



Lessons from a Transformative Pedagogy Project for Peace, Resilience, and the Prevention of Violent Extremism:

Part 2: Insights from Surveys of Beneficiaries

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Lessons from a Transformative Pedagogy Project for Peace, Resilience, and the Prevention of Violent Extremism: Part 2: Insights from Surveys of Beneficiaries

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Abstract

With funding from the Government of Japan and using a transformative pedagogy approach, UNESCO IICBA implemented from 2017 to 2022 a series of projects for education for peace, resilience, and the prevention of violent extremism. The last project was implemented in 2021-22 to respond to emerging issues of violence in learning environments amidst the COVID-19 pandemic. This second part of the paper looks at survey data to assess the project's performance, what worked well, and what could have been improved. The first source of data is the independent evaluation of the project. The second is a survey among individuals who benefited from the Training of Trainers. Together, the two sources of data suggest that the project was successful, but they also provide suggestions for increasing impacts in future projects.

Keywords: Transformative Pedagogy, Peace, Resilience, Prevention of Violent Extremism, Africa.

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Introduction

As mentioned in Part 1 of the paper (Azmeraw et al., 2024), with funding from the Government of Japan and using a transformative pedagogy approach, UNESCO IICBA implemented from 2017 to 2022 a series of projects for education for peace, resilience, and the prevention of violent extremism. The last project was implemented in 2021-22 and entitled “Prevention of Extremism and its Resurgence amid the COVID-19 Pandemic through Education in Africa, aligned with the Spirit of TICAD7 and NAPSA².” It aimed to respond to emerging issues of violence in learning environments amidst the COVID-19 pandemic. Building on previous projects, 10 countries were selected as direct beneficiary countries. Other countries were supported to maintain good practices and initiatives which started under the previous projects.

This second part of the paper looks at survey data collected among project beneficiaries after the completion of the project to generate insights into the project’s performance, what worked well, and what could have been improved (references to the broader literature cited in the first part of the paper are reproduced here in the reference section for convenience – see also footnote 3). The project was intended to support African Union Member States to enhance their capacities to use education to prevent violent extremism. Specifically, it aimed to: (i) Support countries in developing action plans to prevent and mitigate violent extremism amid the COVID-19 pandemic through studies and meetings; (ii) Strengthen human resources for resilience building in times of emergency such as the COVID-19 pandemic and surge in violent extremism; (iii) Curb violent extremism and its resurgence through education and advocacy in African countries, focusing on tertiary education; and (iv) Amplify and sustain voices of the youth on advocacy in prevention of violent extremism (PVE) in Africa amid the COVID-19 pandemic. The project targeted educators, teachers, and education inspectors at teacher training institutions (TTIs) and higher education institutions (HEIs) as stakeholders, while also targeting youth ambassadors in collaboration with the African Union Commission’s Youth for Peace Africa program (AU-Y4P).

The project adopted the transformative pedagogy as an approach to enable teachers and learners to deal with constantly emerging peace issues³, with consultative meetings with country focal points to take specific contexts into consideration. Activities included regional training to capacitate master trainers, support for the development of country-level action plans, training of trainers (ToT), and training for youth leaders. In terms of beneficiaries, the project targeted Djibouti, Ethiopia, Lesotho, Libya, Namibia, Nigeria, Morocco, Mozambique, Senegal, and Tunisia, aiming to reach at least 20 HEIs and 20 teacher education institutions involved in ToT, 200 educators, teachers, and education inspectors trained through ToT, 500 educators, teachers, and education inspectors to be reached directly through webinars, and five Regional Economic Communities (youth ambassadors and groups of youth). Indirect beneficiaries included other

² TICAD stands for Tokyo International Conference on African Development. The Government of Japan has been leading this conference since 1993. The conference is co-hosted by the United Nations, the United Nations Development Program, the World Bank and the African Union Commission. TICAD7 was held August 28-30, 2019, in Yokohama city, Japan, with more than 10,000 participants, including 42 African leaders, 52 development partner countries, 108 heads of international and regional organizations, and representatives of civil society and the private sector. During the meeting, the Government of Japan announced a new initiative called “New Approach for Peace and Stability in Africa” or NAPSA which aims to address the underlying causes of violence by strengthening institutions and governance, supporting continental initiatives, and stabilizing conflict zones.

³ On conflicts and the value of transformative pedagogy for peace, resilience, and the prevention of violent extremism, see the brief introduction in the first part of this paper, and references cited therein (e.g., Mezirow and Marsick, 1978; Mezirow, 2000; Norman and Schmidt, 2000; Lyderach, 2003; Slavich and Zimbardo, 2012; Galtung and Fischer, 2013; Broom, 2015; UNESCO, 2015, 2016, 2018; Ramsbotham et al., 2016; INEE, 2017; Rieckmann, 2018; Abdalla and Sender, 2019; Engdaw, 2018; UNDP, 2018; Stephens, et al., 2021).

