



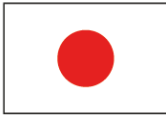
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From
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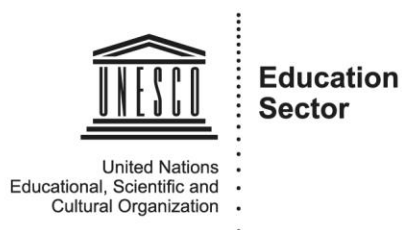
Donor Report

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

Budget code: 567RAF1001

UNESCO Education Sector

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



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Executive Summary

After a successful implementation of the “Teacher Training and Development for Peacebuilding in the Horn of Africa and Surrounding Countries” project, the Government of Japan renewed its confidence in the UNESCO International Institute for Capacity Building in Africa (IICBA) and funded the “Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism (PVE) in Sahel countries through Teacher Development” project (hereafter referred to as the “Sahel project”).

Sahel countries have long been affected by natural disasters as well as ongoing conflicts. The year 2018 witnessed unprecedented droughts in many parts of Africa, especially in the Sahel region. This has adversely affected many Sahel countries’ economies and has made young people more vulnerable to violent extremism and irregular migration. In the context of the current situation, the resilience of these countries has further deteriorated and the vulnerability of young people, if not checked, will further increase.

Sahel countries have large youth populations; therefore, investing in the education of young people is the most effective and sustainable way to increase peace and stability in the region. By building the capacity of pre- and in-service secondary school educators, the Sahel project is making this important investment to ensure that youth in Sahel countries are taught skills and tools for peacebuilding and positive engagement with others. This helps in youth development towards becoming peace-loving and productive citizens.

The project’s goal is to train teachers through a cascading model using a training of trainers (ToTs) model. The overall project framework is to create a critical mass of teachers who will implement effective teaching and learning, thus producing economically productive and peace-loving youth.

This project report details the progress made towards meeting the project’s objective and targets, as well as activities organized. It provides an overview of the full project from March 2018 (official signing of the project) to May 2018 (the project launch) to March 2019 project finalization. The report is organized as such:

1. Project Achievements
2. Introduction
3. Background
4. Key Project Activities
5. Sustainability and Ownership
6. Challenges and Mitigation
7. Successes and Conclusion
8. Annex

UNESCO IICBA understands that peace is critical not only for the Sahel countries but the whole continent. Therefore, lessons have been drawn from the Sahel project to inform the 2019–2020 “Youth Empowerment for Peace and Resilience Building and the Prevention of Violent Extremism in African Countries through Teacher Development” project.

UNESCO IICBA thanks the Government of Japan for their continued support and will continue to work, within its mandate, with Africa’s institutions, policy-makers, teachers and youth to increase peaceful communities and realize the potential of the generations to come.

Project Achievements



10 Ministries of Education from Algeria, Burkina Faso, Cameroon, Central African Republic, Chad, Mali, Mauritania, Niger, Nigeria and Senegal engaged

1 Experience Sharing Meeting between the Horn of Africa project countries and Sahel project countries

1 ToT organized and 47 teacher trainers trained
13 in-country ToTs organized
3550 teachers reached directly and indirectly
56 teacher trainers trained

1 Planning Meeting organized

School Safety Manual translated into French

Teachers' Guide on Peace and Resilience Building and PVE for Sahel and Surrounding countries developed in French and English

1 Study Trip organized and 27 trained



Four Key Project Activities

Introduction

Purpose

The purpose of the project is peace and resilience building for youth through teacher development, so to embrace peace values while preventing violent extremisms though education. The project also aims at strengthening the capacity of the African Union Commission in relevant departments through implementing the activities.



Figure: Countries of the Sahel (blue) and Horn of Africa (green) projects

Role in Meeting International Conventions and Goals

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

“By 2030, to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, human rights, gender equality, promoting a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.

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

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

Impetus: Why does this project matter?

Violent extremism is a phenomenon that has been observed in the Sahel and surrounding countries for several years. Setting in motion a prevention and mitigation dynamic in which young people from secondary schools play a key role presupposes they understand its spatial-temporal evolution, and also the profiles of victims as well as those of instigators. It will be necessary to analyze the root causes and triggers of such a dynamic before classifying its different forms by type and listing the rationalities that can explain or justify such deviant behavior.

