

Transformative Pedagogy for Peace, Resilience, and the Prevention of Violent Extremism: Lessons from Recent UNESCO IICBA Projects

January 2024

Eyerusalem Azmeraw, Kasumi Moritani, Eleonora Mura, and Quentin Wodon



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Abstract

From 2017 to 2022, UNESCO's International Institute for Capacity Building in Africa (IICBA) led a series of projects for peacebuilding and the prevention of violent extremism through education with support from the Government of Japan. This study draws lessons from the projects. It consists of three main contributions: (i) a brief account of the transformative pedagogy approach that guided project implementation and examples of changes that were implemented at the country level under the projects – the analysis outlines through country examples what can be achieved through such projects; (ii) analysis of survey data to assess the project's performance, what worked well, and what could have been improved – the analysis is based on two surveys, one carried for the independent evaluation of the project and the other among individuals who benefited from the Training of Trainers; and (iii) interviews with nine participants to the project, typically officials from Ministries of Education and other participating institutions such as universities. Together, these analyses provide lessons on factors contributing to impact.

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

Cover photo: Students participate in a transformative pedagogy workshop in Zambia.

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This study was developed based on a series of projects on peacebuilding and the prevention of violent extremism through education (PVE-E) led by the UNESCO International Institute for Capacity Building in Africa (IICBA) with support from the Government of Japan from 2017 to 2022. Dr. Eyerusalem Azmeraw (Project Officer at UNESCO IICBA), Ms. Kasumi Moritani (Project Management Consultant at UNESCO IICBA), Ms. Eleonora Mura (Head of Partnerships and Organizational Development at Arigatou International), and Dr. Quentin Wodon (Director of UNESCO IICBA) collaborated in preparing this study. The analysis primarily relies on two sources of data: a lessons learned survey conducted by Arigatou International and an end-of-project evaluation executed by the external consulting firm QED Solutions Ltd.

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Above all, IICBA extends heartfelt gratitude to the Government of Japan for its unwavering support since 2017, ensuring that peace prevails in Africa. This support has positively impacted 28 countries across Africa, enhancing the capacity of the education sector to respond to the call for peacebuilding through education.

Disclaimer: The analysis in this study is that of the authors only and need not reflect the views of UNESCO, its Executive Directors, or the countries they represent, nor do they necessarily represent the views of the UNESCO International Institute for Capacity Building in Africa or any of the governmental institutions that participated in the projects or contributed to the implementation of the study.

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ACRONYMS

AU	African Union
AU-Y4P	African Union Commission's Youth for Peace Africa Program
COVID-19	Coronavirus Disease
GCED	Global Citizenship Education
ICQN	Inter Country Quality Node
IICBA	International Institute for Capacity Building in Africa
MoE	Ministry of Education
NAPSA	New Approach for Peace and Stability in Africa
PVE	Prevention of violent extremism
RECs	Regional Economic Communities
SDGs	Sustainable Development Goals
TICAD	Tokyo International Conference on African Development
ToT	Training of Trainers
UNESCO	The United Nations Educational, Scientific and Cultural Organisation

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EXECUTIVE SUMMARY

Background

There has been a sharp rise in conflicts and violent extremism in Africa in recent year. Estimates suggest that the number of conflicts in Africa increased threefold from 1989 to 2022. Conflicts and violent extremism can have devastating effects on the population. In several countries, dealing with crime, insecurity, and conflicts have become high priorities for the population according to Afrobarometer data. In the 21st century, the risk of conflicts and violent extremism be further exacerbated by unprecedented challenges, including pandemics, climate change, social inequalities, and technological revolutions.

This study shares insights from UNESCO IICBA's experience on preventing conflicts and violent extremism through education using a transformative pedagogy approach. Released for the International Day of Education 2024 whose theme is "Learning for Lasting Peace", this study shares the experience of UNESCO's International Institute for Capacity Building in Africa (IICBA) in peacebuilding and the prevention of violent extremism through education. From 2017 to 2022, IICBA spearheaded a series of projects supported by the Government of Japan, employing a Transformative Pedagogy Approach towards Peace, Resilience Building, Prevention of Violent Extremism, and Learning to Live Together. The projects were implemented across 28 African countries to strengthen the capacity of educators, teachers, and school leaders to promote peace through education. Interventions were designed through consultative meetings with stakeholders, tailoring trainings provided and other resources to meet country-specific needs. Policymakers were engaged from the outset, including to contextualize teacher guides addressing specific geopolitical, social, cultural, and economic dynamics and identifying context-relevant competencies for teachers and learners. IICBA also worked with regional partners, including the African Union Commission's Youth for Peace Africa Program (AU-Y4P) to enhance the capacity of young people.

Transformative pedagogy moves away from merely informing learners with knowledge towards shaping their behaviors, inspiring them to become responsible and active citizens. Learners can then take action to address injustices around them and be empowered to respond to ethical dilemmas in their local contexts. To effectively equip learners with the skills to identify and break down these grievous situations, teachers must first encourage a deep understanding of the root causes of conflict and the stakeholders involved. The transformative pedagogy approach fosters participatory and collaborative learning by promoting learner's critical thinking skills and positive attitudes towards themselves, others, and the environment, so that they can make meaningful contributions to their education alongside their peers.

Country-level Outcomes

As a result of the projects, different countries used different approaches to integrate peace education into their existing educational systems. Some countries incorporated education for peace into their teacher training programs, while others established peace clubs to promote peace education. Countries such as Algeria, Ethiopia, and Somalia successfully integrated peacebuilding and transformative pedagogy into their curriculum by teaching Human Rights, Citizenship, Conflict Resolution, Moral Education, and Peacebuilding. Many countries tailored IICBA's regional training guides to suit their specific needs. Educational institutions such as teacher training colleges, secondary schools, and universities emphasized the role of education in peacebuilding by training teachers in conflict resolution and mediation, including to prevent violence in schools. Participants in the projects from Zambia engaged multiple institutions and stakeholders in the implementation of the transformative pedagogy approach in the country.

The peacebuilding program was instrumental in the review of countries' action plans. This was the case among others in Malawi, Lesotho, Zambia, and Kenya. In Kenya, the program led to the development of a Peace Education Policy and the National Peace Education Programme which provides opportunities for integrating the transformative pedagogy approach into the curriculum. The establishment and promotion of peace clubs was observed, including through APSNET schools in Morocco, Kenya, and Tunisia. Southern African countries such as Malawi, Lesotho, Zimbabwe, South Africa, and Uganda encouraged youth engagement by establishing peace clubs in universities and teacher training colleges. Seven countries, including Nigeria partnered with IICBA and the African Union Commission's Youth for Peace Africa Program (AU-Y4P) to enhance the capacity of young people at the regional economic communities (RECs) level.

The program emphasized four complementary areas of focus. The first was capacity building for educators, teachers, and school leaders in primary and secondary schools, universities, and teacher training institutions to develop peacebuilding skills, including Global Citizenship Education (GCED), and thereby prevent violence, violent extremism, genocide, and atrocity crimes. The second was mainstreaming education for peacebuilding, GCED, and PVE-E into the curriculum, teacher training programs, and higher education courses. The third was establishing national, regional, and continent-wide networks that encourage experiential and good practice learning, to strengthen communities of practice (CoPs) that promote peace, resilience building, GCED, General History of Africa, and preventing genocide and atrocity crimes. The fourth was engaging out-of-school youth through community outreach programs led by youth-led organizations and the African Union Youth for Peace Program. These four pillars were supported by the transformative pedagogy approach for Peace, Resilience Building, Prevention of Violent Extremism, and Learning to Live Together. This empowering approach equipped learners and young people with skills to respond to injustices, uphold human rights, and promote the rule of law, using the elements of a whole school approach and dialogue. Selected outcomes from the projects are listed in Box 1. Overall, the program reached over 5,835 educators over time. Ethiopia had the highest number of individuals trained, followed by Kenya, Uganda, and South Africa.

Box 1: Selected Outcomes from the Projects

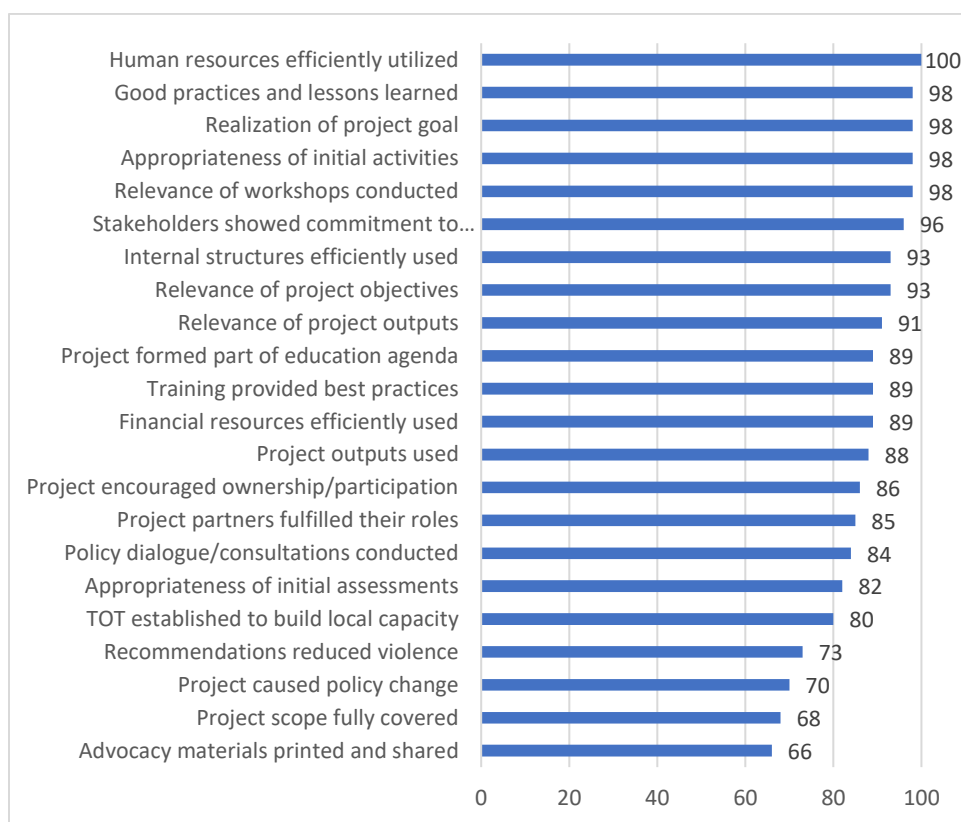
- Project implemented in 28 countries and 80 Teacher Training Institutions and universities.
- Practical Guides to support country implementation developed for Eastern Africa, Northern Africa, Southern Africa, and the Sahel together with country guides and a youth guide.
- Training guides available in multiple languages including Arabic, English, French, Portuguese, and several Ethiopian local languages such as Amharic, Afan Oromo, Somali.
- 8 regional trainings reached 200 university professors, educators, and policymakers as ToT.
- 72 Personnel from 14 countries participated in a study tour in Japan on peace education.
- over 5,835 educators were reached directly.
- 10,000 in-service and pre-service teachers were reached indirectly.
- 12 Experience sharing programs conducted.
- 240 youth from universities in six different countries trained in Peace, Resilience, and PVE-E
- More than 1500 youth were reached indirectly.
- Youth experience-sharing dialogues for more than 200 youth benefited.
- All countries establish and strengthen peace clubs.

Source: Compiled by the authors.

Evaluation of the Project

Results from an external independent evaluation of the last phase of the projects are very encouraging. The evaluation focused on five aspects: relevance, effectiveness, efficiency, sustainability, good practices, and lessons learned from the project. Ratings on various aspects of the projects are provided in Figure 1. On virtually all aspects, nine in ten respondents agreed or strongly agreed that the projects did perform well. Ratings were however slightly lower for a few dimensions, including for advocacy materials printed and shared. Some of the other aspects rated slightly 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.

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

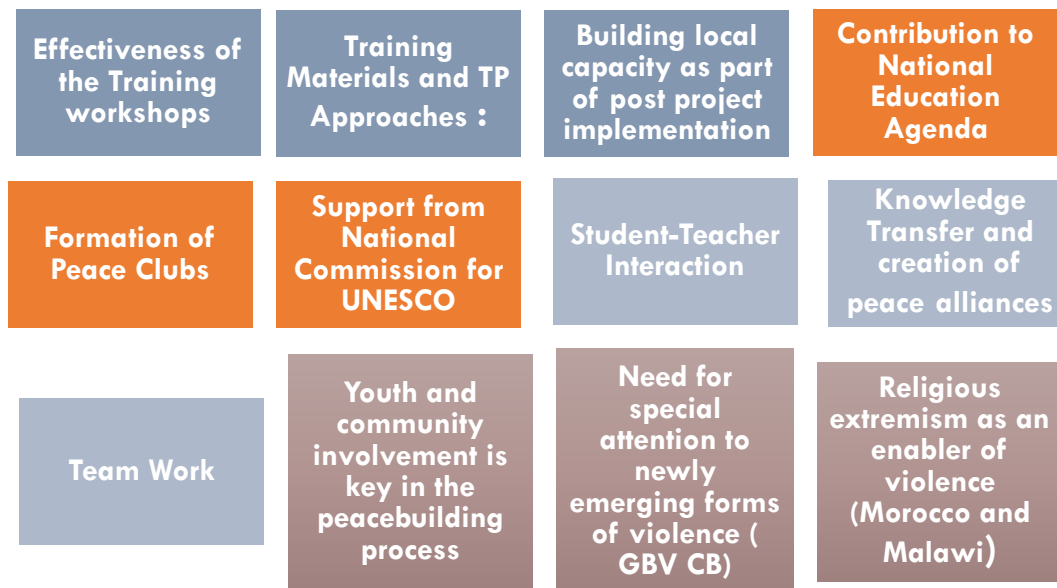


Source: Adapted by the authors from UNESCO IICBA (2023).

A lessons-learned survey was also conducted, suggesting that with training educational institutions can promote education for peace. Respondents shared a wide range of initiatives for peace education following the implementation of the project, including the creation of peace clubs. Figure 2 visualizes some of the themes that emerged from the lessons learned survey. The lessons learned survey demonstrated that educators across countries were receptive to the transformative pedagogy approach as it equipped them with skills and techniques to engage learners to become actors of peace. Respondents rated the success of the program at an average of 8 out of 10. The leading way to anchor transformative pedagogy in the

curriculum was through peace education followed by life skills and citizenship education. The engagement of teacher training institutions and universities was vital as they are ideal locations for putting education policies, strategies, and programs into motion. Commitment from policymakers is also critical in institutionalizing peace education. Finally, young people and youth-led initiatives also have a crucial role to play.

Figure 2: Selected Themes Emerging from the Lessons Learned Survey



Source: Compiled by the authors.

Finally, interviews with selected participants provided additional insights. This study also includes a series of nine interviews conducted with participants in the project for the International Day of Education 2024. The interviewees testified that the transformative pedagogy approach and the training they received enabled them to critically reflect on their values, views, and practices, including their teaching practices. This realization process demonstrates a high level of learning among participants, which is encouraging for the possibility of a lasting effect of the projects on participants and ultimately on learners.

Conclusion

This study suggests that a transformative pedagogy approach to education for peace has the potential to contribute to the prevention of conflicts and violent extremism in Africa. The study does not provide measures of “impact”, but it does suggest a high level of appreciation and commitment to the transformative pedagogy approach among individuals trained thanks to the training. The lessons learned and recommendations shared in the study may provide valuable insights for future initiatives, emphasizing the importance of sustained collaboration, evidence generation, and youth engagement. As we celebrate the International Day of Education on January 24, the 2024 theme "Learning for Lasting Peace" resonates with the imperative to empower learners with knowledge, values, and skills to become agents of positive change in their communities, and to train teachers and other educators to be able to do so.

INTRODUCTION

There has been a sharp rise in conflicts and violent extremism in Africa in recent year. Researchers at the Peace Research Institute Oslo publish data on conflict trends, considering state-based conflict, non-state conflict, one-sided violence, and battle-related deaths. There are limitations to their analysis and estimates may undercount conflicts and deaths. Still, estimates suggest that the number of conflicts in Africa increased from 34 in 1989 to 104 in 2022, driven mostly by non-state conflicts (Obermeier, 2023).

Conflicts and violent extremism can have devastating effects on the population. In several countries, dealing with crime, insecurity, and conflicts have become high priorities for the population. Analysis of data from wave 8 of the Afrobarometer suggests that one fifth (20.6 percent) of adults in Africa consider issues related to crime and security, political violence, political instability or division, or civil war to be among the top three issues in their country (Tsimpo and Wodon, 2024). In some countries such as Burkina Faso and Mali, the proportion is above half. What is also concerning is that less than half of adults in Africa believe that their government is performing well or very well in dealing with these issues.

Preventing conflicts and violent extremism requires a comprehensive approach, but education for peace and the prevention of violent extremism has an important role to play. "Learning for Lasting Peace" is the theme for this year's International Day of Education (for an introduction to education for peace, see the short report by UNESCO, 2024, released for the Day). At UNESCO's 42nd session of the General Conference in November 2023, Member States adopted the Recommendation on Education for Peace, Human Rights and Sustainable Development. This text updates the "1974" Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms. The role of education in fostering global peace is more important than ever, including in Africa where according to the Global Peace Index conflicts have been rising.

Since 2017, UNESCO IICBA has implemented with funding from the Government of Japan a series of projects on education for peace and the prevention of violent extremism. In the latest project that covered 21 countries, IICBA partnered with Ministries of Education, educational institutions (over 30 universities and 20 teacher training institutions), the African Union's Youth for Peace Africa Program, and Regional Economic Communities to mainstream education for peace. An independent external evaluation of the project suggested strong positive impacts. This study explains the project's approach and its impact.

The study consists of three chapters. Chapter 1 explains the transformative pedagogy approach that guided project implementation and provide examples of changes that were implemented at the country level under the projects. Chapter 2 draws some lessons from the projects based on the data from two surveys to provide both quantitative and qualitative insights into the performance of the projects with a focus on the last project in the series. The first survey was implemented for an independent evaluation of the project while the second focused on the cascading of the Training of Trainers. Chapter 3 yields some additional insights into the benefits of the transformative pedagogy approach through interviews with peace educators. The interviews were structured along a common set of questions, such as What are the most frequent types of conflicts or violence in your country, including risks of violent extremism? What are the drivers leading to conflict and violence? What are the effects on individuals, communities, and society, including for women and girls differently? Do violence and conflicts affect schooling and learning in basic or higher education, and what is the role of education in promoting peace and preventing violence and conflicts? Are there innovative initiatives to promote peace and prevent conflicts and violence? And what are key challenges today in implementing initiatives that promote peace and prevent conflicts? Useful findings emerge from the interviews on how to implement transformative pedagogy.

Together the three chapters provide an overview of both achievements from the projects and remaining challenges. As Africa and other regions of the world grapple with conflicts and the risk of violent extremism, we hope that this study helps demonstrate how peace education is part of the solution.

CHAPTER 1

PROJECT APPROACH AND COUNTRY-LEVEL IMPLEMENTATION

Introduction

The persistence of various forms of violence in societies is indicative of deep-rooted social, cultural, economic, and political issues. The United Nations' World Social Report argues that *“real or perceived inequality among social groups in access to economic resources, public services, political processes, and power, along with other aspects of civic and cultural life, has been closely associated with intense grievances that, in turn, have often been mobilized to fuel violent conflict”* (United Nations, 2020, p. 50). Violence often has its roots in disagreement and conflict, in turn contributing to conflict. While security and legal measures help in addressing violence in the short-term, structural approaches, including through educational interventions, are needed to prevent violence on a long-term basis (Abdalla and Sender, 2019; Galtung and Fischer, 2013; INEE, 2017; Stephens et al., 2021; UNDP, 2018; UNESCO, 2016).