African countries, 1,500 pre-service and in-service teachers, and youth envoys/ambassadors. The project was implemented from March 2021 to September 2022⁴.

Two sources of data are used for analysis. The first source discussed in the next section consists of data from an independent evaluation of the project which targeted direct beneficiaries. The second source discussed in the following section consists of data from a survey implemented by Arigatou International among some of the individuals who benefited from the ToTs. Together, the two sources of data suggest that the project was successful, but they also provide suggestions for ways to further increase impact in future projects. After a review of key findings from the data, a conclusion with recommendations follows.

Independent Evaluation

An independent evaluation of the project was conducted by QED Solutions Ltd and is available on the website of UNESCO's International Institute for Capacity-Building in Africa (UNESCO IICBA, 2023). It focuses on the 10 focus countries (Djibouti, Ethiopia, Lesotho, Libya, Morocco, Mozambique, Namibia, Nigeria, Senegal, and Tunisia) plus 10 other countries targeted in previous projects funded by the Government of Japan that were indirect beneficiaries of this project (Algeria, Kenya, Malawi, Mali, Niger, Somalia, South Africa, Uganda, Zambia, and Zimbabwe). Interviews were conducted with 21 purposively selected project participants from Ministries of Education, UNESCO National Commissions, TTIs, HEIs, and youth beneficiary organizations. In addition, an online survey questionnaire was implemented with 44 responses, including 23 respondents from focus countries (Ethiopia 4, Lesotho 6, Morocco 2, Mozambique 1, Namibia 9, and Nigeria 1) and 19 respondents from other countries that were indirect beneficiaries (Algeria 1, Kenya 2, Malawi 7, South Africa 4, Uganda 3, Zambia 1, and Zimbabwe 3). Some 27 respondents were men and 17 were women. Respondent's employers included Ministries of Education (18 respondents), UNESCO National Commissions (5), TTIs (11), other HEIs (7), and youth organizations (3).

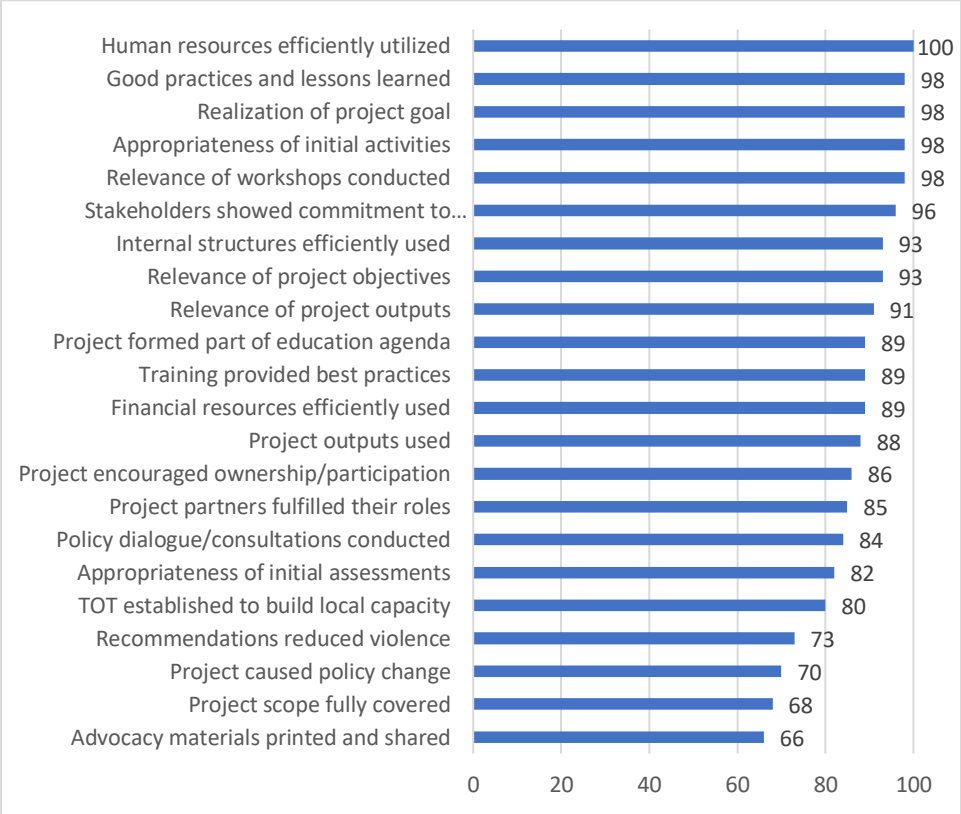
The evaluation focused on five key themes, namely effectiveness, efficiency, sustainability, good practices, and lessons learned. Table 1 provides key results from the online survey (see Annex 1 for the full questionnaire, as well as the qualitative interview guide for key counterparts in the project). Figure 1 provides the share of respondents who agreed or strongly agreed with statements about the performance of the project along various dimensions. On virtually all dimensions, respondents rated the project high, i.e., most respondents agreed or strongly agreed that various objectives were achieved. Ratings were however slightly lower for a few dimensions, including for advocacy materials printed and shared. Importantly, some of the dimensions rated less favorably relate to the impact of the project on policy, whether the recommendations from the project reduced violence, and whether the project scope was fully covered. This suggests that while the project was successful, it may not have been sufficient given limited resources and time to fundamentally affect policy and outcomes in countries.

