
- [Blog article on the youth-led initiative in Nigeria, 2022](#)
- [Article on the ToT in Rabat, Morocco, 2022](#)
- [TV report on the ToT in Rabat, Morocco, 2022](#)



Example of event flyers

The project also gained visibilities through regional partnerships. One example is with the Southern African Development Community (SADC) region secretariat which comprises of 16 Member States. SADEC showed interest in IICBA's "[Transformative Pedagogy for Learning to Live Together in Southern Africa: A Practical Guide](#)," which was drafted in the previous project period and finalized in 2022. They suggested incorporating the Global Citizenship Education (GCED) and Southern African Liberation History (SALH) so that they can widely promote the guide to be used in the 16 Member States. To support the initiative, UNESCO IICBA collaborated with the UNESCO's Asia-Pacific Centre of Education for International Understanding (APCEIU) and UNESCO Regional Office for Southern Africa and conducted two online trainings for selected eight SADEC countries to test the upgraded guide. This collaboration provided additional opportunities for IICBA to showcase its experience in PE and PVE. IICBA was invited to make a presentation at the networking meeting on GCED implementation in Southern Africa "Transforming education for learning to live together and strengthening citizenship values through the teaching of history," which was held in Johannesburg, South Africa in August 2022.

Similarly, the reputation that grew from the past experiences brought an opportunity for IICBA's focal person for PE and PVE-E to moderate a session on the tenth annual celebration of Global Media and Information Literacy (MIL) Week that took place in a hybrid format (in Nigeria and online) from October 24 to 31 2022. Co-organized by UNESCO and the Government of the Federal Republic of Nigeria, IICBA's focal person moderated a special session "Global Conversation with Teachers on Media and Information Literacy" online, taking lessons from this project.

Furthermore, some of the local resource persons who took part in this project are playing active roles in education for peacebuilding. As an example, IICBA recommended its PE and PVE-E trainers to support the pilot training of a newly developed training guide on the prevention of atrocity crime and genocide which was organized by the United Nations Department of Global Communications and UNESCO in cooperation with the UNESCO IICBA. Trainers from Kenya and Zimbabwe assisted the training, utilizing some of the activities taken from IICBA's training guide.

4.2. Publications

Building on the previously developed training guides, Northern African and Southern African regional

guides were published to support the country-level project implementation. The guides are available online in English, French and Portuguese. Additionally, the peacebuilding training guide for Ethiopia was translated into three local languages (Amharic, Afaan Oromo, and Somali) to facilitate the teacher training across the country. Furthermore, the translation of the youth guide was completed, and the Arabic, English and French versions of the guide are made available online.

Publications are available at the links below;



“Transformative Pedagogy: A Teachers’ Guide for Peace and Resilience Building in North Africa”

[English](#) [French](#)



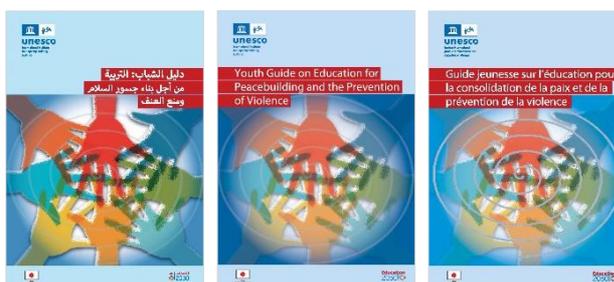
“Transformative Pedagogy for Learning to Live Together in Southern Africa: A Practical Guide”

[English](#) [Portuguese](#)



“Peacebuilding Training Guide for Ethiopia”

[Afaan Oromo](#) [Amharic](#) [Somali](#)
[English](#)



“Youth Guide on Education for Peacebuilding and the Prevention of Violence”

[Arabic](#) [English](#) [French](#)

4.3. Future Plans

Taking the stock of knowledge and experiences generated throughout the past peace, resilience building and PVE-E projects, IICBA plans to produce knowledge products, including blog articles, interviews, knowledge notes, discussion papers, and studies. They will be uploaded on UNESCO IICBA’s social media platforms accordingly. This will also contribute to maintain the established relationship with countries for future scale-up of the project.

6. External Project Evaluation

In completing the project, UNESCO IICBA commissioned an external consulting firm, QED Solutions Ltd., to evaluate the effectiveness and efficiency of the project as well as to draw lessons learned from its implementation.

The evaluation was conducted using a blended method. Data was collected through a questionnaire survey (44 responses obtained), key-informant interviews (21 interviews conducted), and desk review of relevant documents. The informants were purposively selected from the project stakeholders who included members from NATCOMs, TTIs, HEIs, MoEs, youth beneficiary organisations, and UNESCO-IICBA project staff. The collected data was analysed to evaluate the project relevance, efficiency, and effectiveness of the use of resources, achievements and challenges, impact, and sustainability issues.

The following are the key evaluation findings:

In terms of **effectiveness**, the project components and objectives were relevant, project outputs were appropriate and well used, the project main goal was realised, teamwork was achieved, and the project had a high level of visibility.

“At the level of being a teacher educator, I found this project quite enriching and also to fellow educators because the capacity-building workshops around transformative pedagogy came at the appropriate time.”
(MoE, ETHIOPIA)

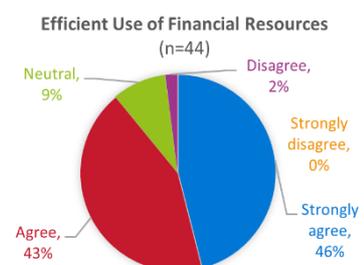
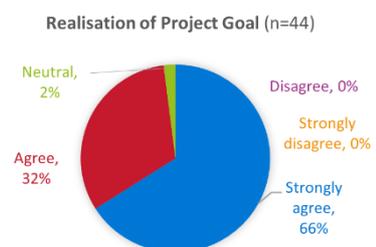
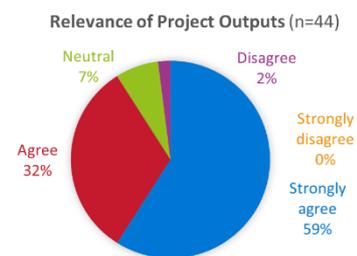
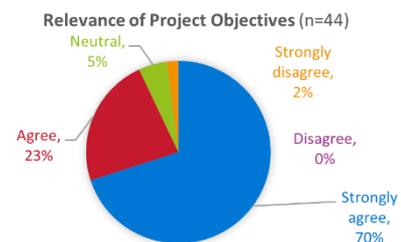
“The level of preparation and engagement (...) as a trainer of trainers was a good starting point. I was well trained and well prepared, thanks to the meetings and briefings. It provided a good learning curve. Preparation was key to our successful implementation of the project.”
(Lecturer and Lead Trainer, ZAMBIA)

“We have worked very closely with the African Union and the entire MoE. Some NGOs were involved to share their experiences and share good practices. Local radios and media were also involved.”
(Lead Trainer, MOROCCO)

In terms of **efficiency**, internal structures were well utilised to achieve project objectives, value for money realised, project scope fully covered, resources and funds well distributed and managed, all project activities implemented as planned and project targets were met.