The role of education in peacebuilding and the prevention of violent extremism (PVE) is acknowledged among scholars and practitioners. Lyderach (2003) views peace as a continuously evolving and growing aspect of relationships, which is achieved through deliberate actions to handle conflicts in a non-violent way. Ramsbotham et al. (2016) argue that capacity development is critical to addressing underlying issues while promoting understanding, fairness, and mutual respect among individuals and groups. In view of these studies, education is seen as a powerful force for peacebuilding and the transformation of societies towards a more just and equitable world by fostering inclusion and social cohesion among communities. Engdaw (2018) emphasizes that education for peacebuilding is about imparting the skills, knowledge, and best practices needed to promote peace and resolve conflicts non-violently in particular contexts. This can include teaching methods for fostering dialogue, civic rights and responsibilities, non-violent conflict resolution techniques, ethical considerations for peaceful coexistence, understanding and respect for human rights, and gender equality. The learning processes ought to be action-oriented, experiential, learner-centered, problem-based, and collaborative. Transformative pedagogy reflects these principles and methods.

UNESCO IICBA has engaged in peacebuilding and PVE with support from the Government of Japan since 2017. The Institute first initiated a project titled “Teacher Training and Development for Peace Building in the Horn of Africa and Surrounding Countries”, targeting six countries in the Horn of Africa region. This project aimed at capacitating educators to address region- and country-specific peace issues. Building on that project, IICBA started a second project entitled “Youth Empowerment for Peace and Resilience Building and PVE in Sahel Countries through Teacher Development” in 2018. The Japanese Government agreed to continue to provide support for new activities with a focus on the Horn of Africa, the Sahel Region, and North Africa under a third project entitled “Peace and Resilience Building and PVE in Africa through Teacher Development.” In 2020, the program was expanded to include Southern Africa and aligned with the African Union’s “Silencing the Guns by 2020” initiative. In this phase, IICBA collaborated with the African Union Commission’s Youth for Peace Africa Program (AU-Y4P). The most recent project “Prevention of Extremism and Its Resurgence amid the COVID-19 Pandemic through Education in Africa, Aligned with the Spirit of TICAD 7 and NAPSA” is the focus of this paper. It supported countries with regional and country-level training of trainers (ToT) and the development of action plans and guidelines. It also provided experience-sharing opportunities for countries to learn from each other.

The structure of this chapter is as follows. After a brief introduction to the purposes and characteristics of transformative pedagogy, the approach used for the implementation of the UNESCO

IICBA projects is outlined. The next section reviews some of the achievements of the projects with a focus on changes that occurred in selected countries. A brief conclusion follows.

Transformative Pedagogy

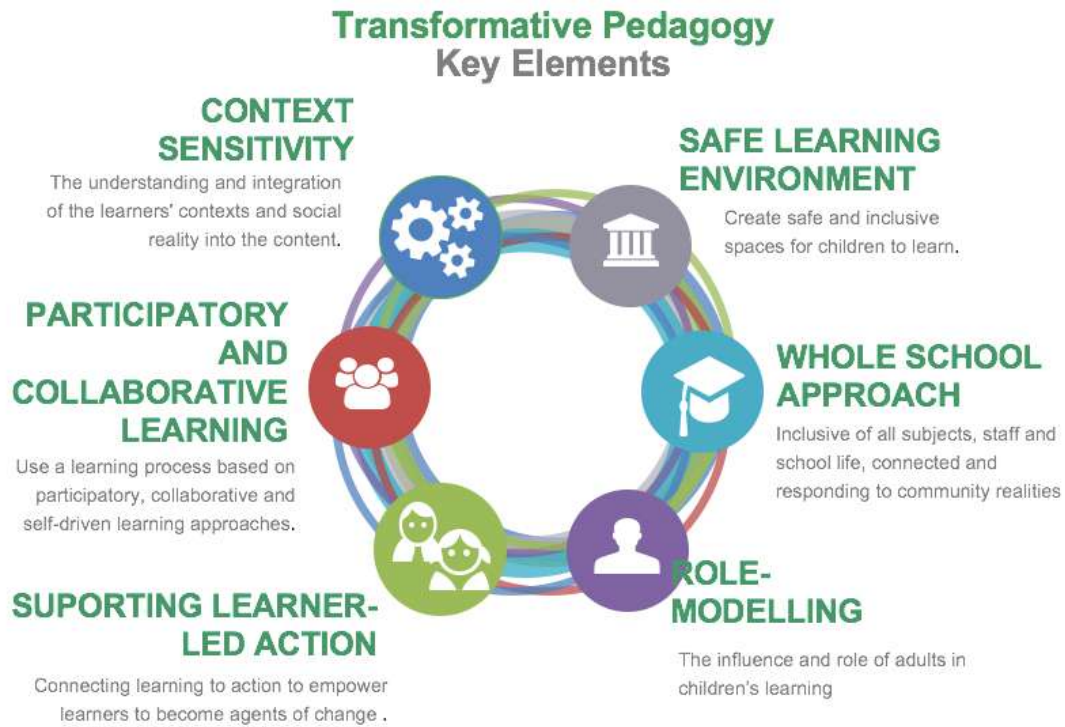
Transformative pedagogy is an innovative pedagogical approach that aims to move away from merely informing learners with knowledge. Instead, it focuses on shaping their behaviors, inspiring them to become responsible and active citizens who take action to address injustices around them, and empowering them to respond to ethical dilemmas in their local contexts. Freire (1970) was critical of teachers who applied what he conceptualized as the 'banking model of education' in their teaching in which the teacher 'deposited' information and knowledge into the minds of learners. As Freire (1970, p. 72) stated, "[i]n the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider knowing nothing." This traditional approach risks treating students as objects (Broom, 2015). By contrast, central to the philosophy of active and learner-centered learning is the idea that students learn best through experiences challenging their existing understanding of ideas (Piaget, 1926; Slavich and Zimbardo, 2012; Mezirow and Marsick, 1978, 2000; Vygotsky, 1978). We learn best when we are engaged in the process of meaning-making and able to critically examine our own assumptions (Mezirow, 2000). Learning rooted in real-life problems leads to a deeper understanding of content and improved transfer of knowledge to real-world situations (Norman and Schmidt, 2000).

In the transformative pedagogy approach, learners need first and foremost to make sense of the different dynamics in their communities and understand discrimination, injustice, and violent conflict around them. Teachers need to support learners in understanding the root causes of grievances and cleavages in communities, equipping them with competencies to break down and identify stakeholders and why there are situations of conflict and violence around them. For these reasons, conflict sensitivity is a key element of transformative pedagogy. Practical tools and analytical frameworks are presented in training materials and workshops to better understand violent conflict and injustices. These tools can then be adapted to support learners in making sense of the realities around them. Transformative pedagogy also requires schools to be safe learning environments where teachers can support learners to contribute to their learning with peers. Safe learning environments with participatory and collaborative learning equip learners with critical thinking skills and positive attitudes towards themselves, fellow human beings, and the environment (Mezirow, 2000; Rieckmann, 2018; Slavich and Zimbardo, 2012).

Figure 1 suggests key elements of the transformative pedagogy approach in a visual way. In addition to the elements listed in the Figure, two fundamental approaches support this pedagogy: (1) fostering ethical reflections; and (2) empowering learners as agents of transformation. The ethics and the agency of learners are key for learners to engage in their communities and become agents of change.

Consider first the need for ethical reflections and Figure 2 on how to foster such reflections. Most learners experience and witness in their lives ethical challenges, injustices, and violence, facing dilemmas that challenge their way of thinking and acting. This is particularly the case for learners living in fragile and vulnerable settings. As discussed in Arigatou International and Interfaith Council on Ethics Education for Children (2008), ethics can be used as a lens to examine issues of peace and conflict. Spaces for ethical reflections contribute to fostering interconnections between learners, building a sense of trust, strengthening the learner's sense of purpose, and making learners feel that they are accepted, respected, and valued by their teachers and their peers. This builds the resilience of learners and supports them to reflect and cope with adversities around them. Learning to act based on ethical principles and values constitutes the foundation for living together in peace. Peace is much more than the mere absence of war and violence. Consequently, learners must be equipped with competencies to respond to injustices and discrimination and to prevent violence from happening.

Figure 1- Key Elements of Transformative Pedagogy



Source: UNESCO IICBA (2022).

Figure 2: Fostering Ethical Reflections



Source: UNESCO IICBA (2022).

Consider next the need to empower learners to transform their communities. Teacher-centered approaches do not help learners to become independent and critical thinkers. Approaches where teachers focus on depositing information and knowledge do not equip learners to think critically. Such a model of teaching can also negatively affect students' motivation and passion for learning. The teacher mainly focuses on compliance and usually rewards passive behavior such as *"following of the teachers' instructions, doing homework, learning class content, and completing work on time"* (Broom, 2015, p.80). Rather than empowering students, this model of teaching may disempower them.

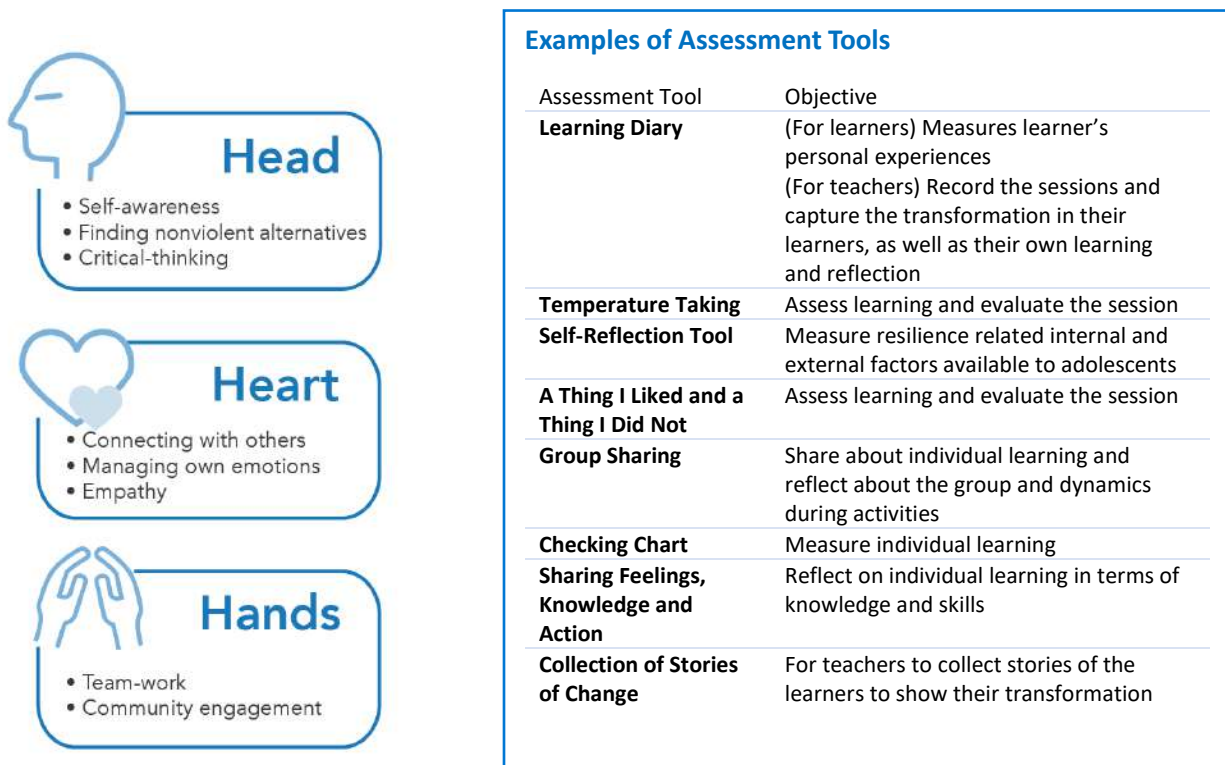
By contrast, transformative pedagogy emphasizes creating dynamic relationships between teachers, students, and knowledge to promote learning and personal growth (Slavich and Zimbardo, 2012). Teachers are role models for learners. They may influence how learners grow to appreciate diversity and build positive relationships across racial, cultural, and socio-economic divides (Mezirow and Marsick, 1978). Such transformative learning experiences can lead to increased self-esteem and self-confidence, as well as improved decision-making and problem-solving abilities which then increase motivation and engagement in learning (Mezirow, 2000). One of the most effective ways to promote transformative experiences and empower learners to be agents of transformation is connecting the learners with their local communities, creating opportunities for enabling and empowering learners to be caring and responsible citizens for driving positive change where they live (Broom, 2015; Rieckmann, 2018).

Building trust and positive relationships is also crucial for the school environment to connect with the community, involving parents and caregivers, local authorities, local law enforcement actors, religious and traditional leaders, and community-based organizations, as well as the media and the private sector. This means that schools can reach out to a variety of actors to ensure that community engagement experiences are relevant for the learners and that engagement is agreed upon in dialogue with the learners. In addition to contributing to transformative experiences, opportunities for community engagement are fundamental to strengthening learners' sense of purpose and belonging, and empowering learners to contribute to the world around them, practicing active citizenship, social responsibility, and critical thinking.

Assessment in transformative pedagogy is a key component of the learning process. It allows both teachers and learners to self-reflect, make connections, and understand where they are in the learning process, how they arrived there, and what questions they still have. However, measuring learning, in terms of competencies to 'learning to live together', requires the use of holistic approaches to assess not only learning outcomes but also progress made by the learner in relation to competencies for peace and resilience building. Holistic approaches to assessment allow teachers to track the progress of the learners. They also allow learners to participate in their education journey, to reflect, and to understand their own changes in knowledge, attitudes, and skills, ultimately impacting their behaviors and relations with others. The assessment of competencies to build peace and resilience is not just a matter of writing a test or ranking from one to five on a scale if learners learn or not; it requires the use of several qualitative tools to understand progress and changes in perceptions, ideas, and relations, and develop reflective skills in both the learners and the educators (see Figure 3 on assessing cognitive, socio-emotional, and skills acquisition).

Transformative pedagogy can also assist in fostering global citizenship education (GCED). GCED aims to cultivate individuals' awareness of the interconnectedness of the world by equipping individuals with the knowledge, skills, values, and attitudes necessary to act as responsible global citizens (UNESCO, 2015) and seeks to integrate the cognitive, socio-emotional, and behavioral aspects of learning (UNESCO, 2018). The transformative pedagogy approach provides tools for teaching GCED in and outside the classroom in a participatory, holistic, and learner-centered manner. This approach includes methods such as project-based, inquiry-based, and case-based learning.

Figure 3- Assessing Cognitive, Socio-Emotional, and Skills Acquisition



Source: Authors.

UNESCO IICBA Projects

The projects implemented by UNESCO IICBA followed a transformative pedagogy approach to strengthen the capacity of educators, teachers, and school leaders in project counties. To tailor training and resources to meet country-specific needs, the intervention was designed through a series of consultative meetings with country focal points and stakeholders. Subsequently, IICBA organized regional training to capacitate master trainers and supported the country-level cascading training initiatives, as well as the development of action plans, based on specific contexts. Through Training of Trainers (ToT), the initiative reached down to colleges, teacher educators, teachers, and schools. Engaging policymakers was a priority from the outset. Implementation was supported through the development of contextualized Teachers Guides, first for the Horn of Africa and next for the Sahel and surrounding countries, Northern Africa, and Southern Africa. Each guide aims to address specific geopolitical, social, cultural, and economic dynamics and identifies context-relevant competencies for teachers and learners. IICBA also worked with regional partners, including the African Union Commission’s Youth for Peace Africa Program (AU-Y4P) to enhance the capacity of young people at the regional economic communities (RECs) level. Figure 4 describes the approach used for implementation, and Figure 5 visualizes the 28 countries that participated in the series of projects over five years.

Challenges were encountered during implementation. For instance, the conflict in the northern part of Ethiopia led to the postponement of training and an inability to reach universities and teachers in conflict zones. At times of insecurity and instability, the issue of peace and violence becomes even more sensitive, requiring careful communication and consultation. Libya was also one of the countries that faced sustainability challenges in project implementation due to internal political instability and frequent structural changes within the institution including in the Ministry of Education. Still, countries

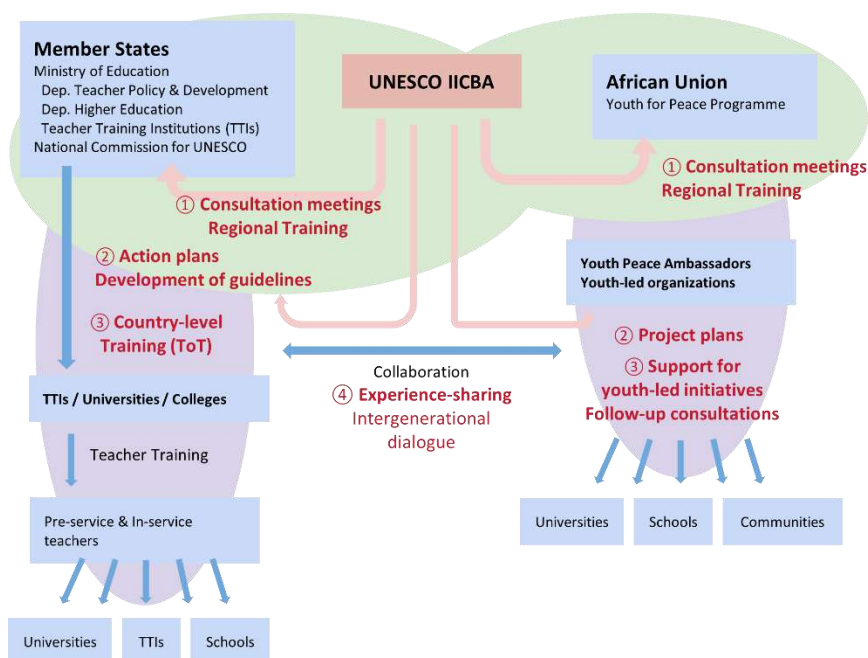
demonstrated a willingness to continue the project despite the challenges. Somalia, for example, has been facing multiple challenges, yet the team from Somalia National University led an initiative to integrate peace education into the teacher training curriculum with the support of the Ministry of Culture and Higher Education. The team mentioned being inspired after a study visit to Japan as part of the project. The participating Dean from the University also decided to include peace education as a standalone course under the Civic and Ethical Education Department.

The COVID-19 pandemic also created challenges, requiring a shift from face-to-face to online training. The shift generated new needs such as continuous coaching and IT support, as well as adequate internet connectivity. However, it also created opportunities as the emergence of online tools enabled the team to experiment with new approaches to training. For instance, several experience-sharing meetings were held online and attended by more than 500 people. This allowed partners and other stakeholders to participate more easily at a lower cost. It also proved that online sessions can be as engaging as physical ones.

Another challenge was limited human and financial resources, as well as infrastructure. Given the scale and coverage of the projects, this was occasionally a heavy lift for IICBA, as well as Ministry and university focal persons. Regarding funding, while IICBA was able to provide seed funding for implementation, more funding would be needed to scale up the program, yet countries face challenges in securing resources both externally and internally. Lack of facilities was also a challenge, although the team relied on partnerships with stakeholders and regional and national UNESCO offices to find solutions.