While highly positive, the evaluation also noted challenges. The COVID-19 pandemic led to the closure of schools, institutions, and offices, which affected implementation. There were also delays due to security concerns and internal conflicts in countries such as Libya and Ethiopia. Some countries from Francophone Africa were seen as less responsive, possibly due to language barriers and bureaucracy causing communication delays, but also because they were still in the initial or middle stage of implementation and therefore not in a position to provide responses for the end-of-project evaluation survey. Participating countries expressed the need for more funding to scale up the project to other regions (most efforts under the project were concentrated in cities). Lack of power and internet access hindered training carried out via the Internet. More youth participation is needed. As violence is common in schools, youth involvement is critical in resolving issues. Interviewees mentioned how cyberbullying was

⁴ The project period was originally from March 2021 to March 2022, but due to unexpected in-country disruptions and delays of planned activities, the project was granted a six-month extension with a no-cost agreement.

on the increase, leading to stress, trauma, physical violence, and even suicide. Social media platforms enable this form of violence. Yet almost all participants in the evaluation agreed that violence begins in the community before it spreads to schools. Learners pick habits from the communities that they bring into the learning environment. It is thus imperative to share the message for peacebuilding in communities. Activities involving community leaders, parents, school administrators, teachers, and learners working together should be considered. Religious extremism is another sensitive subject that needs to be handled with caution.

Figure 1: Share of Respondents Rating Performance High (Agree or Strongly Agree, %)



Source: Adapted by the authors from UNESCO IICBA (2023).

Table 1: Assessment of the Project by Respondents to the Online Survey (%)

Response	%	Response	%
Appropriateness of initial assessments		Appropriateness of initial activities	
Strongly agree	34.1	Strongly agree	79.5
Agree	47.7	Agree	18.2
Neutral	15.9	Neutral	2.3
Disagree	0	Disagree	0
Strongly disagree	2.3	Strongly disagree	0
Relevance of project objectives		Relevance of project outputs	
Strongly agree	70.5	Strongly agree	59.1
Agree	22.7	Agree	31.8
Neutral	4.5	Neutral	6.8
Disagree	0	Disagree	2.3
Strongly disagree	2.3	Strongly disagree	0
Project outputs used		Realization of project goal (*)	
Strongly agree	36.3	Strongly agree	65.9
Agree	52.3	Agree	31.8
Neutral	9.1	Neutral	2.3
Disagree	2.3	Disagree	0
Strongly disagree	0	Strongly disagree	0
Relevance of workshops conducted		Advocacy materials printed and shared	
Strongly agree	56.8	Strongly agree	22.7
Agree	40.9	Agree	43.2
Neutral	2.3	Neutral	31.8
Disagree	0	Disagree	0
Strongly disagree	0	Strongly disagree	2.3
Recommendations reduced violence		Training provided best practices	
Strongly agree	40.9	Strongly agree	36.4
Agree	31.8	Agree	52.2
Neutral	25	Neutral	9.1
Disagree	0	Disagree	0
Strongly disagree	2.3	Strongly disagree	2.3
Internal structures efficiently used		Human resources efficiently utilized (**)	
Strongly agree	34.1	Strongly agree	43.2
Agree	59.1	Agree	56.8
Neutral	4.5	Neutral	2.3
Disagree	0	Disagree	0
Strongly disagree	2.3	Strongly disagree	0
Financial resources efficiently used		Good practices and lessons learned	
Strongly agree	45.4	Strongly agree	50
Agree	43.2	Agree	47.7
Neutral	9.1	Neutral	2.3
Disagree	2.3	Disagree	0
Strongly disagree	0	Strongly disagree	0

Source: Adapted by the authors from UNESCO IICBA (2023).

Notes: (*) The figure in the evaluation report appears to have been wrongly calculated, therefore it was corrected based on the number of responses for that question. (*) For this question, the independent evaluation appears to have been based on 45 instead of 44 responses, hence the sum of shares exceeds 100 percent when divided by 44. These small discrepancies do not affect the overall results in any significant way.