“The funds were received on time with no delays, so it helped us implement activities in time. The process was timely managed. The concept note was received on time and there was good communication, and the reports were sent in good time.”
(Lecturer and Lead Trainer, ZAMBIA)

“We developed a pool of trainers that can be called upon at any time. They can continue work and training teachers without our support.”
(Peace Educator, ALGERIA)

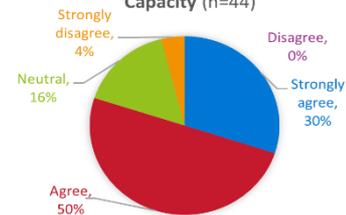


In terms of **sustainability**, local stakeholders were involved, government departments participated in the project, stakeholders were committed to continuously supporting project activities, the ToT strategy was used to extend training to various training institutions, peace clubs were established to continue activities, local resources were used to support project activities and peace education was integrated in the traditional training curriculum.

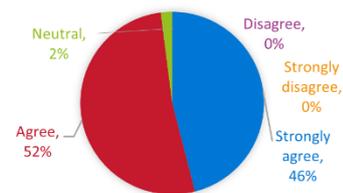
“The peace policy orders have taken a national role to develop a curriculum for civil education. The government has come forward to influence the policy. Another success is the willingness of institutions that took part in the intervention to promote peace in their institutions through peace clubs. Some participants were principals in the teacher training institutions.”
(Teacher Trainer, SENEGAL)

“The success of this project is PE training for the teachers. Many countries did not have this programme and when we started expanding it in 2017, we did not find any organized materials and countries were very interested in the guide. Some countries go beyond training. This programme has also gone ahead to break through as a project on violent extremism in the education spaces. Many countries are now taking it on as a good strategy. The guide is now owned by 16 of the member states and this is an achievement of the programme.”
(Lead Trainer, NIGERIA)

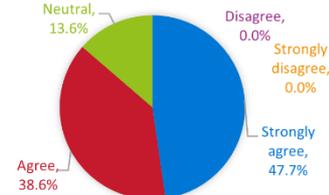
Establishment of ToT to Build Local Capacity (n=44)



Commitment to Activity Continuity and Improvement (n=44)



Project's Contribution to National Education Agenda (n=44)



The **key lessons** include – youth involvement is a key factor in the peacebuilding process; education institutions are good spaces in sustaining a peace culture; country governments and community engagement are critical in the peacebuilding process; ICTs, and particularly social media provide good value in disseminating advocacy materials messages on peace; cyberbullying requires special attention since it has become rampant and taken over the space for traditional methods of violence; religious extremism and culture are enablers for violence and should not be ignored.

“It is too early, but the overall impact is that it has generated an energy where the youth leaders are eager to do something about peace.” (University Lecturer, UGANDA)

“Stakeholders buy-in is critical especially in National Teachers’ Colleges where principals feel very superior. The situation is different in the universities where staff exercise academic freedom to innovate.” (Project Focal Person, DJIBOUTI)

“The training guides which were given to us by UNESCO IICBA were very practical and were very interesting for the training. It would be nice to add some reviews. We focused on hate speech in the Moroccan context. Hate speech is very critical in Morocco.” (Lead Trainer, MOROCCO)

Regarding **achievements**, the participants agreed that the cascaded training approach was effective in contributing to a pool of trainers, the training materials were effective, adaptable, and easy to comprehend, the learning objectives, assessments, and activities were clear and peace clubs were formed among the youth. Therefore, the project contributed to building local capacity, the trainers were able to transfer knowledge to different categories of participants who subsequently carried out the training activities in their institutions, customize the training manuals to suit the local contexts. The project also contributed to the national education agenda, and many countries are implementing it in their curricula.

Based on the above findings, the evaluation report concluded that the project was successful and highly recommend that an extension be considered if there is an opportunity for further funding.

7. Lessons-learned

From the above achievements and challenges, the following lessons are drawn for effective interventions;

Education institutions as a hub for knowledge transfer and peace alliances

This project demonstrated how educational institutions can actually promote essential values for inter-cultural/faith/ethnic/generational understanding and cooperation, while also providing opportunities for individuals to develop practical skills for peacebuilding. The engagement of HEIs was particularly vital since universities and colleges are often where many conflicts arise, making them ideal locations for developing education policies, strategies, and programmes. In addition, the involvement and commitment of policymakers are critical in institutionalizing PE and PVE. Not to mention, the role of young people and youth-led initiatives is also crucial in peacebuilding efforts, considering the nature of violent extremism and other social conflicts. Educators ought to be further encouraged and capacitated to engage in training on PE, course development, long-term studies, and action research as well as community interventions, that later reinforce policies on mainstreaming peacebuilding efforts in education programmes.

Enhancement of local capacity for sustained peacebuilding efforts

PE can do more than just mend the damage caused by conflicts; it can help support the long-term processes of enhancing social cohesion, reconciliation, and peacebuilding. But for the countries to take ownership in that, teacher educators and other educational officers themselves need to see the effectiveness of PE and PVE-E through experiential learning in a real-life setting. In that sense, Transformative Pedagogy was greatly instrumental. For instance, many trainees reported improved student-teacher interactions after the training. Once the approach gains buy-in, enhancement of local capacity becomes essential. There, cascading of the ToT model was effective for multiplying the mass of local capacity. The project countries affirmed that the structures established would be used to continue developing local capacity through ToTs. Further, many of the local trainers were also exposed to and networked with other experts in the continent through regional training and experience-sharing opportunities, creating a supportive environment to sustain their efforts.

Constant follow-up and coaching as a key to success

The mission of education for peacebuilding can sometimes be overwhelming. Above all, many governmental officials, educators, and teachers are often already overloaded. Under these conditions, continuous communication between different levels of the ministry, universities, teacher unions, NATCOMs, and UNESCO Regional Offices is critical for maintaining the capacity developed and the implementation processes of action plans. It was even more so in times of emergency and high uncertainty as the COVID-19 pandemic and political instability demonstrated. Sharing experiences at the country and regional levels also played essential role to keep key stakeholders motivated and inspired.

Cost-effective way to peacebuilding

PE can be implemented at a relatively low cost compared to other interventions such as equipping security measures. The project provided examples of how broadly education for peacebuilding can be delivered through a variety of means, including schools, community organizations, and media. Notably, PE is a preventive approach, which aims to prevent conflicts before they arise. It can prepare communities for eventual post-conflict or post-disaster reconstruction and social and economic development if the institutional involvement and commitment are well reinforced with the engagement of the government. This helps to reduce the costs associated with conflict responses. The empowerment of individuals and communities is also an important element as it reduces the need for external and repeated interventions. Additionally, the COVID-19 pandemic introduced new options for conducting capacity development training which can be enabled under more economic and efficient circumstances.

8. Way Forward

Institutionalizing the training programme

It is recommended that countries consider mainstreaming the training programme in pre-service and in-service training in order to train enough teachers for the growing education system. Pre-service programmes may be conducted as part of a secondary school diploma course at HEIs. In other schools, it can be through school partnership programmes or through online and other forms of distance education. UNESCO IICBA's virtual campus and other resources could also support the process.

Ensuring the quality of learning

Assessment of training and competencies needs to be strengthened. It is essential to ensure the quality of teaching so that the learning will be relevant and will result in positive behavioral change. There is, therefore, a need for strong quality assurance of training in the first place, including assessment of teacher competencies, constant follow-up and coaching, and the long-term study of the result of the training.

Scaling up of the project

Project countries and youth groups recognize the usefulness of the approach and see the need for a wider reach of the targeted groups, mainly teachers and youth in rural areas, refugee settlements, and other hard-to-reach locations. The need for technologically enhanced programmes such as online and hybrid course modalities was also raised. In addition, ways of working with different youth forums and organizations at the regional level ought to be considered as well. There is also a need for incorporating newly emerging issues and forms of violence into training programmes as well as resource materials.