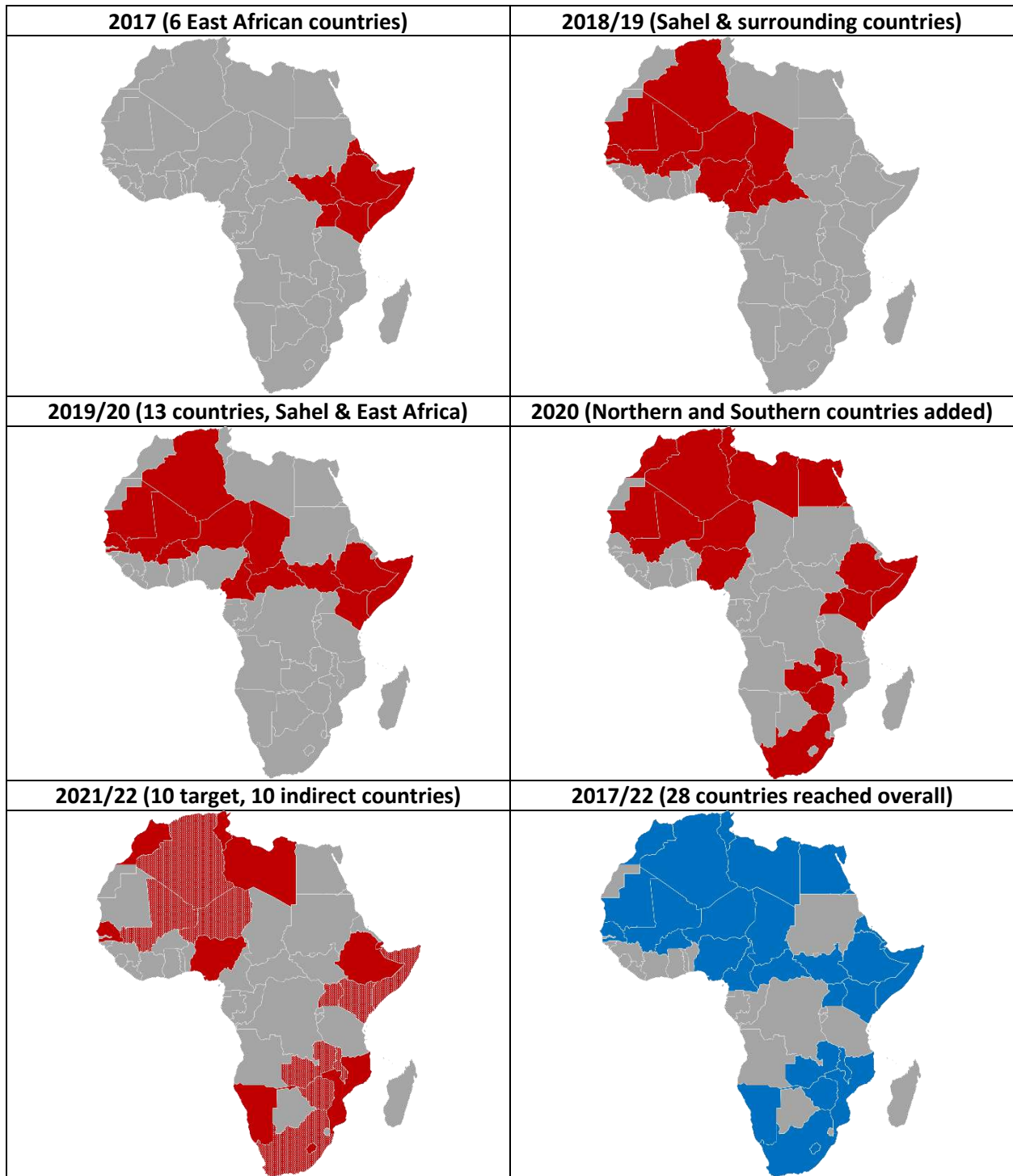
There was also a challenge in measuring changes in competencies and other learning outcomes from the project over time. Given the nature of the project, which focuses on transformative learning encompassing knowledge, skills, values, and attitudes, the assessment takes time and involves many variables such as social, cultural, spiritual, and environmental factors, among others. While this chapter and the next based on quantitative data provide insights into the potential contributions of the project, long-term studies would help in determining the effect of the project, including on strengthening the country's institutional strategies.

Figure 4: Project Implementation Strategy



Source: Authors.

Figure 5: Participating Countries in the Project



Source: Authors.

Country Level Implementation

To share insights from the implementation of the projects, this section shares illustrative stories of the program at the country level (as of the end of 2022). The hope is that these stories can further inspire Ministries of Education to invest in PVE and catalyze new actions to promote the transformative pedagogy approach for PVE. Stories are shared for selected countries in alphabetical order.

Algeria. The Ministry of Education of Algeria joined the program in 2018 during a regional training for the Sahel and surrounding countries. The Algeria Curriculum presented opportunities for integrating the transformative pedagogy to support the teaching of Human Rights, Citizenship, Conflict Resolution, and Peacebuilding. After the regional training in Dakar, a team from the Ministry developed an action plan for a cascading training with the goal of reaching 100 teacher trainers. Training sessions took place in October 2019, March 2021, and December 2021 by a core team of 30 teacher trainers trained in 2019. Apart from the cascading training, the teacher's guide was adapted to the country context with several specific topics further explored, including how to prevent violence in school and empower teachers with skills and tools for conflict resolution and mediation. The guide also promotes Ethics Education and presents a framework for the assessment and evaluation of learning that complements available tools within the Algerian Curriculum. The guide is available in Arabic, English, and French, and templates for teaching plans (in the form of cards) have been developed to support teachers in applying the transformative pedagogy approach in the classroom. The next step for implementation in Algeria could include developing a comprehensive toolbox to better assess and evaluate the learning progress and transformation in learners.

Ethiopia. Work started in 2017 when a team from the Federal Ministry of Education joined the regional training of trainers for Horn of Africa countries. Subsequently, with support from the Ministry, 25 Teacher Training Colleges and 10 regional education bureaus and city administrations were reached. Trainees were encouraged to cascade the training to prospective graduates, civic and ethical education teachers at primary and secondary schools, Peace Club members, regional bureau experts, and department heads. Some 3,250 individuals were trained with 100 cluster-center teachers (50 from primary and 50 from secondary school) undergoing training. The approach was integrated into the educational curriculum as a stand-alone program for grades 5 to 12 and guidelines were drafted for integration into subjects such as environmental science for grades 1 to 4. The program also supported the implementation of the Ethiopian Education Development Road Map promoting national identity and unity within diversity with an emphasis on character building, mutual respect, cooperation, inclusiveness, and patriotism. The teacher guide was translated and printed into three local languages – Amharic, Affan Oromo, and Somali. In addition, the Department of Higher Education trained 37 university instructors from 22 universities and conducted a curriculum assessment on three courses provided in all Ethiopian higher education institutions: Critical Thinking, Inclusiveness, and Social Anthropology. The assessment focused on the implementation status and effectiveness of the courses and how to further mainstream peace education.

Kenya. When the Ministry of Education engaged in the program, it was planning a curriculum reform including a review of the Peace Education Policy and the National Peace Education Program. A team from the Kenyan Ministry of Education and the Kenya Institute for Curriculum Development joined the regional training for the Horn of Africa. Following the training, the Kenya team developed an action plan for cascading the approach and trained 100 participants from Teacher Training Colleges and more than 1,000 pre-and in-service teachers. Contextualization included strengthening teachers' self-awareness on how peace starts with them, how teachers must be role models for peace, and how they can create safe learning environments for collaborative learning. The team also emphasized positive behavioral change as an objective of peace education, stressing the nurturing of positive attitudes and values. These components were integrated into the teacher training curriculum, while at the school level the creation of Peace Clubs aimed to sustain a continuum of learning and practice of peace education. The program had

a specific thematic focus on the prevention of radicalization and violent extremism and peace was integrated in several subjects including Fashion & Art for Peacebuilding. Moving forward, the Ministry plans to integrate mental health and psychosocial interventions as another thematic area essential for peacebuilding.

Lesotho. Nine delegates from the Ministry of Education joined online sessions on transformative pedagogy in 2020 and thereafter developed a national action plan for the cascading of the approach in partnership with the Lesotho National Commission for UNESCO. During the national training, 20 participants including both high school and primary school teachers, as well as curriculum developers and inspectors, engaged in a five-day workshop. The transformative pedagogy approach and thematic areas were customized to the needs of the country. The process included developing training modules and discussing the role of teacher trainers and inspectors in peacebuilding advocacy. The team worked closely with institutions such as the Lesotho Defense Force, the Moshoeshoe Institute for Peace and Leadership, and universities across the country. For participants engaged in the process, the workshops were eye-openers with educators, inspectors, curriculum developers, and teachers all sharing that they not only gained a deeper understanding of the role of education in peacebuilding but also a renewed consciousness of the significance of indigenous resources for peacebuilding initiatives.

Libya. The Libyan team which is composed of participants from academia and the Ministry of Education, under the overall coordination of the National Commission for UNESCO joined the program in 2020 through online workshops organized for Northern African Countries. The ten participants developed an action plan for three Teacher Training Colleges in three different regions. During the national meeting on the action plan, it was agreed to integrate the transformative pedagogy approach across seven disciplines and engage several ministries (Education, Higher Education, and Technical and Vocational Education) for the cascading process. Implementation was, however, challenging given instability and restrictions imposed by the COVID-19 pandemic. Despite disruptions, workshops were conducted in different regions including Tripolitania, Cyrenaica, and Misurata. Teacher's guide was used to equip teachers on resilience building and to build safe environments, while engaging the community (e.g., faith leaders, local leaders, and NGOs) to design and implement projects.

Malawi. The team from the Ministry of Education joined the program in 2020, leading to an action plan for teaching peace education in primary and secondary schools. Student-teachers from teacher training colleges were trained to become change agents in schools towards enhancing peace. Awareness-raising briefings targeted key stakeholders such as head teachers, teachers, and teacher trainers with support from the National Commission for UNESCO. As part of the teacher training workshops, training materials were developed in particular to support Ethics Education lesson plans. School Peace Clubs were established for students to work cooperatively, including on Education for Sustainable Development, connecting with activities such as beekeeping and horticultural crop gardening. The action plan for future years focuses on teachers and teacher educators to champion Peace Education activities at the school/college and community levels. Another priority is the establishment of Civic Education or Peace Education Clubs in schools, colleges, and universities, and establishing national-, district- and zonal level offices for coordination, monitoring, and reporting. The offices also intend to provide connected databases and information-sharing platforms for showcasing and sharing success stories and best practices.

Mali and Niger. Following a regional workshop where delegates from the Ministries of Education of Mali and Niger participated in 2018, a study was undertaken to develop Guidelines for Teacher Training in Peace Education and the Prevention of Violent Extremism. The study focused on understanding the root causes of violent extremism in both countries to elaborate guidelines for its prevention through education. Both countries have focused for years on security strategies with the aim of eradicating (if not containing) violent extremism. This approach, as important as it is, may not be sufficient for restoring lasting peace, hence the Ministries are also focusing on preventive actions, including education for peace and citizenship. The guidelines that were developed will help integrate peace education and the prevention of violent

extremism in teacher training (pre- and in-service) and raise awareness about transformative pedagogy to induce responsible behaviors and skills in learners faced with the consequences of the conflict.

Namibia. In August 2021, 10 facilitators from Namibia, mainly academics from universities and officials from the Ministry of Education, Arts and Culture joined the online training for peacebuilding and prevention of violence. An action plan was developed, including two training of trainers workshops at the national level. As part of the second workshop, participants and facilitators embarked on a field trip to visit the community and marketplaces within Rundu town to conduct interviews about violence among locals. This was an innovative way to cascade the approach and introduce participants to community mapping and understand ethical challenges with local stakeholders. Participants were divided into four groups and visited sites such as schools, private homes, workplaces, and places where the community gathers. They were instructed to conduct interviews to understand how violence is described, what the experiences in these contexts are like, and how violence can be prevented and solved. This practical activity helped teachers to better understand various types of violence and support learners to connect with the community to find solutions. Gender-based violence was one of the main types of violence identified in the schools and community environments and became a priority to be confronted.

Nigeria. The Nigerian experience centered around collaborative efforts with Rotary and the Institute for Economics and Peace. The transformative pedagogy approach was integrated in a program for positive peace led by Rotarians. An online training was attended by 1,028 Rotarians and Nigerian peacebuilders. Some 110 participants completed the self-assessment and training. These participants formulated projects to address issues in their local communities on topics ranging from bullying to corruption. Most projects were implemented in a wide range of institutions, including schools, religious institutions, and correctional facilities. The next steps include establishing Peace Clubs in public schools and tertiary education and integrating certain topics revolving around peace in the curriculum.

Somalia. With the support of the Ministry of Culture and Higher Education, the team from Somalia National University joined the regional training of trainers for the Horn of Africa countries in 2017. Since then, the team has been active to cascade the approach and to integrate it into the newly designed curriculum which includes peace education, resilience building, and the prevention of extremist tendencies. Five primary objectives of peacebuilding are emphasized: Appreciate the concept of peace; Address fears; Provide information about security; Understand war behavior; and Explore the long-range view. The training targeted pre- and in-service teachers, but the program was adapted to various circumstances, neighborhoods, communities, cultures, and customs. After the Japan study visit, the Dean of university decided to have peace education as a standalone course under the Civic and Ethical Education Department. After three years, the team reviewed the course and developed a module that integrates the lessons learned. In Somalia, the approach is also anchored in the curriculum for Sociology of Education and Education Management. Since 2017, the Ministry trained more than 2,000 teachers on these topics and how to apply peace education in history and religion subjects. The Ministry has also made progress by developing a new curriculum that integrated peace and reconciliation education in lessons. Through a partnership with the Ministry of Youth, a youth association was formed in all federal states to empower youth to be a part of the peace process in Somalia by raising awareness in their communities.

South Africa. A team of academics from Nelson Mandela University, Sol Plaatje University, and Durban University of Technology were forerunners in the implementation of the transformative pedagogy program in South Africa. The team joined online workshops in 2020 and worked together to develop an action plan to cascade the approach among colleagues in Teacher Training Colleges after the workshop. The implementation of the action plan was, however, disrupted by restrictions to prevent the spread of the COVID-19 pandemic. The team had to conduct the cascading training online, but 30 teacher trainers were reached. These teacher trainers are training high school teachers. The South Africa team welcomed the idea of creating peace clubs as avenues for discussion and empowerment for students and have therefore embarked in the process of formally establishing peace clubs within their universities.

Tunisia. Four teachers joined the online training in 2020. In 2022, with support of the National Commission for UNESCO, a training workshop was organized for 80 coordinators of UNESCO's Associated Schools (ASPNET). The training included practical recommendations for nurturing a culture of peace in schools through activities and the establishment of peace clubs. The coordinators were invited to develop action plans. In addition to the training, meetings with stakeholders were organized in the regions of Sfax in the South, Sousse in the center, and Korba in the North of the country. A National Award was launched on the theme of "Education for Peace and Living Together" in which ASPNET coordinators are invited to participate through the artistic work of their students. A total of 24 schools and 263 students submitted work for the Award. The Minister of Education awarded 13 prizes and certificates of participation and appreciation were awarded to all other participants. Multiple forms of artistic expression – including theatre, poetry, drawing, 3D drawing, choir, and programming of an application that detects cases of harassment and violence in schools – were present. Implementation continues with the development and adaptation of training modules. Action plans continue to be developed. Teachers in the program are highly committed and the program contributed to an increase in the number of UNESCO Associated Schools as some 350 schools joined. Future steps include the designation of focal points within the Regional Education Delegations to support coordinators in schools. The team is also preparing a national roadmap on peace and citizenship education with national and non-governmental bodies in this field.

Uganda. The program has engaged the Ministry of Education and Sports since 2017 and universities (Busitema, Gulu, Mbarara, Makerere and Muni) since 2019. The Government has developed a policy on how to fight Violence Against Children in Schools and all National Teachers Colleges have had social dialogue workshops with Ministry officials facilitating discussions on peace and resilience. The integration of the transformative pedagogy approach was facilitated by these developments. In 2018 and 2019, under a national cascading plan, 800 student teachers were trained on the approach. Importantly, the social dialogue model on preventing violence extremism has been made part of students' orientation week each year at primary and national teachers' colleges. Activities include awareness raising on the prevention of violent extremism organized in 2019 and 2020 before the start of the COVID-19 pandemic. At the level of universities, activities were undertaken in 2020 and 2021 across five areas: transformative pedagogy, teacher capacity, supportive school leadership, community engagement, and structural support. Online sessions reached 40 primary school teachers, 40 secondary school teachers, and 20 teacher educators and policy makers. A situational analysis was conducted by engaging the five universities. Findings highlighted some gaps and provided a set of recommendations. This led to the development of guidelines reviewed and discussed by stakeholders. The guidelines are currently being piloted in one university and one teacher training college.

Zambia. The Ministry of Education engaged several institutions and stakeholders in the implementation of the transformative pedagogy approach. The National Action Plan included reaching out to 25 teacher training colleges and universities in Lusaka, Copperbelt, and Southern Province. The program also included direct sessions with 160 students trained using the Youth Guide and the establishment of peace clubs. Participants highlighted the need to have social activities to promote peacebuilding among youth and acknowledged the need to engage the whole community. As the next steps, youth groups wish to create a strong network for peacebuilding programs with a robust social media presence on WhatsApp, Facebook, Instagram, LinkedIn, and Twitter in addition to in-person engagements with the peace clubs. Youth leaders in the Peace Clubs envision making the clubs more accessible and welcoming to all (including youth with disabilities). It will also be important that institutions supporting the peace clubs provide sustainable funding for facilitators and peacebuilding activities. The dream of participants is for the program to catalyze a Zambian Youth Peace Summit to exchange knowledge and build networks for peace.

Zimbabwe. The Ministry of Higher and Tertiary Education and several universities joined the program in 2020. A team of eight participants was initially trained. The transformative pedagogy approach found a natural anchoring in the competencies-based curriculum operationalized in 2017. The approach

also supports the integration of Education for Sustainable Development (ESD) and Global Citizenship Education (GCED). The program was cascaded in eight teacher training colleges. For student-teachers trained, the approach provided a guide to practice teaching and learning for peacebuilding. However, the experience highlighted the need to further engage school leaders and mentors. A group of youth also led an initiative and formulated a project entitled “Capacity Building Training for Youth Leaders in Zimbabwe on Peacebuilding and PVE.” The project targeted youth leaders in state universities, private universities, teacher-training colleges, and technical colleges. The role that young people can play in educational institutions in building peace and preventing violence was thereby enhanced. As a way forward, the team is considering developing context-specific responsive education and follow-up programs.

Conclusion

Since 2017, UNESCO IICBA has promoted the transformative pedagogy approach for peace, resilience, and the prevention of violent extremism in Africa. The stories of implementation shared in this paper suggest that the approach was well received by educators and Ministry officials across Africa as it equipped educators with skills and techniques to engage learners to become actors of peace. The approach promoted a mind-shift among teachers, equipping them with learner-centered approaches that empower learners to think critically and take action. A key pillar of the approach is the need to understand the context that learners experience and how it can affect learners personally, as well as their families, schools, and communities. The program equipped teachers with tools to map their context and understand how violence and injustice affect learning. Participants also expressed appreciation for the dialogue and ethics education tools of the program. The stories of implementation show how the flexibility of the approach allowed countries to adapt the key elements in their own frameworks. This contributed to strengthen the delivery of peace education. While the analysis in this Chapter was qualitative, emphasizing stories of implementation, the analysis in the next chapter is more quantitative, based on surveys of beneficiaries. Together, both parts of the analysis lead to lessons learned and recommendations shared in the conclusion of the next chapter.

CHAPTER 2

INSIGHTS FROM SURVEYS OF PROJECT BENEFICIARIES

Introduction

As mentioned in Chapter 1, 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 NAPSA¹.” 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 analysis 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. 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 issues², 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

¹ 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.

² 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 2022³.

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).

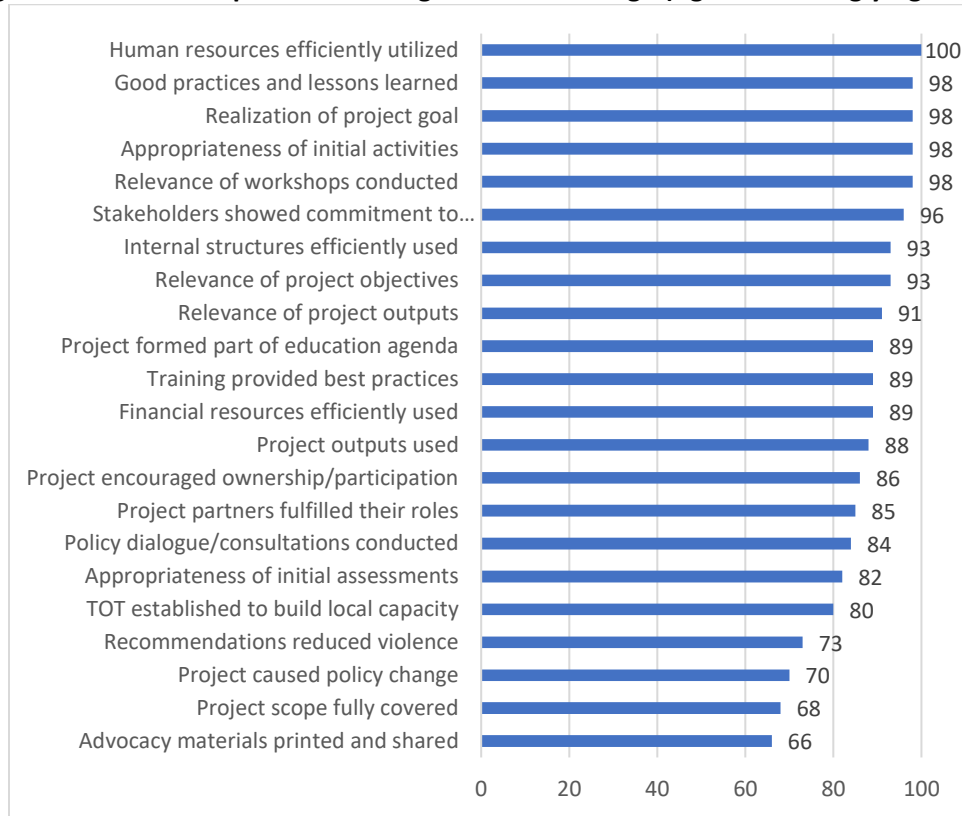
The evaluation focused on five key themes, namely effectiveness, efficiency, sustainability, good practices, and lessons learned. Table 1 provides key results from the online survey (see Annex 1 for the full questionnaire, as well as the qualitative interview guide for key counterparts in the project). 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

³ 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...”