Table 1 (Continued): Assessment of the Project by Respondents to the Online Survey (%)

Response	%	Response	%
Policy dialogue/consultations conducted		Project scope fully covered	
Strongly agree	34.1	Strongly agree	38.6
Agree	50	Agree	29.6
Neutral	13.6	Neutral	27.3
Disagree	2.3	Disagree	4.5
Strongly disagree	0	Strongly disagree	0
Project partners fulfilled their roles		Project encouraged ownership/participation	
Strongly agree	29.6	Strongly agree	43.2
Agree	54.5	Agree	43.2
Neutral	13.6	Neutral	11.3
Disagree	2.3	Disagree	2.3
Strongly disagree	0	Strongly disagree	0
Project caused policy change		Stakeholders showed commitment to continue	
Strongly agree	34.1	Strongly agree	40.9
Agree	36.4	Agree	54.5
Neutral	29.5	Neutral	2.3
Disagree	0	Disagree	0
Strongly disagree	0	Strongly disagree	2.3
TOT established to build local capacity		Project formed part of education agenda	
Strongly agree	29.6	Strongly agree	50
Agree	50	Agree	38.6
Neutral	15.9	Neutral	11.4
Disagree	0	Disagree	0
Strongly disagree	4.5	Strongly disagree	0

Source: Adapted by the authors from UNESCO IICBA (2023).

Arigatou International Survey (Lessons Learned Survey)

A second source of data for the assessment of the project is a lessons-learned survey implemented in 2022 online by Arigatou International, a key partner of UNESCO IICBA for project implementation. The survey targeted project beneficiaries with a focus on the ability of participants in the training of trainers to implement the cascading approach in their country, i.e., in turn, train other teachers and educators. A total of 33 responses from 13 countries were obtained. While the sample is small, the data are instructive (see Annex 2 for the full questionnaire of the survey with both closed form and open-ended questions).

A key question asked in the survey was how many educators the respondents reached in their country with the transformative pedagogy approach through the cascading approach. Overall, at least 5,835 educators were reached. The estimates vary greatly by country. In Ethiopia, over 3,355 individuals were trained. In Kenya, it was more than 600. In Uganda and South Africa, over 320 individuals were trained. Yet in most countries, estimates were lower, ranging from 20 to 200, in part due to lack of funding. The approaches used for cascading differed substantially between countries. Some targeted teachers in primary and secondary schools, while others expanded the reach of the program in institutions of higher learning, including teacher training institutions and universities. Respondents were asked on a scale from 1 to 10 to rate the success of their program (hence not directly the project itself). The average rating for valid responses (ratings between 1 and 10) was 8, which is rather encouraging.

Another interesting question was how respondents anchored transformative pedagogy in their own frameworks. Multiple responses were allowed. The leading answer was unsurprisingly through peace education (79% of respondents), but other topics in the curriculum also served as anchors, including

competency-based education (42%), life skills education (39%), citizenship education (27%), and sociology (9%). In terms of initiatives at the primary, secondary, or tertiary level to engage learners and youth, peace clubs were mentioned in multiple countries, but other types of clubs and activities were also mentioned.

When asked about the challenges encountered, many respondents mentioned a lack of resources to train more educators countrywide. In a separate question about whether ministries of education or the respondents' organization managed to mobilize resources or partner with other organizations to cascade the training, only one-third responded in the affirmative. Other constraints for implementation were also mentioned, including the need for deeper engagement during training (participant expectations are sometimes more about acquiring funding than knowledge). The fact that both learners and teachers are used to traditional pedagogy and may be resistant to new approaches to teaching was also mentioned, as was the issue of limited commitment by leaders of educational institutions. In universities, the issue of academics being inundated with work was also mentioned, as it made it harder to convince colleagues to participate. While online training helped during COVID-19, it may also have been less effective than training in person. A lack of policy on peace education or local accreditation of programs was also mentioned. Finally, insecurity in some of the countries also affected some of the activities.

Representatives of higher education institutions were asked whether they created or integrated the transformative pedagogy approach in their schools. Results were encouraging as this was the case for more than three-fourths of respondents. Yet one challenge in doing so is limited space in the curriculum. As a respondent explained, measures to include peace education were intended to provide peace education as a co-curricular course, but due to the proliferation of co-curricular issues, alternatives are being considered. In some countries incorporating peace education in the curriculum requires government approval. As to whether commitments or actions have been taken on an individual level, responses were again encouraging with respondents sharing initiatives they took themselves for peace education, whether as part of the courses they teach or through other initiatives such as the creation of peace clubs.

Respondents were also asked about some of the most memorable moments of transformation they could recall in terms of mind shift connected to transformative pedagogy for peace. A few responses are indicative of the shift in consciousness and awareness that the project contributed to:

“As a history educator I have always battled with how to teach the subject in a manner that motivates learners/students... The introduction of the competence-based curriculum introduced a refreshing agenda which focused on developing competences, values, and attitudes rather than just the cognitive dimension. However, [it] did not provide many insights into how this would be operationalized... When I was trained on transformative pedagogy for peace and prevention of violence, this reinforced my passion for critical pedagogy and quality education contributing to human development and social justice... I gained the determination and strong desire to spread the science of transformational pedagogy to build peace and resilience... The training was an occasion to get acquainted with the experiences of the countries participating with us... All of this gave us a spirit of hope... It's only after going through this kind of training that one is able to... identify... practices such as early marriages, genital mutilation, corporal punishment in schools, etc. ... that I have not regarded as structured violence until I attended this training.”