Strengthening resource mobilization at the country level

Resource mobilization and continuous support for county-level capacity development need to be strengthened to mainstream peacebuilding and PVE-E in the policies and national plans of the education sector. Further emphasis needs to be placed on demonstrating the cost-effectiveness of the approach that the project used for cascading the training. This type of intervention can be done at relatively low cost, especially when scaled up nationally through the curriculum or other means.



Training workshop in Rhino refugee settlement, Uganda, in May 2022



Training workshop in Namibia, in October 2021



Gallery of school projects at the workshop in Tunisia, in February 2022

Annex I: Key Findings of Situational Analysis

The below is the summary of key findings from the situational analysis.

Ethiopia

The study aimed to assess the peace situation in the HEIs in Ethiopia in relation to the COVID-19 and violent conflicts, as well as the role of PE in preventing future violence and transforming the present conflicts. The study focused on 32 public and three private universities across Ethiopia, gleaning 20 participants composed of 18 males and two females for in-depth interview and focus group discussion. The selection criteria of the universities were based on the frequency of conflict and proximity to regions or neighboring nations which are prone to or already existing conflicts.

- Context** – Schools in Ethiopia started closing in March 2020. Most universities shortened their class schedules and opted for online lessons to complement face-to-face classes. The study revealed that the frustration as well as the closed learning environment due to the COVID-19 pandemic contributed to exacerbating the already existing conflicts in the country. Due to the sensitive political situation of the country, learners come to the university (consciously or unconsciously) with own political agendas and ideologies based on their ethnicity, which has often caused violence on campus such as identity-based conflicts (27%), and politics-based conflicts (24%). COVID-19 increased the risk of these existing conflicts. Learners and educators faced stressful times with the lack of face-to-face teaching, delay of the academic year, and overlapping and overloaded course works. Over 90% of respondents claimed that these emerging frustrations further fueled the existing ethnic-based violent conflicts.

Peace and violence in Ethiopia differ between public and private universities. 85% of all respondents who had violent experiences on campus were all public university students, while 15% of them with no violent experience were all from private universities. It is considered to be linked with the nature of private universities where accreditation matters and thus educators work hard for good governance to maintain peace. Similarly, learners pay high tuition fees and aspire to a peaceful learning environment where violent conflicts do not disrupt their academic work. Nevertheless, the pandemic unveiled challenges in both public and private universities. Online teaching to compensate for face-to-face classes was not always effective. IT infrastructure at universities was often weak. Learners with lower economic capacities could not prepare the necessary equipment, and more than 80% of them faced difficulties to work at home.

- Recommendations** – Four strategies and recommendations are suggested. First, large-scale studies are necessary to examine the long-term effects of COVID-19 on higher education. Second, it is important to build a solid ICT infrastructure based on public-private partnerships, including increasing computer and internet availability, and developing technical skills for educators and learners. Third, good governance will contribute to maintaining peace on campus and preventing violent conflict, including a compelling vision, a clear organizational structure, high adaptability, and strong and effective leadership. Most respondents (95%) agreed with this, and it is evident from cases of private universities. Lastly, PE is an essential strategy with agreement from all respondents (100%). PE can create a safe learning environment and education is not ensured without a safe environment. Peace is a prerequisite for all of the above recommendations.

Kenya

The study was conducted in the Mukuru informal settlement in Starehe and Embakasi sub counties of Nairobi County. The settlement consists of approximately 30 villages and is home to over 700,000 people, majority of whom are low-income earners.

In the two selected villages, the study targeted learners in grades five to seven, teachers, head teachers and counselling teachers, drawn from 20 participating schools. The data was collected through focused group discussions, key informant interviews, and questionnaire survey.

- Context** – Kenya closed all schools and universities in March 2020. The prolonged school closure decreased the number of learners and increased dropouts during the pandemic. In 2019, the total enrolment of the participating primary schools was 1,123 while in 2021 it was 976, a reduction of 147 pupils. Learners and educators were struggling with psychosocial issues. Most learners had stress and anxiety (78.9%). In schools, fighting among learners and negative peer pressure had spiked since COVID-19. In families, many learners (89.5%) had concerns about heavy domestic work and unsupportive parents. Similarly, teachers faced stress (84.2%), fear of job loss (57.9%), anxiety (57.9%), and pressure of adaption to online teaching (57.9%). Headteachers were also upset with the pandemic (78.9%). More than half of them (57.9%) were unable to carry out essential activities due to fear or fatigue.

Furthermore, the pandemic increased the risk of violence in Mukuru with many low-income households. In Nairobi, including the Mukuru settlement, studies show that a significant number of low-income residents lost their jobs due to COVID-19. Under such circumstances, parents had to find a way to meet the day-to-day needs of families. This created stress, leading to inadequate parental supervision, care, and nurturance. Many headteachers (63%) were aware of the incidence of violence and psychosocial issues affecting learners, including neglect by parent/caregiver (89.5%), physical and emotional abuse (57.9%), and anxiety (52.6%).

Learners were aware of their psychosocial and child abuse issues, and they had a relatively good level of knowledge of the available response mechanisms. Headteachers were also aware that many schools in Kenya had mechanisms, including guidance and counseling services (89.5%) and psychosocial support (68.4%). These services were provided by multiple agencies, such as NGOs (78.9%) and by community organizations (68.4%). The above existing systems, however, were inadequate to support learners and educators affected by COVID-19. There were some barriers, including inadequate finances (73.7%), inadequate guidance and counseling (68.4%), and inability to access justice (63.2%). Thus, the prevention and response mechanisms against psychological and violent issues were not working for learners, and learners were not resilient enough to combat these problems.

- Recommendations** – First, schools are recommended to develop psychosocial and violence prevention and response plans for learners beyond the existing systems. It should include resilience-building for learners through life skills education and peer education programmes. To respond to their needs, teacher education is essential, including child protection and psychosocial support competencies. Schools also need to support teachers and establish school-based staff care protocols, such as peer support programmes and supervised personal development programmes. Second, the government should build mechanisms to deliver comprehensive support for learners. It is necessary to strengthen partnerships between providers of psychosocial support and child protection service. Third, academia should institute more research on dropouts to implement effective support systems so that they can complete their education. Lastly, MoE should optimize the process of Free Primary Education (FPE) capitation grants. It will help ensure schools meet the stipulated minimum standards to access adequate funding in a timely manner.

Nigeria

The study aimed to identify strategies to empower youth in peacebuilding and prevention of violent extremism by studying the impact of COVID-19 as well as emerging conflicts that are likely to affect the psychosocial and health wellbeing of the educators and learners. The study targeted 18 universities from the three administrative levels (i.e., federal government, state government, and private universities) and six geopolitical zones (North-West, North-East, North-Central, South-East, South-West, and South-South zones) in Nigeria.

- Context** – MoE in Nigeria directed the closure of all schools in March 2020. The school closure forced universities to move from traditional face-to-face teaching methods to online teaching. However, making this kind of radical shift within a short period was a challenge for both educators and

learners. Severe depression symptoms with feelings of worthlessness were observed among learners at all types of universities (federal: 50%, state: 57%, and private: 44%) in various zones (North Central: 60%, Northeast: 50%, Northwest: 48%, Southeast: 37%, South-South: 55%, and Southwest: 52%). Likewise, somatic symptoms with head pains were seen among educators across universities (federal: 51%, state: 45%, and private: 48%) in all regions (North Central: 55%, Northeast: 65%, Northwest: 34%, Southeast: 26%, South-South: 33%, and Southwest: 63%). Universities also revealed their inability to support learners and educators. Learners were aware that this was a major reason for violent conflicts on campus at all types of universities (federal: 76%, state: 65%, and private: 72%) in various regions (North Central: 90%, Northeast: 67%, Northwest: 63%, Southeast: 73%, South-South: 65%, and Southwest: 67%). Furthermore, there was disagreement over class time between learners and educators, and about half (50%) of educators recognized this often led to violent conflicts (North Central: 53%, Northeast: 49%, Northwest: 52%, Southeast: 45%, South: 51%, Southwest: 52%). Learners had challenges in poor networks (no statistically significant difference among the type of universities: 90%), and expensive internet costs (North Central: 92%, Northeast: 100%, Northwest: 85%, Southeast: 77%, South-South: 75%, and Southwest: 63%). Similarly, educators showed their concerns about poor learning outcomes (no statistically significant difference among the type of universities: 80%) and little computer knowledge (North Central: 89%, Northeast: 84%, Northwest: 79%, Southeast: 88%, South-South: 100%, and South West: 81%).