“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 Chapter 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.

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																					
3b	<table border="1"> <tr><td>1</td><td>Djibouti</td></tr> <tr><td>2</td><td>Ethiopia</td></tr> <tr><td>3</td><td>Lesotho</td></tr> <tr><td>4</td><td>Libya</td></tr> <tr><td>5</td><td>Morocco</td></tr> <tr><td>6</td><td>Mozambique</td></tr> <tr><td>7</td><td>Namibia</td></tr> <tr><td>8</td><td>Nigeria</td></tr> <tr><td>9</td><td>Senegal</td></tr> <tr><td>10</td><td>Tunisia</td></tr> </table>	1	Djibouti	2	Ethiopia	3	Lesotho	4	Libya	5	Morocco	6	Mozambique	7	Namibia	8	Nigeria	9	Senegal	10	Tunisia	
1	Djibouti																					
2	Ethiopia																					
3	Lesotho																					
4	Libya																					
5	Morocco																					
6	Mozambique																					
7	Namibia																					
8	Nigeria																					
9	Senegal																					
10	Tunisia																					
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.	<table border="1"> <tr><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>Tick</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	5	4	3	2	1	Tick														
5	4	3	2	1	Tick																	
2	The preparatory assessments undertaken at the start of the project were relevant and appropriate.	<table border="1"> <tr><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>Tick</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	5	4	3	2	1	Tick														
5	4	3	2	1	Tick																	
3	The preparatory activities undertaken at the start of the project were relevant and appropriate.	<table border="1"> <tr><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>Tick</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	5	4	3	2	1	Tick														
5	4	3	2	1	Tick																	
4	The anticipated outputs of the project were relevant and appropriate for the various stakeholders.	<table border="1"> <tr><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>Tick</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	5	4	3	2	1	Tick														
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.	<table border="1"> <tr><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>Tick</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	5	4	3	2	1	Tick														
5	4	3	2	1	Tick																	
2	Based on the log frame, the project's goal was realized.	<table border="1"> <tr><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>Tick</td></tr> </table>	5	4	3	2	1	Tick														
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 through 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.	

CHAPTER 3

INTERVIEWS WITH PROJECT BENEFICIARIES

Introduction

For the International Day of Education 2024 on January 24 whose theme is “learning for lasting peace”, nine interviews were prepared in collaboration with the ESTI (Education, Science, Technology, and Innovation) Department of the African Union Commission with some of the participants in the projects implemented by UNESCO IICBA from 2017 to 2022. The interviews were structured along a common set of questions: (1) Could you please tell us a bit about yourself?; (2) What are the most frequent types of conflicts or violence in your country, including risks of violent extremism? (3) What are the main causes or drivers leading to conflict and violence, including violent extremism?; (4) What are some of the effects on individuals, communities, and society at large? Does violence affect women and girls differently?; (5) Does violence and conflicts affect schooling and learning in basic or higher education?; (6) What do you think could be the role of education in promoting peace and preventing violence and conflicts?; (7) If you participated in a project of UNESCO IICBA, was this project helpful, and if so, how?; (8) What does your organization or institution do today to promote peace and prevent conflicts and violence? What more could be done?; (9) What is your government doing today to promote peace and prevent conflicts and violence? What more could be done?; (10) Have you seen innovative initiatives to promote peace and prevent conflicts and violence? How did they work?; (11) What are the main challenges today in implementing initiatives that promote peace and prevent conflicts and violence?; and (12) Finally, could you share with us an anecdote about yourself or your work?.

The interviews are reproduced below. A few interesting lessons emerge, particularly in relation to the transformative pedagogy approach that educators found effective for education for peace, as well as what remains to be done to address common challenges. Participants found the trainings they attended useful in part because it introduced them to the transformative pedagogy approach. Several interviewees noted that the approach was relatively new to them. Instead of only learning its theoretical background, they experienced the value of the approach in practice as the Training of Trainers (ToT) enabled them to critically reflect on their own values, views, and practices, including their teaching practices.

According to Bloom’s taxonomy of learning (Anderson and Krathwohl, 2001), teachers demonstrating critical reflection regarding their own biases, standpoints, worldviews, and teaching styles engage in higher-order thinking. They analyze the components that contribute to their perspectives, evaluate the impact of these perspectives on their teaching, and create new strategies and approaches to foster a more inclusive and equitable learning environment. This process goes beyond basic understanding and application, reaching into the realms of analysis, evaluation, and creation – the higher echelons of cognitive learning. It appears that the project elicited such changes among participants.

As Dr Raymond Fru from South Africa illustrates, open discussion with students using a transformative pedagogy approach can make a difference not only for students, but also for the teachers themselves: *“Once I was teaching a course in History and the themes were all linked to war and violence. [...] A curious student raised an observation linking the violence in the History content and what is happening in the contemporary world and wondered if the world could ever be a better place. That conversation with the student was serious food for thought as I was left reflecting on what my contribution to humanity is. [...] I now make sure to integrate critical ideas and concepts of peace education in the content of history. The conversation with the curious student was my Aha! Moment.”* Dr Fru also notes that *“one significant role that education can play in promoting peace and preventing violence and conflicts is through effectively capacitating teachers. I draw inspiration for this suggestion from UNESCO which states that to remove the root causes of the ills in a society on a long-term rather than cosmetic basis, the*

involvement of teachers as frontline agents is a prerequisite.” He continues by stating that “schools can integrate global citizenship education, which emphasizes the interconnectedness of the world and the shared responsibility for global issues. This encourages a sense of belonging to a broader human community and promotes a commitment to peace and sustainability.”

Other interviewees shared similar insights into their understanding of the value of transformative pedagogy. Dr Malephoto Niko Ruth Lephoto from Lesotho explains that *“the role of education is to contribute to the building of peaceful societies. Without a culture of peace, societies cannot attain human flourishing and sustainable development. Education should aim at building all the pillars of sustainable development, including environmental, economic, and social pillars beyond the technology progression and the improvement of economic values. [It] should focus on social integration, inclusion, the prevention of discrimination, and addressing differences and conflicts without a culture of violence. Education should be directed towards breaking of the cycle of violence by capacitating young people to become leaders in peaceful conflict transformation.”* Or consider Dr Mary Mugwe Chui from Kenya, who states *“education serves as a means of connecting youth with broader society, including by sharing morals, values, and beliefs. Through initiatives promoting peace, education is an avenue for informing and influencing the younger generation. In places of violence due to cultural beliefs, education can be used as a vessel to inform youth about peace, promote alternative livelihoods, and foster dialogue and reconciliation.”*

Another theme emerging from the interviews is the importance of focusing on pedagogy, rather than only content knowledge or its mastery. Teachers are often overloaded with daily tasks and curriculum requirements, making it difficult to integrate new approaches. The limited availability of resources adds to the challenge. Therefore, it is important to incorporate new approaches (i.e., the “how” dimension) into what they have already been doing (the “what” dimension). However, a clear challenge that emerged from the interviews is the need for resources to expand and continue these initiatives. Lack of funding emerged as one a major constraint to project sustainability. Funding during project implementation was said to be well utilized, but resources are needed to institutionalize the transformative pedagogy approach, including for training. Indeed, the sharing of experiences, including good practices and challenges at the regional level helped them explore different approaches and options. As education for peace deals with continuously evolving issues, such networks of partnership and knowledge sharing are critical and can lead to new initiatives down the road.

For example, as Dr Tendayi Marovah from Zimbabwe explains, *“education plays a central role in promoting peace and preventing violence and conflicts especially if the curriculum is strategically packaged and operationalized to achieve this. [...] The idea is to form graduate citizens who are responsible, ethical, and accountable. Such citizens respect diversity and are conscious of their duty to actively participate in the affairs of their polity and beyond whilst at the same time advancing democratic values to transform their society.”* Dr Marovah also shared that training he attended under the project *“enriched my understanding of transformative pedagogy and how it can be operationalized in several contexts including the school system, teacher education, and university system. This has laid the foundation for my other works such as the Association of Commonwealth Universities (ACU) Peace and Reconciliation Challenge Grant 2020 project entitled ‘Capacity Building on transformative pedagogy for Institutional Reform, reconciliation and indigenization for Sustainable Peace in Zimbabwe’ and also the 2023-2024 Rotary Peace Fellowship in which I am working on a social change initiative ‘Capacity Building for youth on peace-building and prevention of violence in Mutare, Zimbabwe.”*

A third important element merging from the interviews is the importance of working with youth. As transformative pedagogy is learner-centered, the interviewees consider youth or learner’s engagement crucial. Many responses in terms of the activities implemented after the trainings mentioned peace club as an entry point. As Ms. Ruth Nawakwi, a youth educator from Zambia explains: *“The project implemented in Zambia has made a significant impact in fostering peace and understanding among the youth, addressing key areas crucial for the long-term development and stability of the region. [...] These*

workshops served as a fertile ground for disseminating crucial ideas and strategies in peacebuilding and preventing violent extremism. Furthermore, the training and establishment of peace clubs in 25 institutions of higher learning stand as a testament to the project's commitment to sustainable peace initiatives. These clubs have become vital platforms for dialogue, conflict resolution, and ongoing peacebuilding activities, ensuring that the project's impact continues to resonate within the academic community."

Other insights from the interviews could be highlighted, but overall, the interviewees point to the potential of the transformative pedagogy approach in fostering critical reflection among educators and transforming teaching practices towards education for peace. The approach's emphasis on experiential learning was highlighted, leading to a mind shift among participants and a deeper understanding of various types of violence, including those embedded in cultural practices. Interviewees also stressed the importance of youth engagement, with the establishment of peace clubs as a positive outcome. Funding and resource challenges were however identified, suggesting the need for increased financial support and political commitment to sustain this type of initiatives over time.

List of Interviews

The nine interviews with project beneficiaries are reproduced below in the order of the timing of the interviews. Each interview is also available separately together with pictures illustrating the activities implemented by project leaders and beneficiaries at <https://www.iicba.unesco.org/en/node/35>.

INTERVIEW WITH MS. MUGISHA ANNET KAJURA ASSISTANT COMMISSIONER, MINISTRY OF EDUCATION AND SPORTS OF UGANDA

IICBA: Could you please tell us a bit about yourself?

I am Mugisha Annet Kajura from Uganda. I work as the Assistant Commissioner with the Ministry of Education and Sports. I am responsible for initial teacher training institutions. I am supposed to provide technical advice to both administrators and staff for field institutions that offer initial training.

IICBA: What are the most frequent types of conflicts or violence in your country, including risks of violent extremism? What are the main causes or drivers leading to conflict and violence, including violent extremism?

The most frequent types of conflicts and violence in Uganda include land disputes, school strikes, fires in schools and markets, rebel attacks, and terrorism. Land disputes tend to be the result of conflicts and disagreements among family members, especially after the loss of the head of the family. This in turn results in siblings and relatives of the deceased having conflict. For instance, a relative or a son or daughter of the deceased takes over the property and fails to look after the other children or pay school fees. This is common among siblings and in some cases other relatives of the deceased.

Separately, poor administration or poor communication in schools has caused strikes. They have occasionally left schools in disarray. Infrastructure has been destroyed, including even loss of lives and many other negative effects. These conflicts have in most cases arisen due to increased tuition or taxes in the case of the business community. Poor pedagogical strategies which make learning difficult for learners have also at times led them to engage in undesired activities. Some fires that have caused tragedy in schools may have also led to aggrieved individual students. Recently some terrorist attacks have also affected schools and led to loss of life.

IICBA: What are some of the effects on individuals, communities, and society at large? Does violence affect women and girls differently?

There are multiple effects on all stakeholders. For instance, if a family fights about the land, this results in hatred and fights that can lead to loss of lives. In other instances, the country may lose a service or taxes. In addition, violence and conflicts instill fear in the society and community affecting their output. In all these cases, girls and women generally suffer more than boys and men. For instance, most girls that come from such families where there are challenges about land end up getting into early marriages because they have been denied education. In some communities, cases of mental health issues have increased due to unsettling conditions brought about by conflicts and violence.

IICBA: Does violence and conflicts affect schooling and learning in basic or higher education?

The violence and conflicts that take place in homes, institutions, or communities affect education at all levels, including the persons who were paying the tuition for students in schools or at the university who may get involved or affected. One may be directly or indirectly involved. One may simply be passing by and be injured or killed by a stray bullet or a mob. Students themselves may be injured or die even if they were not directly involved. When such conflicts happen in the community, the learning institution cannot operate for some time. There is displacement of students since they may fail to access the institution due to fear of being attacked. They also experience trauma, which has an effect on the time supposed to be spent on the intended curriculum. For instance, we have seen instances where schools have been closed and over 50 students lost their lives due to conflict. The surviving students experienced significant trauma, making it difficult for them to return to any school, even after some time.

IICBA: What do you think could be the role of education in promoting peace and preventing violence and conflicts?

The Ministry of Education and Sports plays a big role in preventing and minimizing the degree of violence and conflicts in the community. Creating a peaceful environment and peaceful communities should be part of the curriculum at all levels. The teachers should be at the center of this effort. Continuous Professional Development (CPD) training should equip teachers with appropriate pedagogical skills. When the teachers are sensitized on how to support peaceful youth, they develop peace messages in all their lessons and sessions with learners, their parents, and even leaders. This creates a sustainable chain of peacebuilding.

IICBA: If you participated in a project of UNESCO IICBA, was this project helpful, and if so, how?

Yes, I participated in the UNESCO IICBA project. The training and materials were all helpful and they provided a lot of insights that promoted a peaceful youth generation. This was supported by teacher training and development sessions. The training had good activities that empowered the teachers to prepare interesting lessons and sessions for all stakeholders. It is important to note that the communities are regularly sensitized about the usefulness of having a violence-free community. Learners must be involved in such insightful sessions so that they know that they have support from the communities where they stay, both at school and outside the school.

IICBA: What does your organization or institution do today to promote peace and prevent conflicts and violence? What more could be done?

As I mentioned, I work with the Ministry of Education and Sports in Uganda. Strategies and interventions have been put in place to promote peace and prevent conflicts and violence. These include policies and implementation guidelines at different levels. We have recently launched a toolkit that has been developed to support adolescents in managing the challenges they face during the adolescent period. To reinforce this, training of teachers and parents has been put in place so that they are able to guide

adolescents on how to use the toolkit. In this toolkit, each stakeholder has activities that have been designed to support adolescents so that they can successfully navigate through that difficult period. We also have a gender-responsive policy and a teacher incentive framework to reward the best teachers who go the extra mile in making schools a conducive environment for learners and parents, a teacher dialogue, and the National Teacher Policy which recommends the development of the Teacher Council to regulate issues that relate to the teaching profession and give them an opportunity to air out their challenges instead of going on strike.

Teacher development related to peacebuilding and bringing up a violence-free youth is vital because there are still many teachers who did not get an opportunity to be trained. The issues of preventing violence and conflicts need to continue because as one group is equipped with the skills, another new group is coming. Support should be continuous, especially for training teachers. They must be innovative and creative while teaching and they must interact with learners. We also have an Education Response Plan 2022/25 which guides education in refugee camps and displaced communities. The government aims to support these interventions but has a constrained budget.

IICBA: Have you seen innovative initiatives to promote peace and prevent conflicts and violence? How did they work?

Innovative initiatives work quite very well since we are now dealing with a group that has grown up. If teachers are not innovative, learners may become innovative in a negative way. The initiatives that the ministry has embraced include training of teachers on inclusive pedagogy and active teaching and learning. The experience shows that such trainings yield positive results. For instance, learners are involved in teaching preparations and engaged throughout the lessons.

IICBA: What are the main challenges today in implementing initiatives that promote peace and prevent conflicts and violence?

The main challenge is that the budget is constrained, yet there are many activities to be handled. The youth of today need good things but sometimes do not want to work. There is a disconnect between the 20th-century generation (teachers) and the 21st generation (learners). Continuous training for all stakeholders is critical. This demands a lot from teachers to handle today's learners.

IICBA: Finally, could you share with us an anecdote about yourself or your work?

I am forever indebted to UNESCO IICBA for the knowledge that I acquired on teacher issues and especially how to create a peaceful environment and reduce violence extremism and conflicts in the communities. The online webinars I attended have not only enhanced my knowledge on bringing up violence-free youth and communities, but also on how to participate and make online presentations. I have gotten opportunities to travel to different countries and thereafter to be useful to my country. I was able to visit Hiroshima in Japan where I got forever memories about the importance of being peaceful because it prevents one from causing forever pain in communities.

**INTERVIEW WITH DR. MARY MUGWE CHUI
SENIOR LECTURER AT MOUNT KENYA UNIVERSITY, THIKA, KENYA.**

IICBA: Could you please tell us a bit about yourself?

My name is Dr. Mary Mugwe Chui from Kenya. I am a Senior Lecturer at Mount Kenya University, a private chartered and ISO 9001:2015 certified university in Kenya committed to a broad-based, holistic, and

inclusive system of education. We offer various programs at the certificate, diploma, bachelor's degree, masters, and doctorate levels, in flexible modes of study such as online, blended, and face-to-face. I have held diverse leadership and administrative roles within the institution, including overseeing instructional and pedagogical delivery of educational training-oriented units. I currently serve as the Coordinator, Postgraduate in the School of Education, and Coordinator in the Academic Advisory and Mentorship Programme. I am also the Patron of the Peace Club in the university. I also serve for the United Nations Peace Education Programme as the coordinator at MKU and support UNESCO's O3 Plus Project on the Promotion of Health and Wellbeing among university students. Finally, I am involved in a few other ventures, including as a student trainer in Entrepreneurship, Vice-Chairperson of the Board of Management of Senior Chief Gichohi Secondary School, and active participant of the Christian Scientific Association of Kenya and the Kenya Association of Educational Administration and Management.

What are the most frequent types of conflicts or violence in your country, including risks of violent extremism?

Since independence up to the early 1990s, the country has been relatively peaceful despite occasional inter-community conflicts and election-related violence in parts of the country. However, in 2007/08, the country witnessed widespread ethnically instigated post-election violence after disputed presidential election results, resulting in the loss of over 1,000 lives and 600,000 persons being internally displaced as well as the destruction of both public and private properties including offices, vehicles, health centers and schools. Economic losses were valued at more than KES 300 billion.

Government statistics indicate today that nearly 90% of adults have experienced physical violence since they turned 15 years old, including due to muggings, home invasions, car hijackings, and murders. In 2015, the rate of robberies was 6.09 per 100,000 people. In a 2010 crime victimization survey, 3.7% of respondents had experienced robbery, and 5.1% had been assaulted/threatened. A 2013 report by the Armed Conflict Location & Event Data Project (ACLED) noted that Kenya was the seventh most violent country in the dataset with just over 3,500 recorded politically violent events, which had resulted in over 7,200 fatalities. Kenya also faces school-linked violence, the most prevalent being arson on school grounds by students. One example was the burning of Kakamega high school dormitory which hosts 600 students.