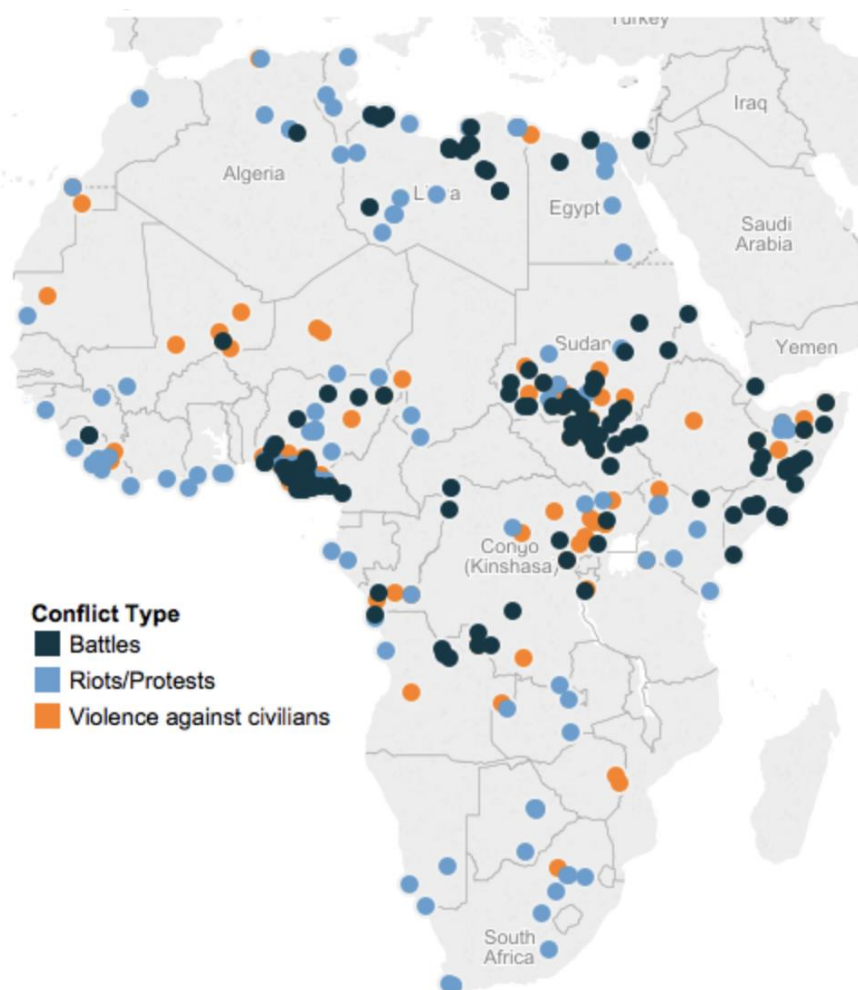


Figure: Resource Based Conflict in Africa, 1997-2014
Source: ACLED, 2014

Recent conflicts, unrests and natural disasters in the target countries are severely impeding global and regional efforts to improve access to quality education while exacerbating violence and radicalizing youth. A timely and effective response to the situation is indispensable for mitigating the situation and avoiding further escalation.

There is no doubt that radical violent extremism is a significant phenomenon, if not a structural one, in large areas of sub-Saharan Africa. For the countries in the Sahel region, violent extremism is also influenced by the fluidity of borders and by the high migration rate of populations in the region since the colonial period.



Figure 2: Conflict-based IDPs in Africa, 2016
Source: IOM, 2017

Background of the Project

Algeria

In the last 20 years Algeria has achieved 20% poverty reduction and life expectancy of children at birth increased by 16.6 years. The country ranks 83rd in the latest Human Development Report, placing it among highly developed countries, as a result of progress made in key human development indicators.

Algeria has achieved universal primary education with a 97% primary education enrolment rate. There have also been increases in the enrolment rate for higher education. However, all these successes are undermined by an increase in unemployment of the educated population, and 10% of the population's high susceptibility to poverty.¹

Burkina Faso

Burkina Faso is a low-income, landlocked country with 80% of its population employed by the agricultural sector. In 2016, the population of Burkina Faso was estimated at 18.6 million, with a gross primary admission rate of 100.6% for girls and 104.5% for boys. In 2017, the gross primary completion rate was at 64.3% for girls and 56.6% for boys. However, insecurity and terrorism have affected education in the country. For example, about 1,035 primary, post-primary and secondary schools were closed in parts of the country due to terrorism. This has deprived about 141,000 pupils of an education.²