- Recommendation** – Resilience-building can be a coping strategy for the pandemic. It will keep peace on campus and promote adequate teaching and learning environments. For that, many learners suggested that universities should reflect divergent views in their management (federal: 61%, state: 74%, and private: 61%), and create effective communication structures (North Central: 77%, Northeast: 67%, Northwest: 65%, Southeast: 68%, South-South: 63%, and Southwest: 60%). Similarly, educators encouraged universities to include all learners and educators in decision-making processes, and this was the majority regardless of the type of universities (federal: 81%, state: 83%, and private: 81%) and across zones (North Central: 89%, Northeast: 84%, Northwest: 79%, Southeast: 88%, South-South: 100%, and Southwest: 81%). Most learners need remedial tutoring (North Central: 96%, Northeast: 100%, Northwest: 83%, Southeast: 85%, South-South: 93%, and Southwest: 80%). It is also recommended to support online teaching and learning. Moreover, many educators suggested offering scholarships and grants so that learners can adapt to online teaching and learning (North Central: 93%, Northeast: 100%, Northwest: 55%, Southeast: 99%, South-South: 100%, and Southwest 96%).

Senegal

The objectives of the study were to: i) assess the impact of the pandemic on the teaching and learning processes of universities, ii) identify emerging conflicts in higher education settings and their consequences on the psychosocial and health well-being of teachers and students, and iii) to identify potential challenges and the coping strategies developed. Three sites (Dakar, Kaolach and Saint Louis) were targeted based on the high number of universities found in these localities. Nine universities were involved in the study with a total of 174 participants, including teachers, students, administrative staff, platform managers, and teacher union members.

- Context** – In March 2020, Senegal embarked on the first closure of educational campuses. It was initially planned for three weeks but lasted several months with negative impacts on psychosocial health and violent conflict. The closure of the university threatened learners and educators in their physical health (chronic stress, risk of cardiovascular disease, obesity or diabetes, drug addiction) and psychological health (decreased well-being, self-esteem, and mood; increased anxiety levels). The closure of the universities also increased distance teaching and learning with risks of isolation for learners and educators. Although, a significant contribution by universities was also highlighted. To cope with COVID-19, universities developed their systems to improve the capacity to absorb disruption and then fully exercise their main functions.

First, universities systematically prevented the spread of the pandemic and its associated chaos by

adopting health protocols with practical steps of the operation. Second, universities cooperated with the Ministry of Higher Education (MoHE) and teacher unions, ensuring academic continuity. Universities utilized digital platforms and applications, contributing to preventing many students from dropping out. Many students (81.3%) positively accepted the online courses for various reasons, such as the adoption of new teaching-learning strategies (30.8%), saving time by taking courses at home or using pre-course content (15.4%), and increased inclusiveness by making study subjects available to anyone from remote locations (15.4%). Similarly, most educators (85.1%) positively evaluated online education, which provided learners with very good (6.3%) or good (68.8%) academic performance.

However, the use of ICT in teaching strategies is still developing. The pandemic revealed this issue, including the digital divide with the connection problem (53.4%), low bandwidth (16.4%), difficulties in accessing electricity (12.3%), insufficient digital resources, and lack of training for both educators and learners. They led to the low rate of participation of learners in online courses. This indicates that a new pedagogical approach is needed.

- **Recommendation** – Universities are advised to adopt effective coping strategies to achieve a teaching and research system with resilience and performance. First, psychosocial support for those involved in higher education is necessary. For example, systematic monitoring of student health will help prevent the risks of isolation. Second, universities should develop curricula that integrate the knowledge of peace and security, focusing on awareness-raising of the faculty. Another recommendation is to develop ICT in higher education. Universities should re-evaluate their education plans for distance teaching and learning. Firstly, resource mobilization is essential based on collaboration between universities, including digital infrastructures, devices, and useful feedback for their improvement. Secondly, it is key to disseminate digital skills and knowledge, including curriculum development to strengthen learners' digital literacy and ICT training for educators.

Annex II: Country-level Trainings and Implementations

The below is narrative descriptions of country-level trainings and implementations.

Direct target Countries

Djibouti

- **A national training assisted by IICBA** – In collaboration with the Ministry of National Education and Vocational Training (MENFOP) of Djibouti, UNESCO Regional Office for Eastern Africa, and UNESCO IICBA organized a ToT on Transformative Pedagogy towards resilience, promotion of peace and PVE. The Djibouti NATCOM coordinated the logistical and technical support, and a total of 56 personnel (40 male and 16 female) were trained.
- **A training led by the country** – Following, MENFOP organized another country level ToT from 14 to 18 November 2021 in the Training Centre for Teachers of Basic Education of the MENFOP (CEEf). The training was provided for 26 educators at universities and colleges of teacher education as well as pedagogical inspectors at the MENFOP. The training aimed to provide a pedagogical perspective on the notions of peacebuilding, resilience and prevention of violent conflict, mainly the use of transformative pedagogy, across the teacher training programme in Djibouti.
- **Contextualisation of training guide** – The Djibouti NATCOM in collaboration with MENFOP and several university instructors facilitated the contextualization of the regional training guide. Detail analysis of the country's specific context of conflict, violence and peace was incorporated into the first two chapters of the guide. The contextualized training guide was used to train additional 30 teacher educators from the teacher training colleges in August 2022. The training guide is in process of finalizing by NATCOM for print.



Country-level ToT in November 2021



Trained ToTs cascading the training in August 2022

Ethiopia

In Ethiopia, the cascading of the training and integration of peace education in the curriculum had two modalities. The first one was coordinated by the previously Ministry of Science and Higher Education (MoSHE), currently known as the Department of Higher Education under the Federal Ministry of Education, which is responsible for all the 45 universities in Ethiopia. The other one was led by the Moral and Citizenship Directorate, which is responsible for the primary teacher training programme and general education.

- **ToT targeting higher education institutions** – From October 24 to 29, 2021, a total of 24 educators (22 male and 2 female) from 22 universities were trained under the initiative of the MoSHE. The training focused on deepening the understanding of conflict, violence, identity, conflict resolution mechanisms and peacebuilding. The training also covered the role of education in peacebuilding, Transformative Pedagogy, safe learning environment, ethics of learning to live together, competencies for peacebuilders, assessment, and support for learner-led actions. Participants further discussed the role of higher education and possibility of mainstreaming peace education as a

standalone course or integrated subject in the common course within the framework of higher learning institutions' curriculum.