Kenya also faces frequent outbreaks of resource-linked conflicts, related to access to land, pasture, and water especially in pastoral areas. Cattle rustling has affected communities and schools in the Rift Valley causing school closures and dropouts by students. It has also experienced terrorist attacks, some of which have resulted in dozens of casualties such as the Al-Qaeda bombing of the United States Embassy in Nairobi in 1998 and the more recent Al-Shabaab attacks in Westgate Mall, Garissa University, and Dusit D2. In 2016, the National Counter-Terrorism Centre reported that approximately 900 people, including security personnel, had been killed in terrorist attacks in Kenya since the year 2000.

IICBA: What are the main causes or drivers leading to conflict and violence, including violent extremism?

Let me mention four factors leading to conflicts. The first is political instability. As mentioned above, Kenya witnessed post-election violence after disputed presidential election results in 2007/2008. The second is ethnic and tribal tensions. Political and economic competition along ethnic lines has fueled tensions, leading to violence during elections or disputes over resources. Ethnic and tribal tensions have also been caused by cattle rustling especially among the pastoral communities, where communities resort to violent attacks in the competition for resources and cattle. The third is a lack of knowledge of peace resolution. Most high school students lack basic awareness of peaceful methods of conflict resolution. Thus, most students resort to violence to express their frustrations, including fear of national examinations, resistance to transfer of head teachers, change of educational policies, and peer influence and indiscipline among students. Such frustrations have translated to violence, vandalism, arson leading to the destruction of property, loss of lives, and educational halting due to the expulsion of students involved in instigating

violence. The fourth is poverty and high levels of unemployment causing disparities in access to resources and opportunities. Additionally, poverty's effects on idleness, low self-esteem, and the breakdown of family support networks may be correlated to violent extremism even if most poor persons are not violent.

IICBA: What are some of the effects on individuals, communities, and society at large? Does violence affect women and girls differently?

There are vast effects of violence on all actors in society. For instance, violence causes psychological trauma to individuals who have experienced it. Individuals and communities that experienced post-election violence may resent communities that harmed them and their families. Individuals also suffer injuries that may lead to long-term health issues. Violence also creates economic setbacks, especially when properties are vandalized, causing loss and expenses in repurchasing and repairing destroyed items. Violence also creates tensions. In Northern Kenya, communities that practice cattle rustling against each other with recurrent violent attacks have repressed relationships amongst each other, including resentment and isolation from other surrounding communities, weakening the social fabric in the area. Such violence, creates a cycle of further retaliation, making Northern Kenya and other parts of the nation an environment experiencing cycles of conflicts that challenge peacebuilding.

Violence also has a gendered impact, especially on women and girls. During a violent attack, women and girls experience death, sexual assault and rape, transmission of sexually transmitted diseases, psychological trauma, loss of livelihood, and displacement. Women and girls also experience the death of their loved ones, especially male figures in their family, whom they depend on, causing an economic setback and requiring the girls to drop out of school to cater financially to the rest of the family. Violence may also be in the form of domestic violence where women and girls suffer in their homes, a prevalent and ongoing issue in Kenya that causes *inter alia* psychological trauma to affected women and girls.

IICBA: Does violence and conflicts affect schooling and learning in basic or higher education?

Violence may affect basic and higher education in distinct ways. In basic education, there is rampant burning of schools that has occurred in Kenya and led to the death of students, and the destruction of school property, including buildings, books, school uniforms, and so on. In 2021, Kenya recorded arson in more than 120 secondary schools. The costs of repair are often levied on parents. Burning of schools is an expression of frustrated youth in schools who lack the skills and attitudes to resolve conflicts. In higher education, violence has affected learning in various ways. During the Garissa University terror attack in 2015, more than 140 students were killed and over 70 people were injured. Violence has also erupted in higher education during student unrest, especially at times of student elections. Student strikes have also led to the destruction of property, student injuries, and the halting of learning.

IICBA: What do you think could be the role of education in promoting peace and preventing violence and conflicts?

Education serves as a means of connecting youth with broader society, including by sharing morals, values, and beliefs. Through initiatives promoting peace, education is an avenue for informing and influencing the younger generation. In places of violence due to cultural beliefs, education can be used as a vessel to inform youth about peace, promote alternative livelihoods, and foster dialogue and reconciliation. Through Life Skills Education, religious studies, and social studies, peace education has been integrated into the basic education curriculum, employing participatory, interactive, experiential, and transformative teaching approaches to enhance learners' ability to internalize knowledge, values, skills, and attitudes for peace. Encouraging self-expression through co-curricular activities such as art, music, or drama also presents opportunities for transmitting messages of peace, non-violence, and respect. Peace clubs in schools also provide a platform where skills for harmonious coexistence can be learned and practiced.

IICBA: If you participated in a project of UNESCO IICBA, was this project helpful, and if so, how?

Yes, I participated in various projects of UNESCO IICBA that I deem life-changing. This included the “Teacher Training and Development for Peace Building in the Horn of Africa and Surrounding Countries” funded by Japan. The project focused on teacher training and development for peacebuilding in six countries. In Kenya, the initiative was implemented by the Ministry of Education and coordinated by the Kenya National Commission for UNESCO, in partnership with Kenyatta University and Mount Kenya University. In 2018, training sessions were conducted at Mount Kenya University in which I participated. The project helped with the training of teachers and students, the formation of peace clubs within the university and in high schools, and the Training of Trainers (TOT). The first TOT training was transformative. We applied the knowledge and skills learned to devise proposals for peace grants and projects and mentor students. Participants provided testimonials on the impact of the peace training and preached peace and the prevention of extremism and its resurgence during the COVID-19 pandemic and the 2022 general elections. We also held peace-building initiatives in other educational institutions including Masai Mara University and several high schools where various peace clubs were formed.

IICBA: What does your organization or institution do today to promote peace and prevent conflicts and violence? What more could be done?

Mount Kenya University has worked in partnership with the Kenya National Commission for UNESCO. In 2018, training sessions were conducted. Faculty members and in-service teachers from secondary schools within Nairobi were also trained. A monitoring and evaluation exercise, conducted to establish the impact of the training revealed that participants had been able to put into practice the knowledge and skills they acquired. Some of the initiatives to which the trainings contributed include: (i) Erection of billboards containing peace messages in several schools and universities; (ii) Student-led peace clubs established at Mount Kenya University and various secondary schools; (iii) Peace initiatives in the schools for teaching practicum; (iv) Sharing of success stories at the 5th Integrated International Research Conference held at Mount Kenya University (paper entitled “An analysis of transformative pedagogy for peacebuilding: A case study of Githunguri Secondary School in Ruiru Sub-County, Kiambu County, Central Kenya”). It is evident that the peacebuilding training made a significant contribution among teachers and students and it is envisaged that the trainees will continue to contribute to peacebuilding efforts in larger society.

IICBA: What is your government doing today to promote peace and prevent conflicts and violence? What more could be done?

The Government acknowledges the role of peace in enhancing socio-economic development. The Constitution of Kenya (2010) provides for the recognition and protection of human rights and fundamental freedoms to preserve the dignity of individuals and communities, promotion of social justice, and the realization of the potential of all human beings. Article 10 of the Constitution spells out the national values and principles of governance in Kenya. The Kenya Vision 2030, the blueprint for social, economic, and political development, underscores the need to inculcate a culture of peace and respect for the sanctity of human life through social institutions, in particular through education and training. In addition, the Fourth Agenda in the National Dialogue and Reconciliation Agreement signed in 2008 by contesting parties following the Post-Election Violence was to provide long-term measures and peaceful resolution to the political impasse and violence. To operationalize this commitment, the Government put in place legal and policy measures implemented through various frameworks, including, the National Cohesion and Integration Commission, the Department of the National Cohesion and National Values, and the National Steering Committee on Peace Building and Conflict Management. The structures support community and institutional-based peacebuilding initiatives. The Ministry of Education has also put in place legal, policy, and programmatic interventions for promoting peace and harmonious coexistence in

the country. Section 4 of the Basic Education Act (2013) values and provides for the development of peace building skills, promotion of peace, integration and cohesion, and elimination of hate speech and tribalism through instruction that promotes the proper appreciation of ethnic diversity and culture in society.

Kenya's Sessional Paper No 2 of 2015 notes the contribution of education and training to the development of a peaceful and socially cohesive nation. The philosophy (2.2), mandate (2.6), and guiding principles (2.7a) refer to learner awareness of national values and aspirations as well as instilling, affirming, and enhancing values such as patriotism, national unity, mutual social responsibility, honesty, humility, mutual respect, high moral standards, and the ethical and moral foundation of the Kenyan society. Issues of national cohesion, national values, people participation, inclusivity, equity, and equality are also constantly mentioned in several sections of the framework. However, more needs to be done to address the root causes and drivers of conflicts and invest in education and awareness-raising on peacebuilding and conflict resolution while developing the capacities and skills of youth, women, and other groups to become agents of positive change.

IICBA: Have you seen innovative initiatives to promote peace and prevent conflicts and violence? How did they work?

Let me mention four initiatives. The first is the Nyumba kumi (which means ten households) initiative implemented in response to the 2013 Westgate terror attack. It aims at anchoring community policing at the household level, promoting collaboration between the private and public sectors to reduce the prevalence of criminal activities. Both county and the national government cooperate with groups of ten (10) houses, where in the event of security issues, the 10 neighbors join forces to address and resolve them before they escalate. Human security threats are communicated from the village to the national level through the administrative leaders.

The second is peace transformative education in basic and tertiary education. As mentioned earlier, UNESCO IICBA's initiative for peacebuilding in the Horn of Africa and surrounding countries was transformative. More generally, transformative pedagogy for peacebuilding is an innovative approach to enhance the knowledge, competencies, and skills of both educators and learners. The approach involves interactive activities followed by discussions, reflection, and introspection to engage both the intellectual and emotional aspects. Transformative pedagogy assessment extends beyond conventional exams, encompassing community projects and social entrepreneurship initiatives. By applying, knowledge, skills, and competencies to real and local contexts, this approach aims to reduce tensions and promote peace in those local contexts.

The third is the National Cohesion and Integration Commission, a statutory body established under the National Cohesion and Integration Act (No. 12 of 2008, Laws of Kenya) for the promotion of *inter alia* national identity and values, mitigation of ethnically and politically motivated violence, elimination of discrimination on ethnic, racial, and religious basis, and the promotion of national reconciliation and healing. The specialized Commission is to address violence and injustices in Kenya.

The fourth is the creation of peace activities that have led to innovative approaches in learning institutions, as mentioned above, including, erection of billboards at strategic points containing peace messages in several schools and universities, the formation of peace clubs and the launch of peace halls.

IICBA: What are the main challenges today to implement initiatives to promote peace and prevent conflicts and violence?

One challenge is geographic coverage. Among educational institutions in Kenya, few have peace education programs or practices. Peace-building initiatives require funding and resources to adequately and effectively run through the years. Kenya also has many unemployed youths who may be susceptible to violence and violent expressions. Cultural perceptions are another challenge. Kenya has various ethnic groups with different cultural affiliations. Some cultural beliefs embedded in some of these ethnic groups

involve violence, including in Northern parts of Kenya. Implementing initiatives in these areas may pose a challenge, especially in the change of perception of the cultural activities that cause violence. Finally, educational institutions suffer from a myriad of social conflicts, including among students, between students and university management, and between staff and management. Social conflicts are heightened by an unstable political climate. The frequent closures of universities due to students' unrest, lecturers' strikes, and pervasive violence reflect societal challenges. Lack of peace accommodation by society affects learning institutions with cycles of violence challenging the cultivation of peace.

IICBA: Finally, could you share with us an anecdote about yourself or your work?

During a conflict resolution workshop for high school students from diverse ethnic backgrounds, I asked a group to form pairs and share personal stories of conflicts they had experienced or witnessed. After rotating partners several times, each student engaged with a least five different peers. Subsequently, we gathered in a circle for a reflective discussion on the insights gained from the activity. One student shared, *"I learned that we all have conflicts, and they are not always about ethnicity or religion. Sometimes they are about family, friends, schools, or sports. I also learned that we could solve our conflicts peacefully, by listening to each other, understanding each other, and respecting each other. I realized that we are not so different after all, and that we can live together in harmony."* In appreciation of this insightful comment, I expressed gratitude and then asked the entire group if they concurred. They all nodded in agreement. Concluding the workshop, I emphasized, *"You have just experienced the power of peace education. By sharing your stories, you have built trust, empathy, and friendship. You have also developed skills and attitudes that can help you prevent and resolve conflicts in your lives and communities. You have become peace builders, and I hope you will continue to spread the message of peace wherever you go."* My utmost satisfaction comes from witnessing the positive influence I have on youth through my teachings, particularly those centered around promoting peace. It is my profound aspiration to be actively involved in engaging youth in peacebuilding for a greater impact on them and society at large.

**INTERVIEW WITH MS. MALEPHOTO NIKO RUTH LEPHOTO
LECTURER IN THE FACULTY OF EDUCATION, NATIONAL UNIVERSITY OF LESOTHO**

IICBA: Could you please tell us a bit about yourself?

I am Malephoto Niko Ruth Lephoto from Lesotho. I hold a PhD in Psychology of Education. My Doctoral thesis is underpinned by Ubuntu/Botho philosophy and Relational Leadership theory as frameworks that focus on the enhancement of Guidance and Counselling as a critical educational component for attaining safe, peaceful, and supportive learning environments. I work as a lecturer, teacher educator, and researcher in the Department of Educational Foundations, Faculty of Education, National University of Lesotho. I teach undergraduate courses in the wide scope of Educational Psychology, Counselling for Educators, and Inclusive Education. I also supervise postgraduate students in the areas of Educational Psychology, Counselling, Inclusive Education, Psychosocial Care, and Support for learners with special needs. My research addresses teachers' and learners' well-being and the creation of safe, peaceful, and supportive teaching and learning environments. I am an advocate and promoter of Education for Peacebuilding and I coordinate education for peacebuilding activities in my institution. For the entire period of my teaching profession, I have always been passionate about the support and empowerment of learners particularly vulnerable ones. My philosophy is that teaching and learning processes should go beyond the development of an intellect, to prioritize more the development and shaping of character and personalities. I am passionate and committed to fostering a growth mindset and responsibility in my

students so that they can contribute to human and planetary flourishing. I am genuinely devoted to making a positive impact on the lives of children and young people in my country. It is out of this passion that I founded a youth-led organization Young Educators for Peacebuilding and Empowerment Organization (YEPEO) based at the National University of Lesotho. Its purpose is to reach out to young teacher trainees and empower and transform their lives so that they can also transform other young people in schools and communities.

IICBA: What are the most frequent types of conflicts or violence in your country, including risks of violent extremism?

Lesotho being part of the global village is indirectly experiencing acts of violence that have put the public in a state of fear and bewilderment. Although there is no war in the country, the culture of peace that the nation was founded on is now just but a dream. Various reports by security agencies and local and international organisations concerned with the promotion of peace and non-violence show that violence in the country is imminent. We also have the sixth-highest murder rate in the world. Acts of violence add to existing complex social challenges ranging from social, economic, and political instability, climate change, poverty, unemployment, diseases, and moral decay. The Center for Global Nonkilling (2019) shows that considering the high rates of homicides, suicides, and other forms of violence, it is hard for the country to attain sustainable development. As a result, Lesotho must ensure promotion and respect for human rights to attain SDG 16, target 16.1. The report also shows that suicidal cases are rising, placing Lesotho as the second country with the highest suicidal rate in the world and the first in Africa.

A UNDP Lesotho (2021) report shows that violent conflict resolution and instability have hampered service delivery and led to disillusionment and uncertainty among citizens. Young people become victims, increasingly hit harder by unemployment and social frustration, thus becoming more vulnerable to extremist messages and influences (UN, 2020). Generally, the nation's social cohesion is under strain and has left many Basotho particularly victims of violence in a state of bewilderment and uncertainty (UNDP, 2021). Political intolerance, early child marriages, suicides, and human trafficking are some of the most prominent violent acts that the country is currently experiencing. Youth are on the frontline to pursue these rampant acts of violence even if efforts have been attempted by government agencies, NGOs, and international agencies to curb the problem and prevent it from escalating.

IICBA: What are the main causes or drivers leading to conflict and violence, including violent extremism?

According to a report by the Institute for Peace and Security Studies (2019), conflict in Lesotho can be fully understood only with sufficient historical context. Lesotho has a long history of political instability and has experienced high levels of factionalism, political tension, and violent conflict especially during and after elections since its independence in October 1966. Reports show that one of the key drivers of conflict is the country's socio-economic fabric and the attraction to the state by political elites who value it as a source of survival and wealth accumulation due to the country's relatively high level of poverty, unemployment, inequality, and lack of a robust private sector. The UNDP (2021) assessment of the triggers of conflict in Lesotho shows that a political party system built on strong personalities rather than institutions and a weak economy are at the center of conflict and political instability. This, together with many other challenges faced by the country, has prevented it from achieving political stability and sustained economic growth, contributing to high levels of inequality, poverty, and unemployment among young people.

IICBA: What are some of the effects on individuals, communities, and society at large? Does violence affect women and girls differently?

The state of conflict and escalating acts of violence negatively affect individuals, communities, and society at large. This has contributed to a state of confusion, uncertainty, and bewilderment among citizens,

particularly women, children, and the elderly. Lesotho is identified as having the highest incidences of sexual and gender-based violence that tear apart the lives of women and girls, hindering development, and stifling progress. According to the World Population Review 2022 report, 86% of Basotho women have experienced gender-based violence in their lifetime. The Police Child and Gender Protection Unit reports that from January through July 2022, there were 184 reported sexual offenses and 45 assault cases perpetrated against women. In addition, UNDP (2021) indicates that intractable conflicts and instability have hampered the delivery of services and led to disillusionment among citizens. Also, under the circumstances of poverty exacerbated by COVID-19, some people have resorted to violence and crime, and social cohesion is under strain.

Let me again mention the UNDP (2021) assessment report on conflict in Lesotho. It provided the following as examples of how women, girls, and other vulnerable groups are affected by violence: (i) Abuse of women, people with disability (PWD), and girls through sexual exploitation in exchange for jobs; (ii) Lack of access to medical care and criminal justice system for women, PWD, and youth who are victims of sexual offenses and domestic violence; (iii) Violation of the rights of women, PWD and children to access justice through delays; and (iv) Some cases involving minors and PWD who are victims of domestic violence and sexual abuse have been scrapped off the roll for lack of evidence due to the fact that children have a short memory, and therefore by the time the cases get set, they have forgotten what happened to them a long time ago.

IICBA: Does violence and conflicts affect schooling and learning in basic or higher education?

The situation of conflicts and violence in Lesotho schools reflects the nature of the communities and society we are currently living in. Higher education institutions (HEIs) are traditionally regarded as sanctuaries for young people to discover great ideas, develop competencies for living together, and build lifelong acquaintances, but this is threatened when educational institutions are characterized by violence. The ever-increasing incidents of violent student protests in HEIs and elementary schools are shocking, raising questions about whether they remain safe places. The literature shows that there are many types of campus violence, including frequent violent rioting, bullying in its various forms, dating violence, sexual harassment, unfair treatment of students, gender-based violence, fighting, hate speech, stalking, disorderly conduct, property crime, violent gangs, substance and drug abuse, and self-harm and suicide.

Currently, HEIs management resorts to deploying policemen to stop students' violent riots which have become a culture. Usually, such confrontation between students and armed policemen ends with shootings where students get injured, and on several occasions, some students have lost their lives. Public elementary schools also had to close for a lengthy period because of conflicts between teachers and the teaching service department on the ground that teachers' grievances are not responded to. Another example is when students from the National University embark on violent protests, they severely disturb nearby elementary schools to the extent that the nearby schools often have to close at least for a day or two to ensure that the situation in the university is under control. When this happens, not only learners and teachers in the schools get affected, but even fellow students and lecturers in the same university are often affected in many ways. Students who are at the frontline of the riots literally intimidate lecturers and fellow students who appear not to be supportive of the riots by expelling them from lecture halls. These riots usually end with universities' closure for a period of two weeks or more.

IICBA: What do you think could be the role of education in promoting peace and preventing violence and conflicts?