Cameroon

Cameroon is a very diverse country with 24 million people, of which 78% are under 35 years of age. A critical number of the population is un- and under-employed and 24% of the youth are out of school. These challenges are compounded by other social, political and religious issues, which are the root causes of violence in Cameroon. Social problems in Cameroon are mostly linked to unemployment of the population (3.4%)³ and 70% of overall underemployment⁴ for graduates of higher education. Since 2014, Cameroon has been experiencing violence both internally in the northwest, southwest and east, and from the surrounding areas. There are three zones of tensions: (1) the extreme North with Boko Haram and armed incursions causing internally displaced persons (IDPs) and refugees to flee the country, (2) the West, which has residual violence of rebel groups from the Central African Republic, and (3) the Northwest and Southwest, where there are destructions of schools and attacks on symbols of the state by both Boko Haram and secessionist insurgents have also led to an increase in IDPs.⁵

Boko Haram attacks in the North and insurgency in the south have led to instability in the country. Over 400 civilians and 200 security personnel have lost their lives since 2017. According to UNHCR, Cameroon is currently hosting 1,171,228 refugees, of which 102,287 are Nigerians and 274,688 are Central Africans.⁶

¹ <http://www.worldbank.org/en/country/algeria/overview>

² <http://www.worldbank.org/en/country/burkinafaso/overview>

³ <https://data.worldbank.org/indicator/SL.UEM.TOTL.ZS?locations=CM>

⁴ Underemployment reflects the underutilization of the productive capacity of the employed population, <https://www.ilo.org/global/statistics-and-databases/statistics-overview-and-topics/underemployment/lang--en/index.htm>

⁵ Adapted from workshop presentation by the project focal point for Cameroon

⁶ <http://www.worldbank.org/en/country/cameroon/overview>

Central African Republic

The Central African Republic (CAR) is a landlocked country of about 4.6 million people. Following a crisis in December 2017, about 78,000 people were displaced from Ouham-Pendé Prefecture's Paoua town leading to an increase in forced displacement. There has also been an increase in the number of IDPs between 2017 and 2018, with about 688,000 Central Africans internally displaced and 546,000 as refugees in neighboring countries. In addition, more than half the country's population is in need of humanitarian assistance.⁷

Chad

Chad is a landlocked country with a population of 11 million. With more than 50% of the population being young and a population growth rate of 3.6%, there is a large strain on the education system. The large youth population is mostly unemployed, and many do not have access to education as the educational system is unable to accommodate them. This has led to serious problems that further worsen the security situation in the country, which has been plagued by neighboring countries' conflicts and instability from internal rivalries between ethnic groups. The country's main source of livelihood (agriculture) is facing challenges as a result of insecurity, conflict, desertification and the drying up of Lake Chad due to climate change.⁸

Mali

Mali's population was estimated at 17 million in 2016. Since 2012, Mali has experienced multi-faceted crises, such as the emergence of religious fundamentalists and terrorists. This has led to an increase in violence across the country and a terrorist group taking control of part of it. The violence has led to the closure of schools, separation of families, youth recruitment into armed groups, IDPs and many forced to flee the country. The government is taking action to combat the violence. For example, they created a judicial pool to fight against transnational crimes.⁹

Mauritania

Mauritania is mostly composed of pastoral land and has less than 1% of arable land, making it essentially a desert country. With a population of 4 million and a population density of 3.9 inhabitants per square kilometer, it is the fourth least densely populated African country. Though, it is estimated that by 2020, the proportion of city dwellers will surpass the rural population. Although, gross domestic product growth has increased since 2015, rising from 3% in 2017 to 3.6% in 2018, not all population groups have benefitted and many social dimensions still lag behind. For example, primary school enrollment for children between the ages of 6 and 11 is only at 55%. In addition, less than 40% of the population has access to electric lighting and one third of households live in precarious housing.¹⁰

Niger

Niger, a vast, landlocked country, in 2017 had an estimated population of 21.5 million and one of the world's highest population growth rates.¹¹ More than half of the population is under the age of 15.¹²

⁷ <http://www.worldbank.org/en/country/centralafricanrepublic/overview>

⁸ <http://www.worldbank.org/en/country/chad/overview>

⁹ Adapted from workshop presentation by the project focal point for Mali

¹⁰ <http://www.worldbank.org/en/country/mauritania/overview>

¹¹ <http://www.worldbank.org/en/country/niger/overview>

¹² Adapted from workshop presentation by the project focal point for Niger

It is also one of the poorest nations in the world with a poverty rate of 44.1% and per capita income of \$420, and is ranked second to last on the 2016 United Nations Human Development Index.¹³

In general, Niger grapples with providing basic social services (education, health, employment, nutrition, etc.), which together with high poverty rates and climate change cause significant security threats for the nation. Young people are also attracted to jihadist groups who promise material opportunities.¹⁴ Jihadist attacks have been plaguing the country in recent years along with drug trafficking and the arrival of Boko Haram. Currently, Niger is hosting more than 300,000 refugees and displaced persons from Libya, Mali and Nigeria.¹⁵ More than 10,000 people have been displaced from Niger to Nigeria causing 150 schools to close, a situation that unites countries in the region.¹⁶

Nigeria

Nigeria is Africa's most populous country with a total population of approximately 197 million. With a population of this size, Nigeria accounts for almost half of West Africa's population and also has one of the largest youth populations in the world. The country also has many resources. For example, it has the largest natural gas reserves on the continent and is Africa's biggest oil exporter.