ToT for university professors on peacebuilding in Ethiopia in 2021

- Localisation of training guide for primary teacher training** – The MoE's Moral and Citizenship Directorate has been working in collaboration with UNESCO IICBA on peacebuilding through education since 2017, targeting primary teacher training programme. During the previous project period, the training guide on Transformative Pedagogy for peacebuilding was developed and used for teacher training. The manual incorporated emerging issues such as conflict and displacement context in Ethiopia, youth empowerment, and gender equality that are relevant to the country's peacebuilding. Thereafter, the guide was translated into three main languages, namely Amharic, Afaan Oromo, and Somali. Upon the translation, two validation workshops including proof reading and finalizing of the language write-up were conducted by regional and city administration education bureaus' experts who are textbook developers to keep the language responsive.
- ToT to introduce localized training guide** – The Moral and Citizenship Directorate in collaboration with UNESCO IICBA organized a five-day training using the contextualised and translated training guide. The objective of the training was to introduce the translated peacebuilding manuals (Somali, Amharic and Afaan Oromo) to the senior experts at the respective education regional bureaus as well as educators at TTIs and secondary school teachers in the regions where these three languages are used. The five-day training took place from November 29 to December 3, 2021, attended by a total of 60 participants (50 male and 10 female). The participants were from different regions including Amhara, Oromia, Southern Nations and Nationalities, and Somali. There were also representatives from city administration education bureaus from Addis Ababa, Harar, and Dire Dawa. The trained senior experts, educators and



Participants grouped according to the vernacular languages

secondary school teachers developed a cascading plan for their respective regions and schools. The regional education bureaus took the overall responsibility to support, supervise, and report on the implementation of the plan for the MoE. As the training was delivered during the curriculum revision, the ministry also used this opportunity to train regional level curriculum developers and textbook writers who later integrate the component of PE in Moral and Civic Education courses.

- ToT for TTI educators and school teachers** – A total of 75 educators and cluster-centre teachers from primary and secondary schools (50 male and 25 female) were trained on Transformative Pedagogy for peacebuilding, using the IICBA’s teachers’ guide and youth guide. The training was conducted for three days from February 14 to 16, 2022. Out of the participants, 35 were college educators from the 23 Teachers Training Colleges, who are peace club coordinators. The ToT aimed to train them to capacitate the student teachers who are members of peace clubs at their respective colleges. These selected 35 educators were also introduced to the youth training. The training focused on the concepts of conflict and peace and the way to build resilience, prevent conflicts and mobilize communities including the youth.



Trainees during the group work

- Integration of PE into new educational curriculum** – Teaching and learning for peace has been integrated into the new educational curriculum, which is endorsed for implementation as of September 2022. The Moral and Civic Education curriculum is designed as a stand-alone programme to nurture values of peace and learning to live together from grades 5 to 12. The programme also offers guidelines on how peacebuilding can be integrated into subjects such as environmental science from grades 1 to 4.
- Curriculum assessment of common courses at universities** – The Department of Higher Education under the MoE conducted a curriculum assessment on the selected three common courses provided in all Ethiopian HEIs, namely Critical Thinking, Inclusiveness, and Social Anthropology. These courses are selected as an entry point next to civic and ethical education course for its responsiveness towards peace concepts. The assessment focused on the implementation status and effectiveness of these three common courses in mainstreaming PE. The study further indicated recommendations on how to strengthen the course including the pedagogical training for the educators.

Lesotho

- National ToT** – The Lesotho NATCOM in collaboration with MoE, organized a five-day training on promoting Transformative Pedagogy for peace and resilience building, PVE and learning to live together. The training took place in December 2021, in which 20 teacher educators from University of Lesotho and Lesotho teacher training college, curriculum developers, and few teachers from selected high schools (9 male and 11 female) were trained.



Group picture during the training: police inspectors were invited for the opening and overview of the training

- Policy consultation workshop** – Policy consultation workshop was organized from August 16 to 19, 2022, engaging policy makers including the legal inspectors and heads of departments. The choice and rationale of targeting policy makers and heads of departments in the Ministry of Education and Training (MoET) was solely based on the authority they have on curriculum reforms and policy making which in turn would fast track policy implementation at both national and institutional levels. In the workshop the discussion focused on how education for peacebuilding is understood and appropriated by policy makers and heads of departments in MoET. It also explored the nature and manifestation of violence and peace in a local context and curricular discourse to stimulate the discussion of the role of policy makers and heads of departments in peacebuilding advocacy. Furthermore, the workshop was also intended to propose an evidence-based inclusion of education for peacebuilding and resilience concepts in the Lesotho Curriculum and Assessment Policy (CAP) which is currently under review to accommodate emerging national and global challenges.
- ToT for university faculty members** – The Faculty of Education in the National University of Lesotho conducted a training for the academic staff on Transformative Pedagogy. Currently, the university is also developing teacher training guide on life skills education that integrates PE concepts.
- Workshop for college students** – The Lesotho College of Education organized sensitization workshops for freshman students on peacebuilding, peaceful conflict resolution and addressing issues of crime and gangsterism in the college environment in collaboration with police officers.
- Networking with non-governmental entities** – The NATCOM office created a networking with non-governmental organizations and institutions to promote peacebuilding both in schools and communities. One of the collaborations was with Moshoeshoe 1 Institute for Peace and Leadership (MIPL), which aimed to promote PE using youth dialogues, indigenous resources such as Se-Moshoeshoe and Ubuntu philosophies as well as intergenerational solidarity in promoting peace at the community level.



Sport activities for promoting peace among youth, adults and children

Libya

- National ToT** – MoE and Libya NATCOM conducted a national training on the role of transformative education in building peace, strengthening resilience and renouncing violence in educational institutions from September 23 to 26, 2022. The training was hosted by the University of Derna (department of education) and targeted 20 participants from the municipalities of Derna, Alquabbah, Tubric, Uma Alruzam, and Jursis Alabeed, who did not participate in the 2020 training. Each department nominated four participants who were school leaders, social and health specialists, psychological specialists, and school activity specialists. The project implementation was delayed due to the insecurity and bureaucratic procedure that is associated with the current insecurity of the country. However, UNESCO IICBA persistently supported the NATCOM office on the online planning, so that the training can be delivered in the country in which peace is highly needed. Due to the strong effort from the NATCOM, the Transformative Pedagogy concept was introduced to the community of the education sector.
- Ways forward** – The training workshop came with a couple of recommendations and future works, as follows:
 - Preparation of preventive programmes to reduce the various phenomena of violence, and activate these programmes, through seminars and lectures to familiarize students with the concept of violence, its forms and manifestations, and how to deal with it.

- Strengthening the preventive aspect in schools, by activating the daily supervision programmes on students' attendance and assignments.
- Inclusion of lessons in educational psychology for teachers and educators in schools.
- Motivating school leaders and specialists to organize meetings with parents to demonstrate methods of dialogue and creating a space for their child(ren) to express their opinion.
- Recreation activities such as cultural and sport activities which encourage talents and common good.
- Activating the role of NGOs, religious leaders, and social community members to plan regular visits and lectures for students, teachers, and parents.

Morocco

- **ToT for university faculty members** – The Morocco NATCOM and the Faculty of Education Sciences (FSE), under the University Mohammed V in Rabat, conducted a training workshop on "Transformational Pedagogy for the strengthening of peace and resilience, and the prevention against violent extremism for teachers in Morocco" targeting 45 (18 male and 27 female) teachers and educational leaders, representing various regions of the Kingdom.

The training was provided by three trainers from the FSE, who had already been part of the programme during the previous regional training (2020 and 2021). The faculty of Education in University Mohammed V in Rabat took the overall responsibility on supervising the cascading of the training at the respective education offices and colleges in the Kingdom.