The role of education is to contribute to the building of peaceful societies. Without a culture of peace, societies cannot attain human flourishing and sustainable development. Education should aim at building all the pillars of sustainable development, including environmental, economic, and social pillars beyond the technology progression and the improvement of economic values. It is crucial that schools and

communities work collaboratively to teach human recognition, harmony, humbleness, respect for human rights, empathy, self-awareness, tolerance, equality, and interdependence as social pillars for sustainable development. Moreover, education should focus on social integration, inclusion, the prevention of discrimination, and addressing differences and conflicts without a culture of violence. Education should be directed towards breaking of the cycle of violence by capacitating young people to become leaders in peaceful conflict transformation. I support Article 26 of the Universal Declaration of Human Rights (1948) that *“Education shall be directed towards the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace.”* I also support the international organizations working on the promotion of peace and non-violence such as UNESCO and UNICEF for education systems to implement peace education and education for peacebuilding as approaches for promoting peace, building resilience, and preventing violent extremism.

IICBA: If you participated in a project of UNESCO IICBA, was this project helpful, and if so, how?

I participated in UNESCO IICBA’s Peace Education Project including a series of webinars, a training in July-August 2021, and a visit to Japan in May-June 2022. This helped me rethink my teaching. I acquired essential knowledge and developed attitudes, values, and skills that reshaped my teaching philosophy. The project helped me to make a deeper sense of the courses I teach and helped me to figure out how I can use them to educate for peace, build resilience, and promote the prevention of violence. After my participation in the project, I reviewed my courses to include basic peace education content. I also revised my instructional approaches to become learner-centered and transformative. Beyond classroom teaching and learning processes, as I mentioned earlier, I founded a youth-led organization made up of students pursuing educational courses. The organization empowers young educators and other interested students from other schools as agents of peace. We work with students to address challenges facing young people in schools and communities. We are committed to promoting peace, healthy lifestyles, and mental health and preventing all forms of violence including Gender-based violence. We use workshops, dialogue sessions, debates, school visits, and community service to drive our agenda. We also identify and mark relevant important days by engaging in activities that promote peace.

I have also managed to organize seminars in my institution where my colleagues presented papers on the theme of Peace Education and education for peace as they relate to Sustainable Development Goals, particularly SDG4. Furthermore, I have managed to network with other organisation that are interested in the promotion of peace and prevention of violence. We work collaboratively to promote the building of peace through education.

IICBA: What does your organization or institution do today to promote peace and prevent conflicts and violence? What more could be done?

Due to the problem of frequent violent student protests, various schools started to form student clubs that bring young people together to unpack issues of violence. Moshoeshoe 1 Institute for Peace and Leadership runs workshops for the management teams, staff, and student representatives on topics such as ethical and transformational leadership for the building of peace. The Institute works in collaboration with staff members from various schools. The institution is also working in partnership with the police to come up with better strategies for preserving peace between the institution and the community where it is situated.

IICBA: What is your government doing today to promote peace and prevent conflicts and violence? What more could be done?

I am not aware of any specific initiatives implemented by the government except for the development of policies and acts that in most cases the public, particularly young people, are not aware of. Little is done to raise awareness about such policies and their implications in the promotion of peace and prevention of conflicts. However, the Ministry of Education and Training through the development of policies such as child-friendly schools and the Education Act 2010 that prohibits corporal punishment contributes to the promotion of peace in schools. Apart from that, subjects such as Religious Studies and Life Skills Education integrate aspects related to peace and conflict prevention, but schools are not sufficiently conscious of the role of these subjects in promoting peace and preventing violence.

IICBA: Have you seen innovative initiatives to promote peace and prevent conflicts and violence? How did they work?

Many of the innovative initiatives intended to promote peace and prevent conflicts and violence are developed and implemented mostly by non-governmental organizations and churches. On many occasions, reports are provided on how a certain organization managed to settle disputes between groups of people. However, these may be one-off activities, while acts of violence are escalating in the country.

IICBA: What are the main challenges today to implement initiatives to promote peace and prevent conflicts and violence?

Violent ideologies have spread. Some groups are not ready to let go of their belief in violence as an approach to life. Such people are not ready to listen to anyone who speaks a different language. The unfortunate part is that they indoctrinate their children with the same mentality. The government has not shown enough interest in initiatives to promote peace and prevent conflicts and violence. Without the government's buy-in, initiatives to promote peace and prevent conflicts and violence do not receive enough support, and therefore often fail to be sustained. Schools usually find peace education and other related initiatives as additional work that compromises time for teaching, learning, and examination. Initiatives and programs are usually implemented at a small scale that cannot bring sustainable positive change. Implementation requires the participation of relevant individuals and groups of people, who normally lose interest when there is no funding.

IICBA: Finally, could you share with us an anecdote about yourself or your work?

The teaching of psychology-based courses has afforded me a better understanding of how human nature relates to the agenda of the promotion of peace and prevention of violence. In my teaching, I include issues of peace and non-violence and how they relate to human thoughts, feelings, and behaviors. I adopt methodologies that allow students to apply their critical thinking and develop attitudes and values that are in harmony with peaceful co-existence. I take my course as an opportunity to transform the minds of young people and contribute to the development of both intellect and character. Beyond the classroom environment, I make sure that I create opportunities to interact with young people to understand the way they view life, why they behave the way they do, and provide guidance if needed. This is why I finally founded a youth-led organization that brings young people together in safer spaces for sharing of ideas about life in general and capacitate one another on how to tackle challenges in a realistic manner while adopting life-oriented philosophies and approaches. Apart from that I organize workshops for them so that they can be empowered and get the opportunity to reflect and think about who they really are, the meaning of their existence, what they really want in life, and how they can contribute positively to their communities in a sustainable manner.

**INTERVIEW WITH MS. MARY KANGETHE
DIRECTOR, EDUCATION PROGRAMME, KENYA NATIONAL COMMISSION FOR UNESCO**

IICBA: Could you please tell us a bit about yourself?

My name is Mary Kangethe from Kenya. I work for the Kenya National Commission for UNESCO (KNATCOM) as Director for the Education Programme.

IICBA: What are the most frequent types of conflicts or violence in your country, including risks of violent extremism?

For a long period of time, violent inter-ethnic conflicts have been experienced in Kenya as communities grapple with scarce resources such as water and pasture, especially where pastoralist and farming communities live in close proximity. Over time politically instigated inter-ethnic conflicts have emerged mainly occurring around elections. With the youth bulge and increasing unemployment for young people, criminal gangs that increase insecurity at the community level have also been witnessed. Radicalization of young people to violent extremism whereby they adopt radical beliefs and violent practices is also a concern.

IICBA: What are the main causes or drivers leading to conflict and violence, including violent extremism?

Due to the politicized nature of ethnicity in Kenya, community conflicts have tended to be particularly frequent and intense around national and local level elections. Conflicts have also been prevalent among pastoralist communities and are rooted in pastoralist customs, where cattle raids play a dual function as a rite of passage as well as opportunities for restocking herds or acquiring bride wealth. The political undertones within these raids cannot be ignored. Another key driver of violent conflicts in the country is struggles related to control over, or access to, local natural resources such as grazing land or water. Oftentimes this conflict driver is connected to group livelihoods – such as competition over the use of land between two pastoralist communities, or between sedentary farmers and nomadic herders. This form of conflict revolves around scarce natural resources and is often understood in relation to a broader context of natural degradation and climate change. Such conflicts are often exacerbated by a lack of recognition of traditional systems, structures, and practices for cohesive living which include traditional guidelines on intercommunity resource sharing and the use of community elders for conflict management.

IICBA: What are some of the effects on individuals, communities, and society at large? Does violence affect women and girls differently?

Violence has adverse social economic effects on communities with a surge in economic losses experienced every time there is widespread violence. Community-based violence causes substantial physical injuries and mental health illnesses such as depression, anxiety, and post-traumatic stress disorder for the perpetrators, witnesses, and victims. We also observe loss of property by institutions and individuals, displacements, and at its worst loss of lives. Intercommunity relations are severed, leading to the existence of invisible boundaries. It is imperative to note that gender-based violence incidences are aggravated given the impact of conflicts on women and girls.

IICBA: Does violence and conflicts affect schooling and learning in basic or higher education?

Violence affects the achievement of both national and local level targets in education. In areas directly affected by violent conflicts, learning time is lost as communities move to zones of safety. Education infrastructure may be destroyed by perpetrators and some institutions are converted to camps for the displaced. There is evidence that violent conflicts affect educational performance. For example, the 2007 election violence led to a drop of about a seventh in some educational outcomes in the regions directly affected by the violence, mainly due to overcrowded classrooms, and lack of teachers, as well as teaching

and learning materials. Increased cases of gender-based violence have led to child marriage and teenage pregnancies for school-going children and young people. Learners with disabilities have also been affected due to displacement from institutions equipped with and supportive of children with disabilities.

IICBA: What do you think could be the role of education in promoting peace and preventing violence and conflicts?

Education is a key indicator of normalcy in instances of violent conflicts, hence there is a need to focus on supporting prompt resumption of this service. Education provides opportunities for the creation of safe zones for understanding and confronting aspects of our diversities that predispose us to conflicts such as ethnic, religious, and cultural identities. In addition, education provides a major opportunity to facilitate the development of competencies for the prevention of violence and for promoting peaceful coexistence. This includes critical thinking, negotiation, problem-solving, and decision-making skills. In some of the regions that we have worked in, education is the common agenda that brings together warring communities to engage as they plan on the resumption of education. There is a need to empower school administrators and teachers to harness these opportunities provided by education through continuous capacity development.

IICBA: If you participated in a project of UNESCO IICBA, was this project helpful, and if so, how?

I participated in the UNESCO IICBA peace education initiative. The project was helpful in promoting the skills of teachers and teacher educators in promoting peace and global citizenship education (GCED) and in providing face-to-face and online tools for the capacity development of teachers and teacher educators. The project also helped initiate a policy engagement on mainstreaming good practices. An achievement worth noting is the engagement and collaboration between in-service teachers and teacher educators in developing and shaping institutional-based peace education practices in the classroom and beyond.

IICBA: What does your organization or institution do today to promote peace and prevent conflicts and violence? What more could be done?

The work of the Kenya National Commission for UNESCO on peacebuilding is founded on the mission of the Commission which is *“to promote building of peace, sustainable development, intellectual collaboration through UNESCO areas of education, the sciences, culture, and communication and information.”* The Commission works in collaboration with the Ministry of Education, other Government agencies, and departments responsible for peacebuilding as well as partners to develop and implement peace education programs. The programs focus on the capacity development of education officials, school administrators, teachers, and other education stakeholders, as well as research, piloting of innovative peace education-related initiatives, and the development of guidelines to support mainstreaming of GCED in basic, TVET, and higher education institutions. We also support policy dialogues on peace education matters and we are looking forward to scaling up existing transformative initiatives such as Fashion for GCED, Learning to Live Together programs, and Ethics Education through the use of UNESCO networks such as the Aspen institutions, UNEVOC Centers, and UNESCO Chairs.

IICBA: What is your government doing today to promote peace and prevent conflicts and violence? What more could be done?

The Government of Kenya has put in place mechanisms for promoting peace and preventing conflicts and violence. Key structures and initiatives include the National Cohesion and Integration Commission, the Department of National Values and Principals of Governance, and the National Steering Committee on peacebuilding and conflict management. These institutions work together to promote peace through tracking, preventing, managing, and reporting on peace-related issues in the country. Peace education has also been integrated into the curriculum while capacity development for teachers has been ongoing.

Innovative programs to strengthen peace education have been implemented at the institutional level and key lessons integrated into the curriculum.

IICBA: Have you seen innovative initiatives to promote peace and prevent conflicts and violence? How did they work?

One of the innovative initiatives, albeit on a small scale, is the Fashion for GCED program implemented through a collaboration of KNATCOM, MTREE (a non-profit organization), and the Ministry of Education. The program uses art, fashion, and design to promote values and skills for peace among children and young people. It creates enjoyment for learners and teachers and presents the concepts and practices of peace education through art, fashion, and design.

IICBA: What are the main challenges today to implement initiatives to promote peace and prevent conflicts and violence?

Some of the key challenges include (i) exposure of children and young people to information on violence in homes, workplaces, community, and among the political class which may negate what is achieved through peace education; (ii) inadequate capacity amongst teachers on concepts and pedagogy needed to facilitate transformations for peaceful coexistence; (iii) emerging forms of violence such as radicalization to violent extremism and gangism; and (iv) drug and substance abuse which predisposes children and young people to violence.

IICBA: Finally, could you share with us an anecdote about yourself or your work?

My work in peace education started in 2007 immediately after the post-election violence in Kenya. As a staff in the Ministry of Education working in the Guidance and Counselling Department then, there were concerns about the effects of the violence on teachers and learners. This led to the development of a national peace education program. I was in a team that received training on peace education and developed teacher training materials that were used to train teachers in primary and secondary schools nationally. Through these initial capacity development initiatives, I became aware of the potential for education to prevent such violence and immediately embarked on a program to promote peace at the community level through learning institutions. We provided platforms for teachers to express their emotions, share experiences, and work together to create school-based peace education initiatives. The momentum led to the National Campaign for Peace held in all 47 counties to engage local leaders and community members toward maintaining peace in the run-up to the 2013 elections. To mainstream the lessons learned so far, an education sector Peace Education policy was developed and launched in 2015. The effort by Kenya to promote peace through education was noted and the country was nominated by the Association for Development of Education in Africa to coordinate the Inter Country Quality Node (ICQN) for Peace Education which brought together 17 African countries. Through ICQN regular meetings we shared information and strategized for collaborative action on peace education. I had the pleasure of coordinating the ICQN from 2009 to 2016. Having coordinated various peace education programs, my greatest lesson learned is that the complex nature of this work calls for developing and embracing multisectoral partnerships. In addition, there is a need for players in peacebuilding to continuously share information, tools, and practices to facilitate continuous development and enhance the effectiveness and efficiency of programs.

INTERVIEW WITH RAYMOND NKWENTI FRU

HEAD OF THE DEPARTMENT OF HUMAN SCIENCE TEACHING, SOL PLAATJE UNIVERSITY, SOUTH AFRICA

IICBA: Could you please tell us a bit about yourself?

I am Raymond Nkwenti Fru, a Cameroonian born but residing in South Africa. I hold a Teaching Diploma from the Higher Teachers Training College of the University of Yaoundé 1 in Cameroon, a B.Ed. Honours, M.Ed., and a PhD all from the University of KwaZulu-Natal in South Africa. I am a senior lecturer of History and Social Science Education and the Head of the Department of Human Science Teaching in the Faculty of Education at Sol Plaatje University in Kimberley, South Africa. My role amongst others is to capacitate pre-service teachers with the requisite knowledge and skills to become effective in the teaching of History and Social Sciences and to contribute to knowledge production in my discipline through relevant research. As part of my community engagement and scholarship, I participate in initiatives related to peace and non-violence education as well as Global Citizenship Education (GCED).

IICBA: What are the most frequent types of conflicts or violence in your country, including risks of violent extremism?

In my view, the most frequent type of conflict and violence in South Africa is gender-based violence (GBV) which includes sexual assault and domestic or intimate partner violence. A 2022 report by Amnesty International indicated a rise in the incidence of GBV in South Africa with murders of women increasing by 10.3% in 2022, and 989 women killed between July and September only. In the same year, sexual offenses increased by 11% and rape by 10.8%. There have been widespread protests and campaigns to address and combat GBV. Then there is also the problem of high levels of crime, including robbery, assault, and murder. Xenophobic violence is also prevalent whereby foreigners are being scapegoated for South Africa's woes through sporadic and sometimes lethal harassment and violence especially targeting African and Asian foreign nationals living in the country, including refugees, asylum seekers, and both documented and undocumented migrants. Gang violence in certain urban areas, particularly in Cape Town is also noteworthy. These gangs are often involved in drug trafficking, extortion, and turf wars. Farm attacks are a form of violence against farmers and farm workers usually motivated by factors such as disputes over land and theft. It can therefore be deduced that South Africa experiences three broad categories of violence, namely direct violence, structural violence, and cultural violence. With the schools being a microcosm of society, these types of violence easily manifest themselves in education spaces with increasing levels of GBV and bullying quite common in schools.

IICBA: What are the main causes or drivers leading to conflict and violence, including violent extremism?

Firstly, I believe that the main cause of conflict and violence in South Africa is the historical legacy of apartheid with deep-rooted inequalities, social divisions, and historical injustices that have contributed to ongoing tensions and conflicts. Secondly, there is economic inequality. A World Bank report on Inequality in Southern Africa released in 2022 determined that South Africa is the most unequal country in the world, ranking first amongst 164 countries in the World Bank's global poverty database. The report further notes that 10% of the population of South Africa owns more than 80% of the wealth with race being a key determining factor of this inequality. The effects of this unequal distribution of wealth include unemployment and poverty, which in turn create fertile ground for social unrest and conflict. Other drivers include substance abuse and corruption.

IICBA: What are some of the effects on individuals, communities, and society at large? Does violence affect women and girls differently?

On individuals, we can talk of direct physical harm ranging from minor to life-threatening injuries, significant psychological trauma leading to anxiety, depression, and even mental health issues, and serious

emotional impact manifested through fear, anger, guilt, shame, and destruction of relationships. At the community level, we can mention stigmatization faced by communities renowned for violence, and education disruptions in violent communities. Violence can hinder economic development by disrupting businesses, reducing property values, and deterring investments. High levels of violence create an atmosphere of fear and insecurity within a community, impacting residents' daily lives and activities. As I mentioned earlier, women and girls tend to be the most vulnerable to violence and are consequently the most affected by the scourge.

IICBA: Does violence and conflicts affect schooling and learning in basic or higher education?

Yes. The school reflects the broader society so all forms of violence and conflicts prevalent in the communities also manifest themselves in schools. Day in and day out, different media platforms report on alarming acts of violence happening in schools. This includes bullying – which takes the form of physical, verbal, and social bullying and cyberbullying especially with the increased use of technology among students. There are also reports of physical violence such as fights, assaults, and other aggressive behaviors that occur between students, or even involving teachers within the school premises. Sexual harassment, GBV, corporal punishment, gang activity, racial and/or ethnic tensions, and xenophobia, are all different forms of violence experienced in the school environment.

IICBA: What do you think could be the role of education in promoting peace and preventing violence and conflicts?

One significant role that education can play in promoting peace and preventing violence and conflicts is through effectively capacitating teachers. I draw inspiration for this suggestion from UNESCO which states that to remove the root causes of the ills in a society on a long-term rather than cosmetic basis, the involvement of teachers as frontline agents is a prerequisite. By the very nature of their profession, teachers are agents of change. It is said that if you want to transform society, transform its schools, and if you want to transform the schools you must transform the teachers who make up the school. Also, education can expose individuals to diverse cultures, histories, and perspectives. By learning about diverse cultures, students can develop a greater understanding and appreciation for the richness of human diversity. This understanding helps reduce stereotypes and prejudices, fostering a culture of respect and cooperation. In line with the above, schools can integrate global citizenship education, which emphasizes the interconnectedness of the world and the shared responsibility for global issues. This encourages a sense of belonging to a broader human community and promotes a commitment to peace and sustainability.

IICBA: If you participated in a project of UNESCO IICBA, was this project helpful, and if so, how?

In December 2020 I participated in a UNESCO IICBA project on “Transformative Pedagogy for Peace, Resilience, and Preventing Violence through Education.” I found the workshop immensely helpful because it helped me to be able to articulate how issues of peace and violence manifest and intersect in my context but also globally and to be able to identify strategies for enhancing education for peacebuilding in my context based on transformative pedagogy. At the end of the workshop, I and three colleagues from South Africa (Dr. Duduzile Mzindle of Durban University of Technology, and Dr. Zakhile Somlata and Dr. Reinhold Gallant of Nelson Mandela Metropolitan University) who were also part of the workshop constituted a team that developed training sessions using the transformative pedagogy approach and cascaded to different stakeholders at our institutions with funding from UNESCO IICBA. After the workshops, the facilitators presented a paper at the 3rd World Conference on Innovative Research in Education which was held in Stockholm, Sweden, on July 23-25, 2021. The title of the paper was “Experiences of Teaching Transformative Pedagogies for Peacebuilding across selected Institutions of Higher Learning in South

Africa.” The paper was eventually published in the International Journal of Higher Education Pedagogies and is accessible online.