Under-investment has led to weak human capital development despite some socio-economic progress made in recent years. In the World Bank's 2018 Human Capital Index the country ranked 152 out of 157 countries. Moreover, there are several large developmental challenges that need addressed, such as reducing the oil dependence and diversifying the economy, and creating sufficient infrastructure and stronger, more effective institutions. Poverty reduction has been adversely affected by rapidly growing income and opportunity inequality, and a lack of job opportunities.¹⁷ Rising unemployment, currently put at 23% of the population, especially among tertiary education graduates, is expected to lead to an increase in crimes and antisocial behavior if left unaddressed.¹⁸

Senegal

Senegal, a relatively dry country, running along the Atlantic Ocean, is one of Africa's most stable countries. Half of its population is located around its capital, Dakar, and other urban areas. The national poverty rate has not been measured since 2011 when it stood at 46.7% and had a 38% international poverty line.¹⁹

Although, Senegal thus far has avoided regional security issues, it is faced with threats of terrorism and extremism. For example, the northern part of Senegal, which is close to the Sahel region, has already witnessed violent events. Insecurity and massive displacement of populations - that affect the school systems - are also the reality in a few areas in the south of Senegal that require immediate intervention.²⁰

Key Project Activities

Project Launch and Experience Sharing Meeting

¹³ <http://www.worldbank.org/en/country/niger/overview>

¹⁴ Adapted from workshop presentation by the project focal point for Niger

¹⁵ <http://www.worldbank.org/en/country/niger/overview>

¹⁶ Adapted from workshop presentation by the project focal point for Niger

¹⁷ <http://www.worldbank.org/en/country/nigeria/overview>

¹⁸ Adapted from workshop presentation by the project focal point for Nigeria

¹⁹ <http://www.worldbank.org/en/country/senegal/overview>

²⁰ Adapted from workshop presentation by the project focal point for Senegal

The experience sharing meeting, which was held in Addis Ababa, Ethiopia, on the 22 and 23 May 2018 brought together target countries of the Horn of Africa Project and the Sahel Project for the closing of the Horn of Africa project and the launch the Sahel project.



The meeting was an opportunity for experience sharing, country ownership and deepened South-South cooperation. Participants from the Horn of Africa project shared in-country implementation experience, while participants from the Sahel project presented their country's situation/experience and initiated in-country planning with support from other countries. In addition, participants developed modalities for sustaining government ownership and engagement.



The countries of the Sahel project presented the following in-country next steps:

Country	Action Plan
Cameroon	Conduct a study on the source of VE, raise awareness of youth, revise curriculum, better use ICTs, build capacity of youth association leaders through school or other clubs, train teachers to work on PVE, help youth find stable jobs, work on the social sector, take a multi-sectoral strategy, and strengthen partnerships (Commonwealth, UNESCO, UNDP, UNFPA, UN Women, and UNHCR)
Central African Republic	Train teachers and youth leaders, undertake a pilot project in some schools (and scale up with positive results), and strengthen partnerships (UNICEF, Africa Dev Bank, among others)
Niger	Implement existing modules, publish a final outcome document, identify intervention zones, undertake TOTs on the ground, create synergy between different line Ministries, enhance M&E and CPD for teachers and school directors on pedagogy and administrative aspects of schools, and strengthen partnerships (government, UNESCO, UNICEF, SOC, and Cop Swiss)
Nigeria	Monitor religious teachings and curricula, invest in human capital development, enhance federal quality assurance department, maximize influence of the community and religious leaders, emphasize technology and ICT education, build the capacity of peace blocks in schools, host sensitization workshops of global best practices in the management of peace amongst students, deliver conflict resolution and management courses, and promote clubs on sports, culture, human rights, etc.
Senegal, Chad, Mali, and Mauritania	Meet between countries with similarities, bring social justice and equity in the distribution of resources, change mentality, eradicate poverty, focus on zones targeted by violence and inequity, and build curriculum to focus on peace education



Follow-up Meeting

A follow-up meeting was held on 28 and 29 June 2018 in Dakar, Senegal to build upon the consultation and experience sharing workshop. The workshop was designed for key officials and

technical staff within the teacher development section at the ministries of education from the ten countries of the project as well as focal persons from UNESCO offices.