ToT for university faculty members

Mozambique

- **ToT at the provincial level** – The Mozambique NATCOM in collaboration with the Provincial Social Affairs Services of Maputo, Sofala, and Nampula provinces, organized three training sessions on Transformative Pedagogy for peacebuilding, in the District of Manhica (Southern region), City of Beira (Central region) and City of Nampula (Northern region). Trainers from TTIs, technical experts from the provincial services for social affairs, technical experts from the provincial directorates of education, and secondary and primary school teachers were invited to the training. A total of 60 participants (25 male and 35 female) attended the workshop.



Training participants from one of the districts, 2021

Namibia

- ToT for different subject teachers** – Previously, UNESCO IICBA had trained more than 10 facilitators in Namibia, mainly academics from the local universities and officials from the Ministry of Education, Arts and Culture in order to lead a contextualized project that will carry out ToT for peacebuilding and prevention of violence in Namibia. They organized a workshop entitled “Transformative Pedagogy for Peace Building in Namibia” from October 25 to 28, 2021. The training targeted mainly Social Science teachers and Advisory teachers, who represented different subject areas (Social Studies, History, Geography and Religious and Moral Education). Additionally, senior education officers, school principals, heads of department, social sciences curriculum developer and materials manager at Namibia College of Open Learning (NAMCOL) also joined from all the 14 regions in Namibia. A total of 43 participants participated in the workshop (29 male and 14 female).



Workshop Participants in Windhoek, Namibia

- ToT for curriculum integration** – The second workshop was organized from July 19 to 21, 2022, in Rundu, Namibia. A total of 28 ToTs from seven Regional Directorates of Education, Chief Education Officer, Principals, Heads of Department-Social Sciences, and Senior teachers who can influence curriculum integration and pedagogical approaches participated.

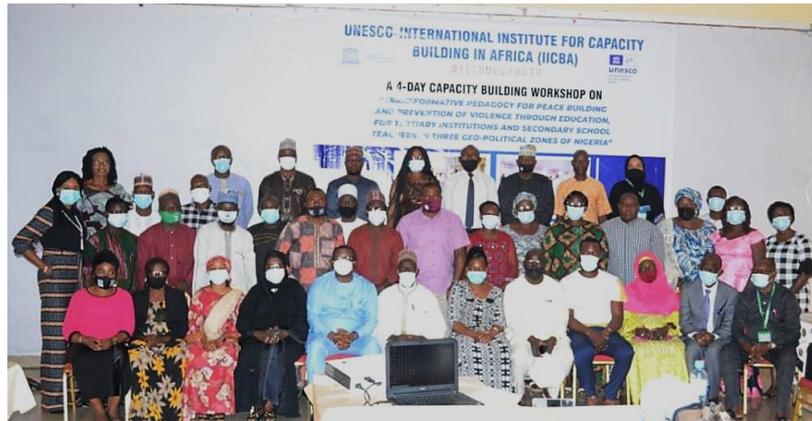


Workshop participants, Rundu, Namibia, from 19 to 21 July 2022.

Nigeria

- ToT for tertiary institutions and secondary school teachers** – The Nigeria NATCOM office in collaboration with universities, TTIs, and teacher education and curriculum development at the MoE organized a training on peace, resilience building and PVE-E. The four-day capacity building workshop was organized for tertiary institutions and secondary school teachers in three northern geo-political zones of Nigeria, namely North Central, Northeast and Northwest. Among the participants, there were also representatives from the Federal Ministry of Education, UNESCO Regional Office, and

education offices in order to enhance the implementation at the regional level. The training was provided by nine university professors and education experts at the Ministry who were trained as ToT in 2021. Thirty educators and teachers (15 male and 15 female) were trained through the workshop. The workshop aimed to identify and infuse the mechanism for PVE among students in secondary schools and articulate how issues related to Peace, Resilience and Prevention of Violent Extremism (PVE) intersect in Nigerian context. Participants reflected on the role of education and ways to implement Transformative Pedagogy in Nigerian context.



Group picture during the opening

Senegal

- **ToT at the higher education level** – A ToT on Transformative Pedagogy towards resilience, promotion of peace and PVE was organized in collaboration with UNESCO Dakar Office and the Senegal NATCOM from December 6 to 10, 2021. The training aimed to strengthen the capacity of educators at higher education level to engage with such concepts as Transformative Pedagogy, safe learning environment, ethics of learning to live together, and competencies for peacebuilders, among others. A total of 35 participants who are teachers in 10 universities and experts from Ministry of Higher Education attended the training. The closing of the workshop was attended by the Ambassador of Japan to Senegal, H.E. Tatsuo Arai. He stressed that the commitment to maintain international peace and security is the very foundation of the United Nations and UNESCO, and Japan shares this commitment and places a high value on peace creation and peacebuilding through education in Africa. The training got local TV coverage.



Group picture during the opening

Tunisia

- **ToT for UNESCO Associated Schools (ASPnet) coordinators** – The Tunisian NATCOM organized a training workshop on Transformative Pedagogy for Peace, Resilience Building and the PVE for 78

coordinators who are teachers of UNESCO Associated Schools (ASPnet), comprising of primary, preparatory, and secondary schools. The training focused on introducing teachers to Transformative Pedagogy approach for peace, offering practical recommendations for nurturing a culture of peace in schools through activities and establishment of peace clubs. At the end of the training, all the 78 coordinators were invited to develop action plans with achievable and measurable objectives. In addition to the training of teachers, several meetings with stakeholders were also organized in the regions of Sfax in the South, Sousse in the center, and Korba in the North of the country.



Training participants

- National award for education for peace and living together** – A ‘National Award’ was launched on the theme of "Education for Peace and Living Together," in which ASPnet coordinators were invited to participate through the artistic work of their students. A total of 24 schools and 263 students submitted their work for the Award. The Minister of Education awarded 13 prizes to the winners (six for group work and seven for individual work). All forms of artistic expression – including theatre, poetry, drawing, 3D drawing, choir, programming of an application that detects cases of harassment and violence in schools – were presented.



Children performing at the event

- Development of training modules** – The implementation in Tunisia continues with the development and adaptation of specific training modules. A consultation meeting was conducted in partnership with UNESCO IICBA. The purpose of the meeting was to prepare a national roadmap on Peace and Citizenship Education based on the synergies of efforts among national and non-governmental bodies in this field. In the consultation workshops, educators, teachers and TTIs as well as NGO representatives, authorities, and civil society participated. A total of 90 people attended two rounds of meetings. The meetings enabled a thorough reflection on a national road map bringing relevant entities together. Furthermore, it created a network of participatory dialogue at the level of civil society that helps understand the phenomenon of school violence and measures to mitigate it.

Indirect target Countries

Uganda

- **Situational analysis at higher education institutions** – To understand how PE and PVE can be incorporated in teacher education, Makerere University's Department of Science Technical Vocational Education (DSTVE), in partnership with the Teacher Education and Training Department (TETD) of the Ministry of Education and Sports (MoES) and Uganda National Teachers' Union (UNATU) carried out a situational analysis of teacher education curricula in five public universities, namely Makerere University, Busitema University, Gulu University, Muni University and Mbarara University of Science & Technology. Key informant interviews were conducted with Deans of the Schools of Education and Heads of Departments. In addition, self-administered questionnaires were distributed to 52 lecturers (38 males and 14 females). Furthermore, the teacher education curricula in each participating institution were obtained for scrutiny to identify possible areas for integrating PE and PVE. Findings from the situation analysis showed the need to strengthen teacher educators' capacity to integrate PE into the curriculum. It was also suggested that awareness-raising workshops should be held in order to enhance buy-in from policy level.
- **Development of the guideline for TTIs** – The findings from the situation analysis were used to develop PE and PVE guidelines for TTIs. The intended goal of the guidelines was to provide support to teacher trainers, the leadership of TTIs and other stakeholders to infuse PE and PVE in teacher education curricula.
- **Validation workshop for the new guidelines** – To validate the PE and PVE guidelines for TTIs, a three-day webinar was organized by MoES and Muni University. Key recommendations from the online workshop included (a) piloting of PE and PVE to pretest them in teacher education and benchmark practices; and (b) engaging more stakeholders with the view to influencing policies using the peace, resilience building and prevention of violence training guide. As a way forward, Muni University was selected for the piloting of PE and PVE. National Teachers College Muni (NTC Muni), being next to the University, was also included in the pilot of one or two domains in the PE and PVE guidelines.