Since then, I have been involved in several other actions in peace education. For example, from 1-4 November 2023, I organized a capacity-building workshop for 23 pre-service teachers from the Sol Plaatje University on Global Citizenship Education. The concepts covered at the training included promoting human rights and responsibilities, education for non-violence, intercultural understanding and respect, gender, equality, and women’s empowerment, Global justice and peacebuilding, and education for sustainable development. The picture below was taken at the end of the workshop with the participants. Finally, from 6-8 October 2022, on the invitation of the UNESCO Regional Office for Southern Africa, I took part in a workshop on “Transforming education for learning to live together and strengthening citizenship values through the teaching of History” in Johannesburg, South Africa.

IICBA: What does your organization or institution do today to promote peace and prevent conflicts and violence? What more could be done?

My institution, the Sol Plaatje University, today promotes peace and makes efforts to prevent conflicts and violence through different measures. This includes not only putting in place relevant policies to deter perpetrators from committing acts of violence, but also ensuring the protection of potential victims including through the establishment of relevant structures such as the Health and Wellness Centre as well as the Sol Plaatje University Legal office. Awareness is also raised through periodic campaigns such as the Gender-Based Violence Awareness Campaign. Separately, on 19-21 July 2023, the SPU Campus Security, in partnership with the Division of Student Affairs and the Employee Wellness Office, launched a Safety Week Drive on the Central and South campuses under the theme ‘Our Campus, Our Safety’. The initiative sought to create awareness about campus safety and security for both students and staff, as well as awareness of student and staff wellness and the importance that it plays in building a safer campus and community. Although the university has been consistent in stating its support for the right to peaceful protests, it has always strongly condemned any form of violence and damage to university property.

IICBA: What is your government doing today to promote peace and prevent conflicts and violence? What more could be done?

The government of South Africa has implemented various initiatives and policies to promote peace and prevent conflicts and violence. These initiatives include Community Policing, the adoption of a National Crime Prevention Strategy, Anti-Gang Strategies, Domestic Violence and Gender-Based Violence (GBV) Initiatives, Youth Development and Restorative Justice Programs, Community Development Projects, and Firearm Control – International Cooperation

IICBA: Have you seen innovative initiatives to promote peace and prevent conflicts and violence? How did they work?

There are many initiatives around but nothing particularly innovative.

IICBA: What are the main challenges today to implement initiatives to promote peace and prevent conflicts and violence?

The main challenge in my view is poverty. There is a loose saying that states “*A hungry man is an angry man.*” When people are hungry, it becomes exceedingly difficult for them. So, I believe addressing hunger and poverty in our society is the first step to resolving issues of crime and violence. For this to happen, other factors would also need to be tackled such as the elimination of corruption, addressing economic inequality, etc.

IICBA: Finally, could you share with us an anecdote about yourself or your work?

Once I was teaching a course in History and the themes were all linked to war and violence. It was the period from World War I up to the Cold War. At some point in the course, a curious student raised an observation linking the violence in history to what is happening in the contemporary world and wondered if the world could ever be a better place. That conversation with the student was serious food for thought for me as I was left reflecting on what my contribution to humanity is if my role is limited to reminding students about violent experiences of the past. It was at this point that my interest in peace and non-violent education as well as Global Citizenship Education was born. Training received from UNESCO IICBA as well as from the Asia Pacific Centre of Education for International Understanding (APCEIU) afforded me the capacity to improve my philosophy of history teaching such that I now make sure to integrate critical ideas and the concepts of peace education in my teaching. The conversation with the curious student was my Aha! moment.

**INTERVIEW WITH TENDAYI MAROVAH
TEACHER EDUCATOR AND RESEARCHER AT MIDLANDS STATE UNIVERSITY, ZIMBABWE.**

IICBA: Could you please tell us a bit about yourself?

My name is Tendayi Marovah. I am a teacher educator and researcher at Midlands State University in Zimbabwe.

IICBA: What are the most frequent types of conflicts or violence in your country, including risks of violent extremism?

The most common forms of violence experienced in Zimbabwe are clashes between groups or gangs of artisanal miners. This usually happens when in their quest for livelihood, a new rich mineral deposit is found in abandoned mines and at times in mines operated by private companies. The gangs will be fighting for the control of territories. This has happened in all mineral-rich areas such as in Matabeleland, Mashonaland Central, and Midlands Province, in part due to limited formal employment opportunities for the growing youth population. Over the years the government has allowed the artisanal miners to participate in this sector unregulated. Another form of conflict and violence over the years is political violence, both intra and inter-party violence. This often happens whenever elections draw close. Reports of political violence within the biggest political parties are often received as political players position themselves for political offices during their internal democratic processes. Inter-party politics is also experienced when contesting parties try to protect their strongholds. Young people are often recruited by powerful politicians to do their dirty work. Some have even gone on to form terror groups such as Chipangano whose violent activities have been documented.

IICBA: What are the main causes or drivers leading to conflict and violence, including violent extremism?

The main drivers are limited economic opportunities among young people, greed, and faulty democratic processes within political parties. Some corrupt officers are fingered as being involved in engineering some of the syndicates and their activities, especially in mining activities. Young people are the most vulnerable group who are often recruited by contending parties either to defend their territories or political strongholds.

IICBA: What are some of the effects on individuals, communities, and society at large? Does violence affect women and girls differently?

The violent clashes which usually happen affect both individuals and communities at large as many are either injured or killed. Though no exact figure can be given, it is known that there are people who die during clashes over control of mining territories or political grounds. Women just like any other desperate citizens for livelihoods are also found in the complex economic and political matrix. In the mining areas, they participate either as vendors selling food stuffs or as carriers of mining ore from the pits to the trucks. When clashes occur, women are the most vulnerable group as they suffer the loss of their commodities, may run away to safety without even getting paid, and at times are raped. A study by Tariro Youth Development Trust unpacks the nuances of experiences of women in this sector and how they are affected, noting that *“commercial sex workers, in particular, suffer from all forms of abuse at the hands of men, many of whom are drug abusers. Gold panners (Makorokoza) prey on teenage girls, using money and material things to lure them into having sex.”* This often results in unwanted pregnancies or child marriages. Women remain the most vulnerable group given limited economic opportunities.

IICBA: Does violence and conflicts affect schooling and learning in basic or higher education?

Violence and conflict indeed affect schooling and learning in both basic and higher education. The consequences of violence and conflict include reduced school attendance, lower academic performance, increased drop-out rates, and loss of human lives. Non-attendance and early school drop-out particularly affect girls.

IICBA: What do you think could be the role of education in promoting peace and preventing violence and conflicts?

Education plays a central role in promoting peace and preventing violence and conflicts especially if the curriculum is strategically packaged and operationalised to achieve this. It is equally true that education can play a damaging role in peace and conflict prevention if it is not well structured and operationalized. If education is to play a positive role, it should be packaged in a way that it develops and fosters values, skills, and attitudes which we can call competencies, enabling learners to deal with challenges they encounter in their everyday lives. The thrust of this educational package should be to enable learners to apply knowledge acquired to solving problems rather than just learning for its own sake. The idea is to form graduate citizens who are responsible, ethical, and accountable. Such citizens respect diversity and are conscious of their duty to actively participate in the affairs of their polity and beyond whilst at the same time advancing democratic values to transform their society.

IICBA: If you participated in a project of UNESCO IIBA, was this project helpful, and if so, how?

I participated in several UNESCO IIBA projects which have enriched my understanding of transformative pedagogy and how it can be operationalised in various contexts, including the school system, teacher education, and the university system. This has laid the foundation for my other works, including with the Association of Commonwealth Universities (ACU) Peace and Reconciliation Challenge Grant 2020 project entitled *“Capacity building on transformative pedagogy for institutional reform, reconciliation and indigenisation for sustainable peace in Zimbabwe”* and the 2023-24 Rotary Peace Fellowship through which I am working on a social change initiative called *“Capacity Building for youth on peace-building and prevention of violence in Mutare, Zimbabwe.”*

IICBA: What does your organization or institution do today to promote peace and prevent conflicts and violence? What more could be done?

Midlands State University is involved in several activities and programs that promote peace and prevent conflict and violence. For example, in terms of academic programs, it has recently added peace and

security under the Department of Peace Studies. The Department offers undergraduate and postgraduate degrees that empower students to have a critical understanding and analysis of the root causes of conflicts and violence in diverse local, national, and global contexts. The Department also mobilises the university in celebration of the International Day of Peace and World Peace Day. The Gender Institute also offers Gender Studies across the university and mobilizes the university to participate in campaigns and programs advocating for the end of GBV. Every first Friday of the month the university participates in a national event for cleaning the environment. This helps to sensitize the university community to the need to keep our environment clean and be at peace with the environment.

IICBA: What is your government doing today to promote peace and prevent conflicts and violence? What more could be done?

The government has put in place several institutions to help shape and steer peacebuilding initiatives. They include the Peace and Reconciliation Commission, the Gender Commission, the Zimbabwe Human Rights Commission, and the Zimbabwe Anti-Corruption Commission. It is my submission that these institutions, if properly empowered, will go a long way in contributing towards positive peace.

IICBA: Have you seen innovative initiatives to promote peace and prevent conflicts and violence? How did they work?

My recent 2023-24 Rotary Peace Fellowship stint at Makerere University has exposed me to several innovative initiatives to promote peace and prevent conflicts and violence in Uganda and Rwanda. One initiative is active in the Muhokya community camp for Internally Displaced People. Over 1,068 flood-affected persons spent more than two years in the camp on Muhokya Town Council land after floods ravaged the lowland areas of the district in 2020 and 2021. From the sources at the camp, more than 100 of the affected households are headed by women. This temporary settlement does not have proper facilities for a decent life, such as privacy and integrity. A second Initiative is CAFOMI, an acronym for Care and Assistance for Forced Migrants. It is a national non-governmental organization with legal status. Its vision is to see forced migrants (refugees) live dignified lives to acceptable international standards and positively contribute to the development among their host community. A third initiative is The AIDS Support Organisation (TASO) formed by a group of volunteers. TASO formed the first support group for people living with HIV and AIDS in Uganda at the Mulago Major Referral Hospital in Kampala. Some of the volunteers were infected while others had lost friends and family to AIDS. At the time information about HIV and AIDS was scanty and stigmatisation was rife. Individuals engaged in all these various initiatives have tried to improve living conditions, contributing to positive peace.

IICBA: What are the main challenges today to implement initiatives to promote peace and prevent conflicts and violence?

The major challenge in implementing initiatives to promote peace and prevent conflicts and violence relates to funding. There is too much reliance on donor funding, which is not sustainable. Most of the initiatives suffer from still birth once funders withdraw. There is a need to mobilise local funding to ensure programs are not run as a one-off activity.

IICBA: Finally, could you share with us an anecdote about yourself or your work?

My commitment to peace and international development goes back to 1998 when I started my teaching career in hard-to-reach and often marginalized communities. It was in a context of contested democratic space when our country decided to implement controversial social, economic, and political reforms. I have over 20 years teaching experience in schools and teacher education specializing in history and citizenship education. At the time a form of history known as 'patriotic history' was promoted in schools and institutions of higher learning. This stifled critical thinking and often divided citizens into patriots and sell

outs. This was against the values of critical pedagogy and the spirit of Ubuntu I had learnt during my teacher training. In response to this, I started developing ideas around a form of teaching that would promote social justice and human development understood as provision of choices to do and be what citizens reasonably value. I became a specialist in Africa studies broadly and specifically in curriculum and pedagogical issues focusing on history, history education, and citizenship education and how these advance social justice and sustainable development for peaceful societies. I have been involved in reviewing curricula in schools, teacher education institutions, and adult education programs. My major drive in this exercise was to promote forms of teaching and learning contributing to values, attitudes, and skills required for advancing quality education as espoused in SDG 4.

In addition, I have gained sound knowledge and experience in working with UNESCO IICBA initiatives in transformative pedagogy, and GCED in the context of teacher development in Zimbabwe and other African countries with a focus on peace, resilience building, and the prevention of violent extremism. I have also worked as a focal person coordinating capacity building workshops for transformative pedagogy in teacher education institutions in Zimbabwe. This experience in transformative pedagogy for peace emanates from the work I have been involved with over the years. My most recent work in peace is through the Rotary Peace Fellowship 2023-2024 that I mentioned earlier.

INTERVIEW WITH RUTH NAWAKWI SOCIAL SCIENTIST AND GRADUATE STUDENT AT THE UNIVERSITY OF ZAMBIA

IICBA: Could you please tell us a bit about yourself?

My name is Ruth Nawakwi. I am a Social Scientist currently pursuing a master's degree of education in civic education at the University of Zambia. I hold a bachelor's degree from the university and have acquired certificates in peace education and sustainable development from Hiroshima University of Japan as well as in other topics through the student exchange program at the University of Helsinki in Finland. I am an educator under the Ministry of Education in Zambia. Additionally, I am the founder of Inclusive Education for Sustainable Development (IESD), an organization in Zambia where I serve as Executive Director. I am personally committed to promoting the Sustainable Development Goals (SDGs) in Zambia and globally with a focus on SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 16 (Peace and Justice), and the African Union Agenda 2063.

IICBA: What are the most frequent types of conflicts or violence in your country, including risks of violent extremism?

In Zambia, the landscape of conflicts and violence is multifaceted, shaped by political, ethnic, and resource-based tensions. Political unrest, particularly during election periods, has often led to clashes between opposition groups and the government, underscoring a volatile electoral environment. This unrest is frequently compounded by deep-seated ethnic and tribal tensions, where historical rivalries and disputes over land and resources. The struggle for control over valuable natural resources, including land and water, especially in areas with rich mining activities, exacerbates these tensions, highlighting the complex interplay between politics, ethnicity, and economics in fueling discord.

Another critical dimension of Zambia's conflict landscape is the rural-urban divide with disparities that often lead to tensions. This divide is aggravated by economic struggles, with unemployment and economic inequality fueling discontent. Gender-based violence remains a pressing concern, deeply rooted in cultural and societal norms, and often exacerbated by conflicts. Additionally, human-wildlife conflict driven by habitat encroachment and resource competition also poses challenges, particularly in rural

communities. The Zambian government in collaboration with regional and international partners has taken steps to address sources of conflict and extremism, emphasizing inclusive development, good governance, and social cohesion. But as Zambia shares borders with countries that have experienced higher levels of extremism, concerns remain about potential spillover effects.

IICBA: What are the main causes or drivers leading to conflict and violence, including violent extremism?

The drivers of conflict and violence, including violent extremism, include ethnic and regional tensions. Ethnic and regional rivalries are sometimes exploited by opportunistic actors seeking to gain support by playing on grievances and historical animosities, potentially escalating into violence. Ensuring inclusive governance and addressing historical injustices are crucial to mitigating these tensions. Another source of conflicts is economic inequality and high levels of poverty that fuel discontent and provide a breeding ground for radicalization. Lack of economic opportunities, especially among the youth, may make them susceptible to recruitment by extremist groups promising solutions or ideologies that seem attractive in the face of economic hardship. Political instability and poor governance are also challenges. Weak institutions, corruption, and contested political processes undermine the rule of law and contribute to a sense of injustice, fostering an environment where extremist ideologies can take root. Finally, the media may at times spread misinformation, propaganda, and sensationalized reporting that can also contribute to conflicts, creating a complex web of factors leading to the rise of violent extremism.

IICBA: What are some of the effects on individuals, communities, and society at large? Does violence affect women and girls differently?

Violence exerts a devastating toll on individuals, communities, and society at large. At the individual level, the physical consequences of violence are immediate and often severe, ranging from injuries to long-term health issues. These physical traumas are compounded by profound psychological effects, including trauma, anxiety, depression, and potentially chronic conditions like PTSD. The social and emotional repercussions are equally significant, as victims may face social isolation, stigma, and difficulty in maintaining or forming relationships. Additionally, violence disrupts educational paths, leading to long-term negative effects. In communities, the pervasive nature of violence erodes the very fabric of social cohesion and trust. The impacts of violence are particularly acute for women and girls, as is evident from domestic abuse, sexual assault, and human trafficking. Gender-based violence leads to specific physical and sexual health consequences, including unwanted pregnancies. The psychological impact is again profound, with increased incidences of depression, anxiety, and trauma. Societal stigma and discrimination further exacerbate these effects, creating barriers to seeking help and support. Economically, gender-based violence limits opportunities for women and girls, contributing to cycles of poverty and impeding their full participation in society. Educational barriers also emerge, and the inter-generational impact of GBV is significant, affecting the well-being and prospects of future generations.

IICBA: Does violence and conflicts affect schooling and learning in basic or higher education?

Yes, violence and conflicts wreak havoc on the educational landscape, affecting both basic and higher education. Educational institutions in conflict zones struggle to maintain standard teaching practices, and the delivery of curricula is often compromised. This situation is worsened by limited access to educational resources, as conflict hinders the supply of essential textbooks, supplies, and technology crucial for effective learning. Conflicts often magnify gender disparities in education, with girls facing greater obstacles to school attendance due to safety concerns, cultural norms, and disrupted transportation. Higher education is also impacted, with universities closing, leading to the displacement of students and faculty and a decline in academic standards. These disruptions not only affect individual learning but also impede the development of a skilled workforce, potentially resulting in long-term economic drawbacks. Addressing these challenges requires a multi-faceted approach, focusing on ensuring the safety of

educational institutions, providing support to displaced populations, and offering psychological and educational resources to assist individuals in overcoming these challenges.

IICBA: What do you think could be the role of education in promoting peace and preventing violence and conflicts?

Education serves as a vital catalyst for peace and the prevention of violence and conflicts. At the core of its influence is the promotion of understanding and tolerance. Education broadens individuals' horizons, fostering an appreciation for diverse cultures, perspectives, and backgrounds, thus diminishing prejudices and discrimination which are often root causes of conflict. Furthermore, education equips individuals with essential conflict-resolution skills. By teaching negotiation, communication, and mediation, education prepares individuals to resolve disputes peacefully, whether in personal or broader contexts. This skill set is complemented by the development of critical thinking and empathy. A well-rounded education encourages individuals to analyze information critically and to empathize with others, thereby preventing the dehumanization that frequently accompanies conflicts.

Beyond individual skills, education also promotes broader societal values essential for peace. It is a key driver in promoting human rights awareness, where an understanding of one's own rights and those of others fosters a culture of justice and equality. This awareness is closely linked to the encouragement of civic engagement and participation in democratic processes. Educated, informed citizens are more likely to seek peaceful avenues for change and less likely to resort to violence.

IICBA: If you participated in a project of UNESCO IICBA, was this project helpful, and if so, how?

I participated in the UNESCO-IICBA project as a country Peace Education Ambassador. Our project aimed to strengthen the participation of youths in peacebuilding and conflict prevention through transformative action for peace in universities and colleges in Zambia. The project took place in three provinces of Zambia Lusaka, Copperbelt, and Southern Province with a total of 25 Colleges and Universities in Zambia. A series of half-day workshops provided an intensive learning environment, reaching a diverse group of students and disseminating ideas and strategies in peacebuilding and preventing violence extremism. Furthermore, the establishment of peace clubs in 25 institutions of higher learning stand as a testament of the project's commitment to sustainable peace initiatives. These clubs have become vital platforms for dialogue, conflict resolution, and ongoing peacebuilding activities, ensuring that the project's impact continues to resonate within the academic community.

IICBA: What does your organization or institution do today to promote peace and prevent conflicts and violence? What more could be done?

Our organization has made significant strides in this area, primarily through expanding inclusive education programs that foster understanding and respect for diversity. These programs are essential in breaking down stereotypes and nurturing empathy across communities. To enhance these efforts, integrating peace education into standard curricula becomes crucial. This can be achieved by developing modules that elucidate the interconnection between education, sustainable development, and peace. Moreover, it is essential to focus on teacher training, equipping educators with conflict resolution and peacebuilding techniques. Our organization has been actively fostering community participation and empowering local communities to lead peace-building efforts. This involves establishing community outreach programs and collaborating with local leaders to address specific peace-related challenges.