During the meeting, the procedures of the desk review and needs assessment were clarified, in-country training plans were discussed, and the logistics and purpose of the Japan Study Tour were clarified. In addition, participants worked in groups and provided insightful inputs of country-specific contexts to be incorporated into youth empowerment activities along with how to adapt IICBA's *School safety manual: Tools for teachers* and *Transformative pedagogy for peacebuilding: A guide for teachers* to the Sahel context.



Japan Study Tour

The Japan Study Tour, held from the 25 July to 8 August 2018, was co-organized by UNESCO IICBA and the Center for the

Places visited:

Hiroshima Peace Memorial Park and Museum

Kiyose Junior High School

Ministry of Foreign Affairs

JICA Headquarters

Japan Ministry of Education, Culture, Sport, Science and Technology (MEXT) & museum

United Nations Institute for Training and Research (UNITAR) Office

Sophia University

Hiroshima University

University of Tokyo

Study of International Cooperation in Education (CICE), Hiroshima University. Twenty-one policy experts at the ministries of education, teacher trainers and secondary school teachers from Algeria, Burkina Faso, Cameroon, Central African Republic, Chad, Ethiopia, Mali, Mauritania, Niger, Nigeria and Senegal participated in the Study Tour.

The main objectives of the Study Tour were to

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

As part of the training, participants

- Held discussions with high-level officials, such as Japanese parliament members, Ambassador Miyagawa, Director General of Cultural Affairs / Assistant Minister MOFA, MEXT and H.E. Prof. Sarah Anyang Agbor, AU HRST Commissioner;
- Received trainings at JICA, Japan Ministry of Education (MEXT), Hiroshima University, Sophia University and UNITAR;
- Had the honor to attend the Hiroshima Peace Memorial Ceremony and visit the Peace Memorial Museum and Fukuromachi Elementary School Museum;
- Visited junior and senior secondary schools in Tokyo and Hiroshima and interacted with parents, school administrators and students;
- Held country presentations and discussions; and
- Participated in a reporting and reflection session at the University of Sophia, where they shared lessons learned to adapt to their local contexts.



As a result of the Study Tour, participants

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



Training of Trainers

Forty-seven trainees from the 10 countries of the project attended IICBA's ToT workshop in Dakar, Senegal from 29 October to 2 November 2018. The ToT formed a key part of the Sahel project. Co-organized by the UNESCO Dakar office. The main objective of the week-long workshop was to strengthen the capacity of trainers to cascade the trainings in their respective countries.



The training engaged participants, utilizing methods of adult and transformative pedagogy. Participants worked in groups, engaged in activities, presented training plans and cascading strategies with consideration to assessment, monitoring and evaluation, reflections and feedback.



Training of Trainers Evaluation Findings.

Pre and post self-assessments administered at the ToT demonstrated growth in understanding the root causes of conflict, transformative pedagogy and the role of ethics and assessment in education for peacebuilding.