“The most memorable experience was when we invited the members of the military to share their involvement and initiatives of peace keeping during the training of trainers workshop. It made me realize that peace and resilience issues are complex and they require collaboration between stakeholders and that education alone cannot be said to be the panacea for solving conflict.”

“My team and I went to a refugee camp... tribes ... stay there as refugees before having dialogues with them they blamed each other for being in the camp but now they looked at themselves as one who are facing the same challenges and divided they can't achieve anything.”

Conclusion

From 2017 to 2022, UNESCO IICBA implemented with Japanese funding a series of projects for education for peace, resilience, and the prevention of violent extremism in 28 African countries. This paper relies on two surveys among project beneficiaries to provide a rapid assessment of the last project in the series. The surveys, in particular data collected for an independent external evaluation, suggest that the project was successful, but they also provide suggestions for increasing impacts in future projects.

On sustainability, a key challenge for implementation was linked to the availability of resources. While UNESCO IICBA was able to give some seed funding to start the national implementation of activities after training, more substantial funding would be needed to scale up the program and allow all teachers to be trained. A key recommendation is to gather stakeholders involved including Ministries of Education, UNESCO Regional and Country offices, National Commissions for UNESCO, and the private sector to collectively mobilize resources to strengthen and scale-up implementation in countries.

On partnerships, the program was successful in part because a multiplicity of stakeholders committed to education in Africa were convened. In addition to national Ministries of Education, the program was supported by the African Union and the UNESCO Regional and Country offices, as well as UNESCO National Commissions. In francophone countries, the program was also supported by the *Organisation Internationale de la Francophonie*. To strengthen the implementation of similar programs in the future, it will be important to promote close cooperation among all stakeholders.

On policy engagement, to ensure that the program is mainstreamed by Ministries of Education, it is important to increase advocacy opportunities to raise awareness about the positive impact of the program and ensure that the program can be promoted at the national and regional levels. A critical next step would be to deepen engagement with Ministries of Education to advocate for the inclusion of the program in teacher training curricula and as part of the teacher professional development in countries.

On evidence generation, to support program scale-up at the national level, it is important to generate more evidence to inform policy and support the mainstreaming of the program. It is therefore recommended that teachers implementing the program are equipped with monitoring, evaluation, and learning tools to measure progress and generate data about the impact of the program.

Finally, on youth engagement, the participation of learners and young people in peace-making is essential. While the program contributed to increased participation of young people, this is an area that could be strengthened in the future by engaging agencies working directly with youth. The program could help open up spaces for youth participation to build peace in their countries and for the increase of youth-led projects and initiatives implemented in the various countries through multisectoral approaches.

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ANNEX 1: DATA COLLECTION TOOLS FOR THE INDEPENDENT EVALUATION OF THE PROJECT

SURVEY QUESTIONNAIRE FOR PROJECT BENEFICIARIES AND KEY STAKEHOLDERS

QED Solutions Limited on behalf of UNESCO-IICBA is conducting an external evaluation on the project titled 'Prevention of Extremism and its Resurgence amid the COVID-19 Pandemic through Education in Africa, aligned with the Spirit of TICAD7 and NAPSA'. The purpose of this evaluation is to establish the extent to which the aforementioned project, as well as IICBA's previous projects on peacebuilding, have achieved their objectives, to assess the impact of the projects, and to draw lessons from those interventions for future programming. The evaluation pivots on two main areas, namely: (1) The efficiency and effectiveness of the project; and (2) Achievements and challenges of the project. As a key stakeholder and given your interest and knowledge of the project, you are requested to give your opinion on this survey. Your views about this project will be treated with the utmost confidentiality and the information that you will give will be used only for this evaluation. Participation in this survey is voluntary for all participants.

The questionnaire consists of the following Sections:

A: Background information

B: Relevance

C: Achievements and challenges of the project

D: Assessing progress towards achieving project outputs

E: Effectiveness and efficiency of the use of resources and value for money

F: Impact Assessment

G: Sustainability strategies for the project

A	BACKGROUND INFORMATION		
1.	Gender		
	1	Male	
	2	Female	
	3	Other/prefer not to indicate	
2.	Indicate your sector and nature of involvement in the 'Prevention of Extremism and its Resurgence amid the COVID-19 Pandemic through Education in Africa, aligned with the Spirit of TICAD7 and NAPSA' project		
	1	National Commission for UNESCO/Focal Person	
	2	Ministry of Education in the country/Coordinator	
	3	Teacher training institution/Trainer	
	4	Other higher institutions of learning/Trainer	
	5	Youth Beneficiary Organization	
	6	Youth Ambassador	