- **Engagement of stakeholders** – MoES and Makerere University organized a one-day workshop in Kampala on July 29, 2022, drawing over 40 participants from MoES, Makerere University, Muni University and NTC Muni. The workshop aimed to engage stakeholders in (a) dissemination of the baseline results of a study; (b) discussion of the proposed workplan on mainstreaming PE and PVE by Muni University and NTC Muni; and (c) experience-sharing of PE and PVE in teacher education. It was shared that although PE and PVE are part of the teacher education curriculum in Muni University, development of practical skills and structural support are still key action areas. Some of the recommendation emerged from group discussion include formation of peace clubs or peace corps, establishment of academic chairs on PE, PVE and Global Citizenship Education (GCED), integration of human rights approaches in all the institutional/educational activities (e.g., student orientation), and training for tutors and educators in all TTIs, among others. Full report is available [here](#).



Teacher Training and Education Commissioner leading the session

Mali

- **Development of a guideline** – IICBA in collaboration with the UNESCO Regional Office in Dakar and Bamako Office conducted a situational assessment on PE in Mali. Followingly, a guideline on the

integration of PE and PVE for teacher trainers in general education was drafted in 2021. The draft guideline was endorsed at the validation workshop, which was held from September 7 to 10, 2022 by the NATCOM in collaboration with the MoE. During the workshop, participants discussed strategies on how to engage all the relevant actors in the process of the guideline implementation.

- **Ways forward –**

Few recommendations were made during the validation workshop.

- Capacity development of teacher trainers needs to be strengthened based on the contextualised training manual.
- PE and PVE should be integrated in civic and moral education, legislation and professional morality (LPM), sociology, law, history, etc.
- Introductory course at university level on the culture of peace and conflict prevention shall be designed
- Traditional conflict resolution mechanisms need to be integrated in the education policies and training programmes
- Education for families and communities should be enhanced
- Media and information literacy needs to be strengthened
- Youth should be engaged in dialogue through sports and cultural activities
- School partners (e.g., Parents Teacher Association (PTA), community leaders, religious leaders, local authorities, NGOs, etc.) shall be identified for engagement



Validation workshop in Mali

Niger

- **Development of a guideline –** UNESCO IICBA in collaboration with the UNESCO Regional Office in Dakar and Niamey Office conducted a situational assessment on PE in Niger. It was followed by the development of a draft guideline on the integration of PE and PVE for teacher trainers in general education in 2021. The NATCOM and the Islamic Educational, Scientific and Cultural Organization (ISESCO) in collaboration with the MoE then organized a workshop to validate the report and guideline on PE and PVE. The workshop provided an explanation of the objective of the guidelines and the identification of teacher training structures/institutions for integrating PE. It created an opportunity to explore the potential of primary and secondary teacher trainers and teachers to effectively teach peace, resilience and PVE in a gender-sensitive manner. The workshop also encouraged identification and sharing of good practices in the areas of PE. The recommendations made include adapting the teacher training standards and curricula to the Niger context, the pedagogical approaches that allow expression and exchange (i.e., discussion, listening and critical reflection) to be included, and intercultural approach to be integrated in the training institutions.



Participants of the validation workshop in Niger

Annex III: Progress Reports of Youth-led Initiatives

The below is narrative descriptions of country-level youth-led initiatives.

Kenya

Integrating the Transformative Pedagogy Approach through Peace Clubs (AMANI)

Mount Kenya University and Kenyatta University took the initiatives in integrating the transformative peacebuilding approach through peace clubs in Kenya. The peace clubs targeted high schools specifically in Nairobi and Mombasa. Three youth trainees who took part in UNESCO IICBA's training on peacebuilding and PVE in 2021 as well as the professors in Mount Kenya University and Kenyatta University who partnered with UNESCO IICBA took the lead. They targeted AMANI (meaning "peace") Clubs, which were formed in 2014 by the National Cohesion and Integration Commission in partnership with the MoE in Kenya in the aftermath of the electoral violence happened in 2007. The Clubs are intended to promote good relationships, harmony, and peaceful coexistence among students themselves, between schools, and with the neighboring communities, by creating space for students to discuss and identify the root causes of conflicts. In the course of the proposed project, four trainings were conducted in 2022 for different groups of youth from schools and youth associations. A total of 322 youth (155 male and 167 female) were trained.

- Training 1: Secondary Schools, Nairobi** – The first training took place in Ushirika Secondary school located in Dandora, Nairobi County. The training involved two schools, i.e., Ushirika secondary school (public) with 78 students and Sterling Silver high school (Private, from Ruai estate) with 28 students (58 girls and 48 boys).



The Training Team and Participants at Ushirika Secondary School

- Training 2: Community Youth, Nairobi**

– The second training took place in Mukuru and Fuata Nyayo located on the outskirts of South B estate of Nairobi County. The training was hosted at Mariakani Primary school. Mukuru is one of the largest infamous slums in Nairobi County. The slums are synonymous with crime and illegal activities such as drug abuse. A total of 82 trainees (49 males and 33 females) were drawn from the youth groups aged between 15 and 37 years old. The youth have formal groups with registered community-based organizations (CBOs). The programme complemented other training that trainees have had, such as sexual reproductive health and rights, peace in the voluntary disarmament programmes, and digital literacy.



Trainees and Trainers at Mukuru Session

- Training 3: Moi Forces Academy, Mombasa** – The third training took place at Moi Forces Academy in Mombasa. Moi Forces Academy has a unique structure with a large student body of over 1,600. The uniqueness is its accommodation of diverse nature of schooling including boys and girls, day, and boarding. The school is in Likoni subcounty, the South Coast subcounty of Mombasa County. Likoni has been on the police radar for violence and criminal activities especially dominated by drug abuse. In 2013, Likoni made news when a group of armed youth raided Likoni police station stealing guns and ammunitions. The training accommodated a total of 88 students (45 girls and 43 boys) drawn from two public secondary schools (Moi Forces Academy and Shika Adabu Secondary school).



Groups of Trainees from Shika Adabu Secondary School at the training venue - Moi Forces Academy, Mombasa

- Training 4: Manyatta Youth Group, Mombasa** – The training was conducted in Mtongwe and Likoni among a youth group called Manyatta Youth. It is a registered CBO that undertakes activities such as skills training, youth mobilization towards economic engagement as well as peace initiatives. A total of 46 participants (31 females and 15 males) joined the programme.

- Lessons learned and good practices**

- Peace initiatives can cascade effectively without reinventing the wheel. However, this needs support and guidance. Lack of support and partnership was the primary reason why some of the trained community youths do not continue practicing their peacebuilding initiatives.
 - The student trainees indicated that learning peace and peacebuilding can be more effective through social interactions. For instance, mixing of the different schools into the training sessions ignited the sense of acknowledging diversity.