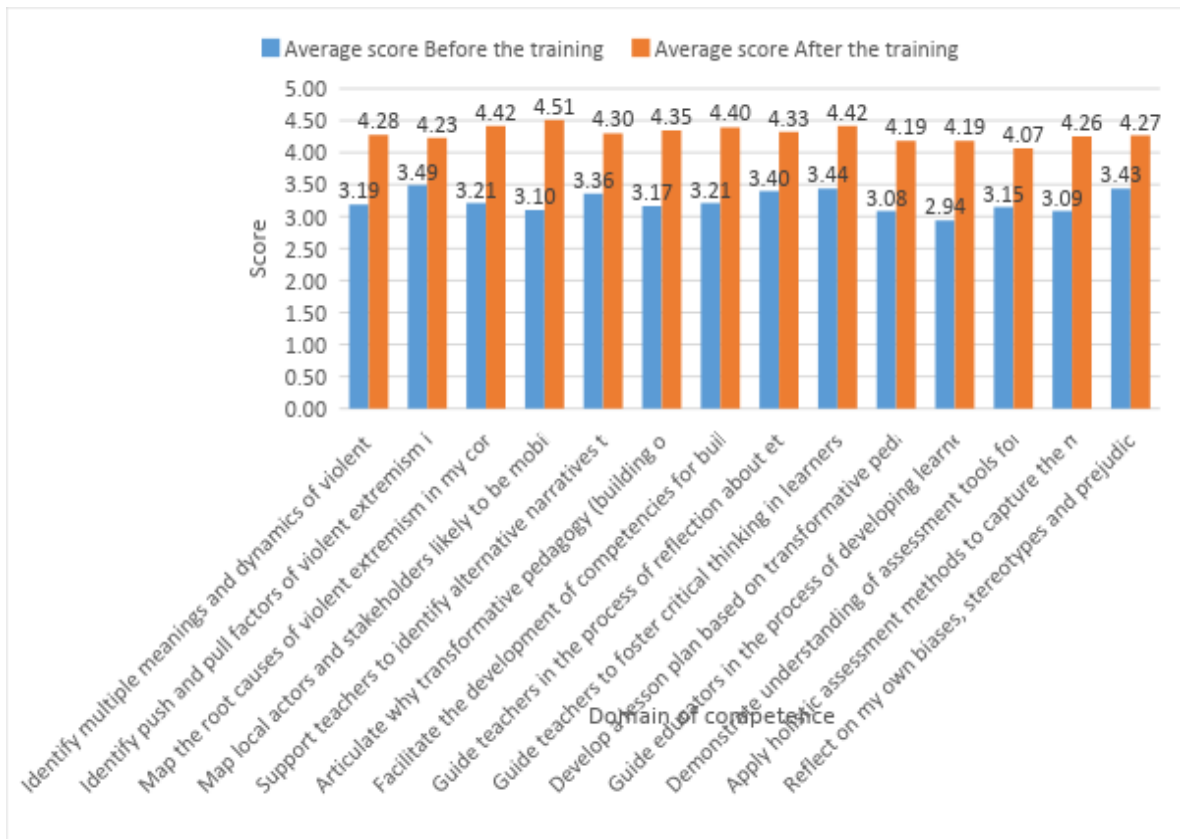


Table: Comparison of average scores before and after the training for different competences

In-country Training and Cascading

Country	ToTs organized	Numbers trained	Project Achievements	Additional National Activities
Algeria	2 ToTs	600 middle school teachers reached Another ToT is planned for the end of June 2019 for 30 mid-level inspectors	Translation of the guide into Arabic The former minister sent a letter to the National Program Commission to integrate peace education into educational programs.	National writing contest for learners on 'Living together in Peace' organized School celebrations planned for the World Day of Living Together in Peace
Burkina Faso			To Attend a contextualization workshop in Niamey in May 2019	
Cameroon	10 ToTs	1841 teachers trained The trainers of the 10 ToTs will cascade the training to 58 zones throughout the country who will aim to reach 2000 schools and 80000 teachers	Contextualization of the guide to the national context.	
Central African Republic	1 ToT	40 teacher trainers of primary and secondary school teachers trained 210 teachers reached indirectly and an additional 5000 planned to be reached 5000 students are estimated to benefit from these trainings	Peacebuilding has been integrated into all teacher training curricula for teachers of all levels	
Chad	2 ToTs	109 teachers and community teachers	A brainstorming workshop on the design of training and self-training booklet on peacebuilding, resilience and prevention of violent extremism through teacher training organized; Appropriation workshop and validation of booklets designed organized Printing and distribution of the booklets.	Culture of peace as innovation in the awareness program introduced by the management for the promotion of civic education; Reflection and realization of teaching tools for teaching tools for middle and secondary education

				established
Mali	1 ToT scheduled for June 2019	The training plans to reach 200 teachers from five training centers (Kayes, Sikasso, Segou, Mopti, Gao)	To attend a contextualization workshop in Niamey in May 2019	Inclusion in Education Sector Plan 2019-2028 Curriculum programming integration of the theme is planned for the Multiannual Action Plan 2019-2022
Mauritania	4 ToTs scheduled for October 2019	The ToTs aim to train 16 trainers who will reach 8 secondary schools and 80 teachers indirectly	Awareness of the program created for authorities and actors of the Ministry	
Niger	1 ToT planned for July 2019	The ToT aims to train 11 members of the national team	A validation workshop is being planned on the contextualized guide To attend a contextualization workshop in Niamey in May 2019	
Nigeria				
Senegal	3 ToTs planned for October 2019	Five national trainers will train three regional teams each composed of five trainers. These teams aim to reach a total of 180 teacher educators at 9 colleges and 78 teachers at 6 primary schools.	Awareness of the program created for authorities and the actors of the Ministry Country action plan developed To attend a contextualization workshop in Niamey in May 2019 A prospecting mission in the targeted academies for the selection of actors, schools and the preparation of training planned for October 2019	Planned development of teaching aids (a user guide for teachers and an activity book for pupils) based on the adapted guide with UNESCO / IFEF support

Challenges & Mitigation

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

Limited project funds and 10 target countries meant that IICBA was only able to support the capacity-building of country focal points and teacher educators through a consultation workshop, Japan study tour, planning meeting and one ToT for in-country cascading. The project was unable to fund the countries to implement in-country cascading activities, which was a challenge. This meant that focal points had to rely on national budget allocations from the Ministry of Education for implementation. In many cases, the approval of the education budget, which is tied to the national budget, took time for approval and had to struggle for priority. Some countries had to postpone the cascading until the budgets were passed and approved. Nigeria, for example, has not yet been able to secure funds for the in-country cascading. Country focal points were encouraged to immerse the cascading with national activities on peacebuilding and PVE.