3 a	Indicate your country listed either as Direct Target Category either in 3a or Indirect Project Target Category in 3b		
	1	Djibouti	
	2	Ethiopia	
	3	Lesotho	
	4	Libya	
	5	Morocco	
	6	Mozambique	
	7	Namibia	
	8	Nigeria	
	9	Senegal	
10	Tunisia		

3b			
	1	Algeria	
	2	Kenya	
	3	Malawi	
	4	Mali	
	5	Somalia	
	6	South Africa	
	7	Uganda	
	8	Zambia	
	9	Zimbabwe	
10	Niger		

B The relevance/appropriateness of the project’s immediate objectives, outputs, indicators, and activities including the preparatory activities and assessments undertaken at the start of the project

Indicate your level of agreement with each of the following statements by ticking the appropriate box. 5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree

1	The project’s immediate objectives were relevant and appropriate to various stakeholders.	5	4	3	2	1	Tick
2	The preparatory assessments undertaken at the start of the project were relevant and appropriate.	5	4	3	2	1	Tick
3	The preparatory activities undertaken at the start of the project were relevant and appropriate.	5	4	3	2	1	Tick
4	The anticipated outputs of the project were relevant and appropriate for the various stakeholders.	5	4	3	2	1	Tick
5	List the indicators to show how 1 to 4 above were relevant and appropriate.						

C Review of how the project’s design, log frame, work plan, monitoring data and results were used, and the project’s goal was realized

Indicate your level of agreement with each of the following statements by ticking the appropriate box. 5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree

1	Based on the design, the project’s goal was realized.	5	4	3	2	1	Tick
2	Based on the log frame, the project’s goal was realized.	5	4	3	2	1	Tick

3	Based on the work plan, the project's goal was realized.	5	4	3	2	1	Tick
4	Based on the monitoring data collected and analyzed, the results were used to achieve the project's goal.	5	4	3	2	1	Tick
5	Give the indicators to show how 1 to 4 above were realized and used according to the project design, log frame work plan, and monitoring data.						
D	Efficient use of resources including value for money, human resource, internal structure, and coverage to achieve the intended project goal and objectives						
Indicate your level of agreement with each of the following statements by ticking the appropriate box. 5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree							
1	The Peace and Resilience Building in Education trainings organized by IICBA helped participants to understand the project goal and objectives.	5	4	3	2	1	Tick
2	The Cascaded training approach was efficient in achieving the project goal and objectives.	5	4	3	2	1	Tick
3	The content in the training manuals was relevant to the intended project goal and objectives.	5	4	3	2	1	Tick
4	The training methods were appropriate for achieving the project goal and objectives.	5	4	3	2	1	Tick
5	The quality of trainers contributed towards achieving the project goal and objectives.	5	4	3	2	1	Tick
6	The training venue was appropriate for achieving the project goal and objectives.	5	4	3	2	1	Tick
7	Financial resources were effectively utilized to achieve the project goal and objectives.	5	4	3	2	1	Tick
8	The project partners fully fulfilled their responsibilities throughout the project's lifetime.	5	4	3	2	1	Tick
9	Highlight the indicators to show how 1 to 8 above were efficient for achieving the project goal and objectives.						
10	What challenges did you encounter during project implementation?						
E	Efficient use of resources including value for money, human resource, internal structure, and coverage to achieve the intended project objective						
Indicate your level of agreement with each of the following statements by ticking the appropriate box. 1: Strongly Agree 2: Agree 3: Neutral 4: Disagree 5: Strongly disagree							
1	Training and workshop recommendations have been useful in the reduction of violence in education institutions	1	2	3	4	5	Tick
2	Trainings, workshops and webinars have been helpful in identifying best practices to mitigate violence	1	2	3	4	5	Tick
3	Internal structures were efficiently used in achieving project objectives	1	2	3	4	5	Tick
4	Human resources were efficiently used to achieve project objectives	1	2	3	4	5	Tick