In a Session with trainees at Mtongwe youth

- A series of training reaffirmed that causes of conflicts as well as their solutions are diverse. Different regions experience different types of conflicts caused by various unique reasons. As such, specific solutions may apply for different contexts. Every member in their own contexts can effectively play roles in peacebuilding.

Malawi

Youth Training in Teacher Training Colleges

The Malawi NATCOM organized a training workshop for enhancing youth capacities in peacebuilding and prevention of violence. The training workshop was conducted from May 5 to 6, 2022. The training targeted 26 student teachers (13 male and 13 female) from TTIs, Teachers Training Colleges, and Universities. The [Youth Guide on Education for Peacebuilding and the Prevention of Violence](#) prepared by UNESCO IICBA was used. The guide was also printed and distributed to the participants during the training. The training programme was facilitated mainly by the youths who participated in the workshop that was conducted in September 2021 by UNESCO IICBA and the AU. Other facilitators included Ms. Faith Iwalani from the Ministry of National Unity on the Context Dynamics of Youth Engagement in Peace and Violence in Malawi. Her engagement aimed at highlighting the dynamics of violence and peace across Malawi as well as the role of young people to contribute to peacebuilding. The session also invited participants to reflect on the context in which they can implement their peacebuilding activities. The participating youth planned on how to disseminate and create awareness on peacebuilding at their respective institutions.



Participants having an interactive session during the training

Nigeria

Training for Rotarians and peace advocates

Rotary Inter-Country Committee of Great Britain and Ireland – Nigeria, in liaison with the four Rotary International Districts in Nigeria, UNESCO IICBA, Institute for Economy and Peace (IEP) in partnership with African Union, came together to organize Bespoke Peace Building training. The training was held online from February 14 to 24, 2022, for four hours each day. It was designed as a certified peacebuilding training programme, facilitated by IEP, UNESCO IICBA and Arigatou International. The training successfully brought together 377 Rotarians and peace advocates from across the 36 states and the Federal Capital Territory of Nigeria. The first week of the training led by IEP focused on understanding peace context in

Nigeria and the Positive Peace Framework. Then the second week focused on the role of education for peacebuilding and prevention of violence, transformative pedagogy, and support for youth-led initiatives with community engagement. The idea was to train young Nigerians on the field through this two-week training and to let the strengthened capacity transcend across different localities and sectors. At the end of the training, 110 participants passed the optional exam and certified as Positive Peace Ambassadors.



Participants of the bespoke peacebuilding training



This workshop also enhanced the capacity of Rotarians in Nigeria to establish and pilot a strategic peacebuilding and conflict prevention structure in Nigeria. It aimed to institutionalize peacebuilding methods and develop experts, allowing for innovating, implementing, and monitoring appropriate interventions that would dismantle ingredients of ‘push’ and ‘pull’ factors of violent extremism in rural and urban communities. Upon the training, the trained ToTs coordinated with other stakeholders to further train 1,038 people to be certified as Peace Ambassadors and reached above 8,000 volunteers across the country.

Some of the pictures from the cascading workshop

Uganda

Youth for Peace workshop in universities and Refugee settlement

Uganda “Youth for Peace” group, a team of trained ToTs (through UNESCO IICBA’s training), organized two-day training in (a) Central Region of Kampala for 15 universities (July 22 to 23, 2022) and (b) youths in Rhino refugee settlement in Terego district (May 24 to 25, 2022). The training was organized in close collaboration with the Uganda National Teachers Union, Makerere Univeristy, Office of the Prime Minister and the UNESCO Office in Uganda. A total of 157 youth (92 male and 65 female; 100 from universities and 57 from refugee settlement) were trained.

The training for the university youth aimed to empower students at the selected 15 universities with competences of peacebuilding and conflict resolution. The universities involved were Makerere University, Makerere business school, Kyambogo University, Uganda Christian University, Victoria University, Ndejje University, ST. Lawrence University, Cavendish University Uganda,



Training for university youth

Kampala International University, Kampala University, International University of East Africa, Clarke International University, and Indian Institute of Health and Allied Sciences.

At the Rhino refugee settlement, a training was organized under the theme “Youth Empowerment for Peace and Resilience Building for Prevention of Violent Extremism in Uganda and South Sudan.” The majority of the South Sudanese refugees in Rhino Camp are from the Equatoria region of South Sudan with many coming from Yei, a town close to the borders of Democratic Republic of the Congo and Uganda, which has been a major hotspot of conflicts. Conversations with refugees revealed their feelings stemming from rumors and misinformation, which contributed greatly to the escalation of violence. Many also indicated that this is likely to continue being a problem in Uganda as members of various tribes show hostilities to them due to the information deficits that encourage rumors and misinformation to circulate. This situation is now further complicated as refugees are exposed to questionable and potentially alarming information about events both in South Sudan and their new surroundings in Uganda.



Two settlements of Rhino and Imvepi host 13% of the refugee population with majority women, children, and youth hailing from South Sudan. With the intense pressure on natural resources, refugees are conflicting with host communities on natural resources for survival. There is increased degradation of soils, heightened need for water resources, drought, irregular rainfall patterns, low crop yields, and heavy winds that cause intense destruction to the temporary houses and food crops, among others. Above all, early marriage and teenage pregnancy are also high among the residents.



Training at Rhino refugee settlement

The aim of the training was therefore to empower young people and youth organizations from refugee camp and host communities with competences to enhance their role as youth leaders and action for peacebuilding and conflict resolution. The seminar provided a great opportunity to expand the target group for peacebuilding activities, inviting participants from all the villages in Rhino refugee settlement and the host communities.

Zambia

Youth Empowerment Training

The University of Zambia, in collaboration with UNESCO, NATCOM, and TTIs coordinated the programme of peacebuilding and conflict prevention through transformative action for peace. Involved were also the MoE and the education structures at the Provincial and District levels, a total of 160 youth from 25 universities and colleges were trained.

The training was held for four days from May 24 to 27, 2022, with the aim to strengthen the capacity of youths to lead peacebuilding activities through awareness raising and action-oriented interventions. The training focused on empowering students to effectively engage in dialogue, ensuring violence-free conflict resolution mechanisms, and establishing peaceful youth-led community campaigns. The youth were from diverse disciplines, both social and natural science departments. At the end of the training, all the 25

universities and colleges established a peace club and a national coordination committee for peace clubs was set up. Additionally, social media platform for peace dialogue were created and community-level interactive activities such as sports, social clubs, charity work, music/art were also planned as an important entry point for sharing knowledge and skills.



Youth training participants in Zambia

Zimbabwe

Capacity Building Training for Youth Leaders at HEIs

After receiving IICBA's training in 2021, three youth leaders developed a plan of project, "Capacity Building Training for Youth Leaders in Zimbabwe on Peacebuilding and PVE," with the assistance of the seniors who participated in IICBA's training in 2020. The project targeted 91 youth leaders in Zimbabwe's state universities, private universities, and technical colleges, and aimed to enable them to contribute to peacebuilding. The reason why they focused on HEIs was to make the initiatives institutionalized and sustained. Some of the specific objectives of the project included introducing Transformative Pedagogy to the youth leaders in order to strengthen critical thinking skills and collaborative actions and enhancing critical reflection on the role of young people in building peace and PVE. One of the key outcomes is the creation of a Zimbabwe network that would advance Transformative Pedagogy for peacebuilding across the country. The team raised the collaboration with senior co-workers as their advantage, saying that their project goes in line with the initiatives that the Ministry of Higher and Tertiary Education is leading with UNESCO IICBA, and such "top-bottom approach" works best in the country.



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