Challenge 2: Delay in production of the guide

There were delays in the development and approval of the English and French versions of the Sahel project guide. The delay in reaching a consensus on the language, translation, content and style affected early production. This was to ensure that the quality of the guide was consistent with previous guides, that it could be used as a training tool and that it is in line with UNESCO standards.

Challenge 3: In-country challenges to implementation

A key implementation challenge that countries highlighted was the integration of the project into existing national strategies. Therefore, it is important for countries to develop national action plans. Also, the lack of coordination and political will at government levels were highlighted as cross-cutting issues that create significant obstacles in peacebuilding, especially in emergency situations. Emphasis should be placed on the quality of education and capacity-building for teachers to work as actors of peace.

Certain difficulties facing the education sector, such as insecurity, which has led to schools being shut down, limited resources allocated towards funding the education sector and an inability to reach teachers in conflict zones, were challenges countries identified. For this to change, commitment must come from all stakeholders—schools, communities, parents—and the different actors to hold decision-makers accountable. Therefore, resource mobilization and policy-maker engagement is important for the implementation of activities. The unequal deployment of resources in the fight against PVE through education at national levels hampered efforts. It is important to change the paradigm and widen the target audience on issues of PVE from just learners to teachers like the project is doing and other key stakeholders.

The lack of collaboration between Koranic schools and ‘mainstream’ schools in certain countries also proved to be a challenge. Some Koranic school teachers and parents were resistant to the project. Enhanced engagement between Koranic schools, parents and other schools in the fight against extremist ideas is a collaboration that would support the effectiveness of the project.

The lack of a communication strategy for the project hampered some aspects of the implementation. The development of a communication strategy in the project plan in both the national and local languages would have increased the reach and impact of the projects. To further create awareness social media and other forms of tradition media must be maximized as tools to counter and prevent violent extremism and extremist ideas.

Successes and Conclusion

- 3550 teachers reached and 489 expected to be reached by the end of October 2019
- Guide developed in both French and English
- All 10 project country's Ministries of Education engaged
- 56 teacher trainers trained to strengthen the capacity on cascading the training in their respective counties
- Follow-up meeting organized on 28 and 29 June 2018 in Dakar, Senegal to build upon the consultation and experience sharing workshop.
- Japan Study Tour conducted in Tokyo and Hiroshima in July/August 2018 with 21 policy experts at the ministries of education, teacher trainers and secondary school teachers from all project countries.
- 47 trainees from the 10 countries trained in Dakar, Senegal from 29 October to 2 November 2018.

Algeria has already reached 600 middle school teachers through cascading. In addition, another ToT is planned for the end of June 2019 for 30 mid-level inspectors. Algeria has also translated the guide into Arabic and had success in convincing a former minister to send a letter to the National Program Commission requesting the integration of peace education in not educational programs. A national writing context has also been organized for learners, which is on the theme of 'Living together in peace', and schools are planning to celebrate the World Day of Living Together in Peace; both great ways for the aims and goals of the project to spread.

Cameroon has been able to train 1841 teachers thus far through several cascaded training. In addition, they plan to reach 2000 schools throughout the country and 80000 teachers.

Central African Republic trained 40 teacher trainers of primary and secondary school teachers. These trainers thus far have reached 210 teachers and plan to train an additional 5000 teachers. It is expected that 5000 students will benefit from these trainings. CAR is also in the process of integrating the Youth Empowerment Experiment for Peace, Resilience and Prevention of Violent extremism in the Sahel and surrounding countries nationally

Chad conducted a training for 109 teachers (teachers and community teachers) in the province of Lake Chad in 1 Normal School of Bow Teachers and 3 Departmental Centers for Continuing Education of Primary Teachers (Mamdi, Way and Baga Sola). Chad also organized a brainstorming workshop on the design of training and self-training booklet on peacebuilding, resilience and prevention of violent extremism through teacher training organized. Culture of peace as innovation in the awareness program introduced by the management for the promotion of civic education in Chad

Mali is planning a training in June 2019 and plans to reach 200 teachers from five training centers (Kayes, Sikasso, Segou, Mopti, Gao). The Prevention of Violent Extremism has been integrated into the Education Sector Plan- the Multiannual Action Plan 2019-2022 and in Education Sector Plan 2019-2028.