5	Finance resources were effectively utilized to achieve the project objectives	1	2	3	4	5	Tick
6	There was efficient flow of funds throughout the project lifetime	1	2	3	4	5	Tick
7	Project team used to meet frequently to discuss challenges and progress of the project	1	2	3	4	5	Tick
8	The training package (content, training approaches, delivery methods, training materials, assessment, training venue and quality of trainers) for TOT benefited the target group	1	2	3	4	5	Tick
9	Planned benefits were delivered and received by all the target group members (beneficiaries)	1	2	3	4	5	Tick
10	Good practices and lessons were learnt though this project	1	2	3	4	5	Tick
11	Monitoring of the project activities was carried out throughout the project lifetime	1	2	3	4	5	Tick
12	Policy dialogue and consultation with all stakeholders carried out during preparations	1	2	3	4	5	Tick
13	Resource materials and advocacy platforms for universities and teacher training institutions were provided	1	2	3	4	5	Tick
14	Give the indicators to show that activities in (1 – 13) ensured efficient resources use including value for money to achieve the project objectives.						
F	The Project Impact Assessment						
Indicate your level of agreement with each of the following statements by ticking the appropriate box. 5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree							
1	There is increased awareness on prevention of extremism and its resurgence in the target communities.	5	4	3	2	1	Tick
2	There is increased peace and stability in training institutions.	5	4	3	2	1	Tick
3	The training and workshop recommendations have been useful in the reduction of violence in education institutions	5	4	3	2	1	Tick
4	Which activities do you think were most effective in bringing about changes to beneficiaries' knowledge, attitudes, and practices on the prevention of extremism and its resurgence in the target communities?						
5	What strategies do you recommend to sustain the impact of the Project?						
G	Determine the extent to which the benefits of the project will continue after donor funding has ceased to ensure the sustainability of the gains realized						
Indicate your level of agreement with each of the following statements by ticking the appropriate box. 5: Strongly Agree 4: Agree 3: Neutral 2: Disagree 1: Strongly Disagree							
1	The project highly encouraged ownership and local participation of the stakeholders.	5	4	3	2	1	Tick

2	The stakeholders showed commitment to continue with the strategies for the prevention of extremism and its resurgence in the target communities.	5	4	3	2	1	Tick
3	The project registered policy changes at the local and national levels with support from the government	5	4	3	2	1	Tick
4	Continuous training systems through TOT were established to build local capacity	5	4	3	2	1	Tick
5	Highlight the indicators that show mainstreaming of prevention of extremism and its resurgence at local and country level						
6	What were the key lessons you learnt as a key stakeholder in this Project?						
7	What are your recommendations to UNESCO-IICBA, your country government, ministry of education and education institutions in future related peace building initiatives?						

IN-DEPTH INTERVIEW GUIDE

Welcome and thank you for making time for this interview today.

On behalf of UNESCO-International Institute for Capacity Building in Africa (IICBA) based in Addis Ababa, Ethiopia, we have been contracted to undertake an End of Project Evaluation to establish the extent to which the current project “Prevention of extremism and its resurgence amid the COVID-19 pandemic through education in Africa Project” has achieved its objectives. Specifically, the purpose of this external evaluation of the Project is to assess the successes and challenges encountered during Project Management, as well as document Good Practices and Lessons Learned to improve project management for future initiatives on peace building and prevention of violent extremism. You have been identified as one of the key stakeholders of this project intervention, and it is for this purpose that we request you to participate in this interview. The interview is being carried out online due to logistical challenges. This interview will take around 30 minutes. We appreciate your time. We would like to record this interview for the project but will not use your name. If you wish that we use your name in the final report, kindly let us know. If you agree, we will switch on the recorder now. If you wish to stop the interview at any time, just let us know and we will stop without negative consequences for you. The information you provide will be treated as confidential and will strictly be used for purposes of this assignment. We greatly appreciate your cooperation in this exercise.

Question 1: Kindly tell us about the ‘Prevention of Violent Extremism and its Resurgence amid COVID-19 Pandemic through education in Africa’ Project, in which you were a key stakeholder in your country [*with minimal or no interruption, allow the interviewee to narrate his/her story about the project*].

Follow up questions for further clarification.

Question 2: Effectiveness

- 1) How was the Project planned from initialization, execution and closure? [*probe for Project objectives, activities, targets and outcomes, Project planning processes-including needs assessment, and key stakeholders involved at IICBA, country and institutional levels, training plans and kits/materials, other relevant literature*].

- 2) What strategies and tools were used at IICBA, country and institutional levels in the implementation of Project activities? [*also probe for the strategies/events that were used to promote the Project's visibility/advocacy and their results*].
- 3) How relevant were the Project components for the beneficiaries? [*probe for how the Training of Trainers (ToTs) was packaged to benefit the target groups, i.e., the content, training approaches, quality and quantity of training (sessions), training methods, training materials, and quality of trainers and trainees*]
- 4) In what ways was UNESCO-IICBA effective in implementing the project activities?

Question 3: Efficiency

- 1) What were the planned Project Targets and Activities, and how efficiently were the planned activities implemented in terms of value for money, human resource, internal structure, and coverage to achieve the intended Project objective? [*also probe for the Project management modalities – including Meetings between IICA and NatComs, Project Structure and quality and quantity of Staff involved in Project management, the internal reporting structure, Project Schedule, Project Coverage at various levels, how useful the Guide for Teachers and other training documents were, how useful the training was (use of cascaded approach quality of and access to webinars, adequacy of training sessions and time, support during training); M&E strategies, number of Universities and Teacher Training Institutions involved in the training, number of trainees who participated and those who successfully completed the training; training support provided by IICBA, country government and at institutional level*].
- 2) How efficient were the Project financial management processes and procedures? [*also probe whether a Project Grant/Fund was received, how much it was, the funding modality, flow of funds, who managed the Grant/Fund; finance and accountability reporting mechanisms; worked well/did not work well in Grant/Fund management*].
- 3) Was the planned progress observed in a timely manner? [*if yes, probe for what supported this. If not, probe for the challenges encountered and how these were managed. Probe for how COVID-19 affected Project implementation; and the strategies used during COVID 19*].
- 4) How well were the Project targets reached in relation to human resource, institutional and geographical coverage? [*also probe for immediate results; internal strategies, if any, that supported the cascading or mainstreaming of the Project activities, other than the Grant provided*].