Mauritania is planning a training in October 2019 for 16 trainers in eight secondary schools who will reach 80 teachers indirectly. In Mali, awareness of the program has been created for the authorities and the actors of the Ministry, a national coordination team and national team responsible for the training of the actors was also created and an action plan finalized.

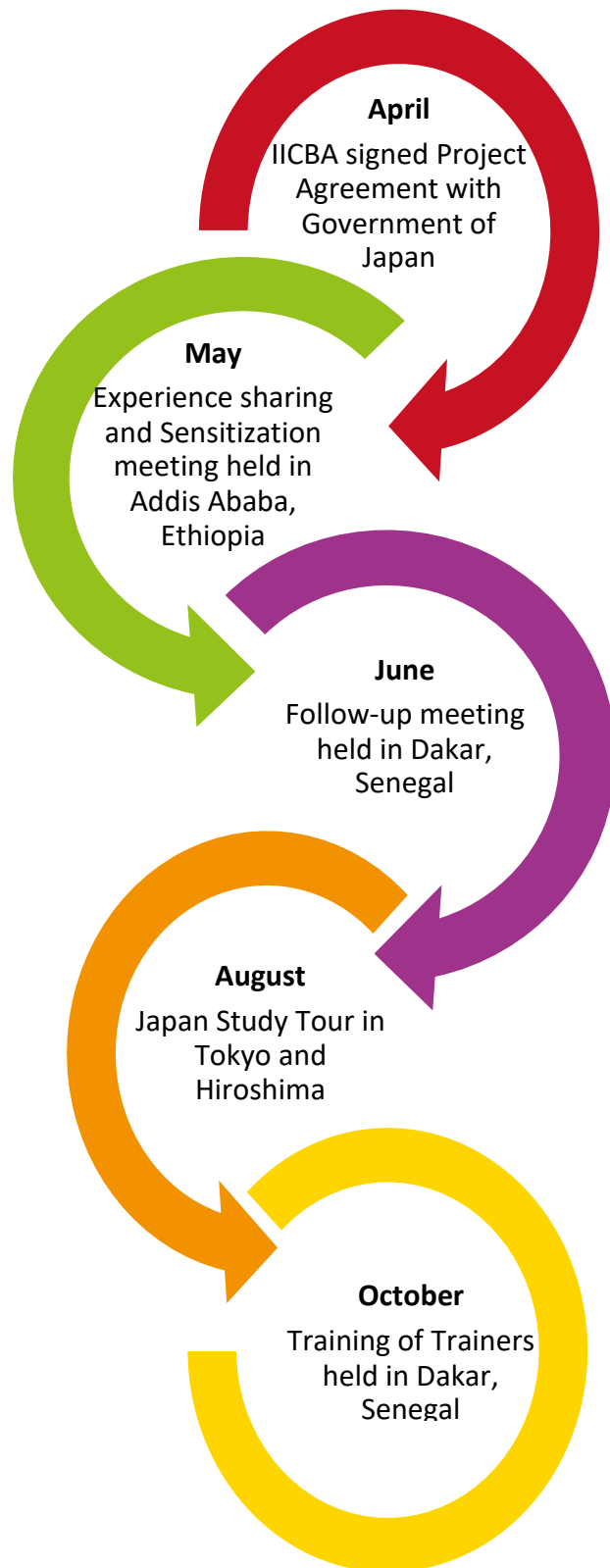
Niger is planning a training in July 2019 across various institutions. Within the framework of the implementation of the Dakar Plan of Action, Niger is in the contextualization phase of the teacher training guide.

Nigeria has not yet been able to secure funds for the in-country cascading, but has been encouraged to immerse the cascading with national activities on peacebuilding and PVE.

Senegal is planning a training in October 2019 for 15 trainer of trainers across 12 institutions who will reach 171 teachers. Awareness has been created for authorities and the actors of the Ministry and a coordination team and national team responsible for training actors was established.

Annex

Annex One: Timeline



Annex Two: Implementation Partners

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

UNESCO IICBA also worked with other institutional partners to ensure effective and efficient project implementation. These include:



HIROSHIMA UNIVERSITY

Hiroshima (25 July to 8 August 2018).

Hiroshima University and the Center for the Study of International Cooperation in Education were instrumental in planning and implementing the Japan Study Tour training in Tokyo and