Question 4: Sustainability

- 1) As a result of this Project, what mainstreaming strategies are in place after Project completion and with no more donor funding available? [*probe for strategies at IICBA, country and institutional levels; whether there are strategies or activities currently continuing; what does the participant know now, is doing now, that he or she was not doing before the Project intervention, and why*].
- 2) In your view, what strategies do you recommend in order to sustain the impact of the Project? [*probe for sustainability strategies at IICBA, country and institutional levels for Project mainstreaming and ownership, evidence of Project Sustainability, Action or Continuity Plans*].

Question 5: Good practices and lessons learned

- 1) What did you like most about the entire Project? [*probe for what was good, what was innovative in terms of Project planning and implementation at UNESCO-IICBA level, at country-level and at institutional level?*]
- 2) What were the key achievements (completed activities and emerging outcomes)? [*Probe for ways in which the intervention has benefited the Youth and other intended target groups; whether the intended Project objectives were achieved*]

- 3) What were the challenges? How, if in any way, could they have been mitigated?
- 4) What are some of the key lessons you have learnt as a key stakeholder in this Project?
- 5) What are your recommendations to UNESCO-IICBA, Country Government and Higher Education Institutions in Project Planning and Implementation of future related initiatives?

Thank you for your time.

ANNEX 2: DATA COLLECTION TOOL FOR THE LESSONS LEARNED ANALYSIS

Warm greetings from IICBA. We are reaching out to you today to ask your important contributions for the development of a Booklet of Lessons Learned. As you know, since 2017 UNESCO IICBA has been supporting the Transformative Pedagogy Approach for Peace and Resilience Building across Africa. After six years of implementation, the time has come to harness the stories of implementation and take stock of the lessons learned in the countries where this approach has been cascaded to teachers, learners, universities, youth-led organizations, and civil society. We are also pleased to share for your consideration a quick survey to collect additional qualitative data. Please answer the question below and do not hesitate to email Mr. Xavier Gonzales [email deleted] should you run into any general or technical difficulties. We thank you once again for your great support and we look forward to continuing working together to build a peaceful Africa. With best regards, UNESCO IICBA

Contact Information	
1. Last Name	
2. First Name	
3. Title	
4. Organization	
5. Country	
6. Email	
7. Number for WhatsApp	
Questions.	
8. When were you first trained in the Transformative Pedagogy for Peace Approach?.	
9. After the training how did you cascade the approach in your country? Please specify through which institutions, in which geographical areas and if in Primary, Secondary or Tertiary Education?	
10. How many educators have you reached in your country with the Transformative Pedagogy Approach?	
11. How did you anchor the Transformative Pedagogy Approach to your current frameworks? (Multiple Choices possible)	<ul style="list-style-type: none"> ■ Life Skills Education ■ Peace Education ■ Citizenship Education ■ Active Pedagogy ■ Competencies Based Curriculum ■ Sociology
12. Please elaborate more on how teachers have been <u>integrating</u> the Transformative Pedagogy Approach in the schools in your	

country.	
13. Are there any initiatives at the primary, secondary and tertiary level to engage learners and youth (such as peace clubs)?	
14. On a scale from 1 to 10, how would you rate the success of your program? (0: Unsuccessful 10: Very successful)	
15. Have you faced any challenges before and during the implementation of your program?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other ()
16. If yes, could you elaborate on what those challenges were/are?	
17. How have you overcome said challenges/How do you cope with the challenges?	
18. Have the ministries of education or your organisation managed to mobilize resources and/or partner with other organizations?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other ()
19. If yes, could you elaborate?	
Questions for representatives of Higher Education Institutions	
You may skip this section if you are not a representative of a Higher Education Institution	
20. For representatives of Higher Education Institutions, have you created or integrated the Transformative Pedagogy Approach in the Schools in your country?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other ()
21. If yes, are there any measures in place to include peace education in curriculum and/or in education policy advocacy?	
22. Have there been any commitments or action taken on an individual level?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other ()
23. If yes, kindly elaborate on said commitments or actions	
Final question	
24. What is the most memorable moment of transformation you can recall in terms of mind shift connected to Transformative Pedagogy for Peace? Please share a personal story, either from when you participated in the training or from when you trained teachers and other stakeholders in your country.	



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