Also, the role of technology and cultural sensitivity cannot be overstated in contemporary peacebuilding and educational initiatives. Leveraging technology not only for distance learning but also for developing educational resources that promote an understanding of global issues. This can be done through creating virtual exchange programs connecting students from diverse backgrounds and enhancing their understanding of different cultures. It is also important to celebrate international days

related to peace, justice, and education, such as the International Day of Peace on September 21. Incorporating diverse perspectives into the curriculum and promoting cultural sensitivity within the education system are pivotal steps in fostering respect for different cultures and backgrounds.

What is your government doing today to promote peace and prevent conflicts and violence? What more could be done?

Zambia is committed to peace and stability in the region. Strengthening institutions is key. By ensuring that the mechanisms responsible for maintaining law and order, justice, and conflict resolution are robust and effective, Zambia can provide a solid foundation for societal stability. Alongside this, community engagement matters. Actively involving local communities in dialogues and addressing their concerns can foster long-term stability. Furthermore, the empowerment of youth is crucial. By focusing on education, skills development, and creating employment opportunities, Zambia can divert its young population from the allure of violence and instability. This investment in youth not only nurtures a more educated and skilled workforce but also promotes a more cohesive and peaceful society. Finally, Zambia recognizes the importance of international cooperation in its peacekeeping efforts. Working together with regional and international organizations helps in addressing complex cross-border issues and in promoting regional stability.

Have you seen innovative initiatives to promote peace and prevent conflicts and violence? How did they work?

The initiative "One Zambia, One Nation" stands out as a significant and innovative effort to promote peace and unity. This slogan was introduced by Zambia's first President, Kenneth Kaunda, during a crucial period of nation-building after gaining independence in 1964. The concept aimed to foster national identity, discourage tribalism, and unite diverse ethnic groups. The idea was to emphasize the shared destiny and common goals of the people, transcending ethnic and regional differences. The "One Zambia, One Nation" initiative played a pivotal role in preventing conflicts and violence by creating a sense of national cohesion. The government actively promoted cultural exchange programs, educational initiatives, and civic engagement to instill a sense of pride and belonging among citizens. By fostering a national identity that transcended tribal affiliations, Zambia was able to avoid some of the ethnic tensions and conflicts that plagued neighboring countries in post-colonial Africa. The initiative had a lasting impact on the country's political landscape. Despite facing challenges in subsequent years, Zambia has generally maintained a relatively peaceful coexistence among its diverse population.

What are the main challenges today to implement initiatives to promote peace and prevent conflicts and violence?

The fragility of political systems can impede the execution of peace initiatives. This instability, often characterized by conflicts among different political factions or the absence of a robust government, creates an environment where peacebuilding efforts struggle to take root. Further exacerbating this issue is the prevalent economic inequality, as I mentioned earlier. Limited access to education also perpetuates ignorance and misinformation, which can lead to conflict. In parallel, media influence plays a pivotal role. Finally, global health crises such as the recent COVID-19 pandemic can disrupt economies, strain resources, and exacerbate social tensions, potentially leading to conflicts.

IICBA: Finally, could you share with us an anecdote about yourself or your work?

My journey began when I joined the Ministry of Education as a civic education teacher in 2015. I noticed early on that traditional teaching methods and curricula often left out crucial elements that could help shape a more empathetic, understanding, and inclusive society. I see education not just as a tool for academic learning but also as a powerful medium to sow the seeds of peace and unity in young minds and

survival skills for one to thrive. One incident stands out. During local elections, a period often marked by tensions and divisions within villages or communities, sensing an opportunity for a vital teaching moment, I organized a special session for my students in 2018 on the dangers of drug abuse and the principles of democracy, respect for diverse opinions, and the importance of peaceful coexistence. During this session, I shared a story that resonated deeply with my students. It was about two brothers in a village who, despite having different viewpoints and supporting different candidates in an election, maintained mutual respect and understanding. This story was not just a narrative; it was a reflection of the values I work to instill in my students. What made this day remarkable was the attendance of some parents and community members, initially out of curiosity, but soon they were engrossed in the discussion. The message of peace and unity transcended the classroom's boundaries, sparking conversations among adults in the village. In the days that followed, something extraordinary happened. The usual animosity and arguments that characterized the election period were noticeably subdued. People started engaging in more civil and constructive discussions.

I also advocated for inclusive programs that cater to all youth, regardless of their background. I believe that every child, regardless of their economic or social status, deserves a quality education and the chance to be a part of building a peaceful community. My efforts paid off when the Ministry of Education started to take notice and I got recognized by the Commonwealth General Secretary's Innovation Awards for Sustainable Development Goals. The Ministry has begun incorporating some of these methods and ideas into the curriculum. Personally, I would be remembered not just as a teacher but as a catalyst for change, a woman who helped transform her community through the power of education and the relentless pursuit of peace. Today, my students have themselves become ambassadors of peace and other educators are spreading the seeds of harmony and understanding that I have disseminated through UNESCO-IICBA peace education projects for youths, career talks, radio programs, TV interviews and articles.

INTERVIEW WITH CHIFUNIRO CHIKOTI

ASSISTANT PROGRAMME OFFICER FOR EDUCATION, MALAWI NATIONAL COMMISSION FOR UNESCO

IICBA: Could you please tell us a bit about yourself?

My name is Chifuniro Chikoti from Malawi. I work with the Malawi National Commission for UNESCO as an Assistant Programme Officer for Education. In my work, I provide technical assistance in education matters between UNESCO, its institutes, and all education stakeholders in Malawi.

IICBA: What are the most frequent types of conflicts or violence in your country, including risks of violent extremism?

Recently there has been an increase in cases of school vandalism where learners destroyed school properties because of misunderstandings with the authorities. For example, Robert Blake Secondary School was burnt into ashes because students protested against the management's decision to expel some of the students who broke school rules. Cases of suicide have also gone up. Students, teachers, and members of the communities have taken their own lives because of depression and stress. Most of the victims experienced some problems i.e., financial, marital, or unknown, which they failed to share with others to seek solutions. They fight the battles within themselves by themselves. When they have no solutions to the issues at hand, they may end up committing suicide.

IICBA: What are the main causes or drivers leading to conflict and violence, including violent extremism?

One of the causes or drivers could be poverty. As people struggle to make ends meet, they may engage in some behaviors that lead to violence, like stealing for example. Some people may break into other people's houses to get valuable items to steal and sell. In some cities, though it is not always the case, you may find people being attacked in the streets. An unsustainable lifestyle is another driver. Some people have engaged in lifestyles that they are failing to maintain, spending more than what they earn. This has led many people to get loans which they end up defaulting. Depression and stress come in when there is pressure to pay back the loans. Some people have committed suicide because of that.

IICBA: What are some of the effects on individuals, communities, and society at large? Does violence affect women and girls differently?

Effects may vary. Some reports have indicated that more men have committed suicide than women. Some say men suffer in silence due to fears of being judged once they share their stories with others, and as such may resolve to kill themselves. But women and girls are mostly victims of gender-based violence. Until they start to voice out the issues affecting them in their homes, schools, or communities, many may also suffer in silence.

IICBA: Does violence and conflicts affect schooling and learning in basic or higher education?

Violence and conflicts affect schooling and learning at all levels, i.e., in basic, secondary, and higher education. We have seen primary school children engaging in violent demonstrations and vandalizing school property. Such actions lead to school closures. Schools take time to recover from the lost or damaged property. This ultimately disturbs the learning process. Secondary education is not spared from violence and conflicts. Teasing and bullying, peer pressure that leads to alcohol abuse, sexually immoral behaviors are prevalent. Many adolescent girls engage in sexual relationships. Higher education is also affected. Mental health issues have been on the rise among students at this level. Lack of financial resources to meet basic needs (food, shelter, etc.) and sometimes fees pose a threat to the students.

IICBA: What do you think could be the role of education in promoting peace and preventing violence and conflicts?

Education plays a critical role in changing human behaviours. Educated citizens embrace modern values. Capacity building is key to enlightening people. Education should be a main tool to impart knowledge and skills for promoting peace. Educators and educated people can become negotiators for peace, becoming peacemakers. Education can be used to advocate for peace and the prevention of violence and conflicts.

IICBA: If you participated in a project of UNESCO IICBA, was this project helpful, and if so, how?

I participated in several projects of UNESCO IICBA, including the Silencing the Guns Project where I was trained in transformative pedagogy for peace, resilience building, and the prevention of violent extremism. Another workshop was on enhancing youth capacities in peacebuilding and the prevention of violence, targeting student teachers from Teachers Training Colleges and universities. Then we were also trained on mental health and psychosocial services for pre- and in-service teachers. All the trainings were very helpful as I got a deeper understanding of peacebuilding and mental health. This was my first time to be trained in those areas. As a country, we proceeded to train teachers on the same. Knowing the drivers of violence and the effects of violence changed the way I understood peace: it is not only the absence of wars but having just, positive attitudes and maintaining sustainable societies. Equally in a school setting, it means creating a transformative and peaceful learning environment. Understanding mental health also assisted me in handling mental issues affecting colleagues and others.

IICBA: What does your organization or institution do today to promote peace and prevent conflicts and violence? What more could be done?

As the Malawi National Commission for UNESCO, we mobilize resources for capacity building. Recently we conducted a training on strengthening the Associated Schools Network (ASPnet) in Malawi to combat violence, discrimination, and hate speech, targeting secondary school teachers from 18 schools. Our institution engages different partners to promote peace. The Ministry of Education is integrating peace education into the curriculum – the review of the curriculum is taking place at an opportune time. We mobilize resources for peace education interventions and support the Ministry in strengthening the Guidance, Counselling and Youth Development Centre for Africa (GCYDCA). GCYDCA is a regional category 2 Centre established with support from UNESCO. The Ministry of Education has endorsed officers to manage the operations of the Centre and revive it. The Centre is an ideal structure for capacity building in mental health issues and counselling services. By strengthening the Center, we are also developing human capacities that will be going out to combat violence in schools.

IICBA: What is your government doing today to promote peace and prevent conflicts and violence? What more could be done?

The government is doing a lot to promote peace and prevent conflicts and violence. It established a Ministry of National Unity to promote peace and developed a National Peace Policy. Recently the State President constituted the Malawi Peace and Unity Commission whose mandate is to defuse conflicts and political violence. The establishment of the Commission is one of the provisions of the Peace and Unity Act. The Ministry of Education is strengthening GCYDCA as mentioned earlier a means to promote peace.

IICBA: Have you seen innovative initiatives to promote peace and prevent conflicts and violence? How did they work?

Globally, a lot is happening in the digital world. If we can embrace digital platforms to promote peace, that will be a plus to the initiatives. For example, using WhatsApp, Facebook, TikTok, Twitter, and other social media platforms we can reach many people in a short time. Additionally, we can promote the use of local languages in advocating for peace (e.g., developing advocacy materials in local languages). Let people hear the news about peace in their locality and in their language! Deliberate efforts should be made to promote peace and prevent conflict and violence in an inclusive manner. Let us include all people in our initiatives: the marginalized, persons with disabilities, the poor, the rich, men and women, youths, girls, and boys. Materials that are developed for the promotion of peace should consider all people.

IICBA: What are the main challenges today to implement initiatives to promote peace and prevent conflicts and violence?

Peace education initiatives are coming as extra activities outside of the standard curriculum. With this arrangement, lack of funding for the implementation of the initiatives is a constraint. Another challenge is the lack of specialized personnel for peace education. We need staff who have gone through comprehensive training in peace education. Such personnel would be a great resource in capacitating others in peace and the prevention of conflicts and violence.

IICBA: Finally, could you share with us an anecdote about yourself or your work?

As we are promoting peace, we should also promote mental health. My work promotes education matters with all stakeholders. Peace education is becoming a major component as we are implementing SDG4, especially target 7. I would call peace education a “specialized” area in which education has to evolve around. In my work, I strive to make teaching and learning more peaceful by creating a conducive environment for all learners.

**INTERVIEW WITH JOSEPHINE ESAETE AND EDWARD KANSIIME
ACADEMIC STAFF, SCHOOL OF EDUCATION, MAKERERE UNIVERSITY, UGANDA.**

IICBA: Could you please tell us a bit about yourself?

Our names are Josephine Esaete and Edward Kansiime. We are both academic staff at Makerere University, School of Education Department of Science, Technical and Vocational Education, in Uganda.

IICBA: What are the most frequent types of conflicts or violence in your country, including risks of violent extremism?

The most frequent types of conflicts in Uganda are related to resources such as land. Land grabbing is common in areas of nomadic pastoralists in the Acholi sub-region. In the Buganda region, land grabbing by privileged rich people is also common and a source of conflict. Attacks by rebels in communities and schools are another form of violence, with the most recent being an attack by rebels in Kamwenge and Kasese districts. Domestic violence against women, girls, and children is also common in urban, rural, and remote areas such as Karamoja. Since the country has over 52 ethnic groups, inter-tribal conflicts sometimes occur as some tribes feel marginalized, leading to tension which ultimately leads to conflict.

IICBA: What are the main causes or drivers leading to conflict and violence, including violent extremism?

The main causes or drivers include shrinking or limited land which cannot accommodate the high growth of the population in Uganda and some socio-cultural factors associated with stereotypes that discriminate against people of other tribes as being primitive. Religious indoctrination also takes place whereby some members of the community believe to have power over what happens in the lives of their followers who end up just following what they tell them. Poverty and lack of education which leave some community members as easy prey for manipulation by self-seekers are other drivers of conflict and tension.

IICBA: What are some of the effects on individuals, communities, and society at large? Does violence affect women and girls differently?

At the individual level, death, emotional, or psychological torture, and loss of property are commonly seen. Broken social networks due to displacement and migration and eventually loss of identity are other effects on the community. For example, the Batwa now have no language of their own as they speak the language of the community where they settled. When societies or groups lose resources, they cannot solve their problem and their resilience is decreasing.

IICBA: What are some of the effects on individuals, communities, and society at large? Does violence affect women and girls differently?

Women, girls, and children are the most vulnerable groups who often suffer more than all other members of the community due to historical injustices arising from social norms that often have no provisions to protect them. For example, women and girls may be raped and forced into marriages by extremists in conflict areas. Women and girls also take the burden of looking after the family after the men have been killed or have run away to seek safety.

IICBA: Does violence and conflicts affect schooling and learning in basic or higher education?

Violence affects schooling and learning both in basic and higher education. Schools are often targeted by conflicting parties who abduct learners and teachers as hostages. Education is also used by oppositions as an environment for indoctrination. During conflicts, schools are often turned into camps where refugees and displaced people seek shelter. Once communities are displaced, they place an extra burden on host community schools which get overstretched, hence compromising education standards.

IICBA: What do you think could be the role of education in promoting peace and preventing violence and conflicts?

Using transformative pedagogy can help to promote coexistence among learners and appreciation of each other regardless of differences. It supports the creation of critical thinkers who question their beliefs and reflect on their actions. In most cases, the causes of violent extremism are deeply formed metacognitive thoughts shaped by childhood exposures and social encounters that influence one's philosophical and psychological predispositions, sets of knowledge, beliefs, values, and feelings towards different aspects of other ethnic groups. These fuels of violent extremism may be present in multi-ethnic schools and at times are unconsciously fueled by teachers (Ampumuza et al., 2020). To diffuse such frames of reference, education that utilizes transformative pedagogy can make learners interpret and reinterpret their senses as they get new knowledge and skills that are evaluated against their past ideas and understanding, thus causing a shift in their very worldview as they obtain new information through critical reflection. This can lead to increased empathy and tolerance which reduces the likelihood of conflict through misunderstanding or ignorance.

IICBA: If you participated in a project of UNESCO IICBA, was this project helpful, and if so, how?

We carried out peace education (PE) activities for university youth and youth in refugee camps. For university youth, two workshops were held. The first was held in August 2022 at Muni University for both Muni University and National Teacher Training College (NTC) Muni student leaders with 94 student participants and 21 staff members. During the workshop, the PE and prevention of violent extremism (PVE) committees of NTC Muni and Muni University were formed. Later, these committees held several planning meetings for the identification and development of messages in talking compound signposts and posters. Student leaders also participated in the identification of relevant locations and placement of posters in the compounds of the two institutions. The second workshop was held in collaboration with three university youths, two of them refugees from Sudan and South Sudan. The workshop was held in July 2022 at the International University of East Africa and attended by 120 university guild leaders from 13 universities. During the workshop, the youth identified divers of violence in universities. As a result, some youth wrote proposals on addressing inter-tribal conflict within university campuses where youth from different regions are together but are not interested in associating with others. A key result is that the guild leadership of the 12 universities integrated PE and PVE in freshmen's orientation programs and incorporated training on dialogue, mediation, tolerance, and conflict resolution.

In addition, in May 2022, we held another training with 57 youth leaders of Rhino Refugee camp under the theme "Youth Empowerment for Peace and Resilience Building for Prevention of Violent Extremism in Uganda and South Sudan." The youth leaders came from six Ofua villages. Through role-play, they brainstormed and showcased the causes of conflicts in the refugee settlements, including poverty, early pregnancies and marriages, and scarcity of natural resources like land and firewood that also breed conflicts with host communities. Following the training, they formed peace committees and organized sports galas between different South Sudanese groups in the camp. They latter drew workplans for their respective villages to mitigate conflicts and promote peace.

IICBA: What does your organization or institution do today to promote peace and prevent conflicts and violence? What more could be done?

We support student initiatives, for example, a "keep our environment clean" activity that not only resulted in cleaning exercises but also raised awareness and provided an avenue for interaction among different ethnic groups for a common goal. The university also revisited guidelines for guild elections as this is one area where student violence emerged. Talking compounds with peace messages at NTC Muni and Muni University were erected. The orientation of the students' guild on peaceful resolution of conflict by the outgoing guild leadership was another worthy effort.

IICBA: What is your government doing today to promote peace and prevent conflicts and violence? What more could be done?

There is often a deployment of the army and police whenever violence is anticipated. Installing security lights in some spots in town and nearby centers, such as surveillance cameras, would be useful. There is also the recruitment of local defense units for example for Karamoja and western Uganda.

IICBA: Have you seen innovative initiatives to promote peace and prevent conflicts and violence? How did they work?

One of the initiatives is transformative pedagogy to encourage a questioning mind for learners and teachers so that they can seek information about what they take for granted before making a decision. This empowers them to be independent thinkers, not just followers. At Muni University, which is in a region with many refugees and where learners live in an environment where they interact with many cultures at times contradictory to their own beliefs, we have courses in peace education. We also aim to produce a cadre of teachers who can question their beliefs against other peoples' beliefs and build a culture of tolerance. Memorials are organized to commemorate past massacres, using the past to shape the future and avoid similar mistakes. Memories of past experiences both positive and negative can serve as a learning tool for individuals and society because they help people to adapt to new situations and avoid repeating mistakes. Memories of past events can elicit strong emotions that shape one's perspective, motivation, and aspirations. This includes negative memories which can instigate caution or change in behavior.

IICBA: What are the main challenges today to implement initiatives to promote peace and prevent conflicts and violence?

For schools, the curriculum is overloaded, so there are no resources allocated for the implementation of peace programs. There is also a lack of political will to champion courses on the promotion of peace among citizens. Intentional integration of transformative pedagogy in teacher training is also limited.

IICBA: Finally, could you share with us an anecdote about yourself or your work?

As we mentioned before, we integrated PE and PVE into work with youth leaders in universities and refugee camps. These two different clusters of intervention sites were chosen because universities are characterized by high levels of conflicts with rampant student and staff strikes, while in Rhino refugee camp, different ethnic groups don't meet eye to eye because of conflict and prejudices they have carried along from their home country and even perpetuated into the children from the camps. The Dinka and the Nuer especially blame each other as being the cause of the other's suffering. So, youth leaders from the two distinct interventions were targeted and trained using transformative pedagogy to help them develop competencies to question their own beliefs, prejudices, and resentment against other members of the same society, which sometimes happens unconsciously. The youth leaders were prepared to be change agents and they made workplans which they later implemented in their respective universities and refugee camp villages. For example, at the universities, the guild leadership incorporated discussions on peace and conflict resolution during orientation programs for students joining the university. They rallied behind management to convince students to accept making online guild elections. For us personally, these are steps that are very encouraging and motivate us to continue this work.

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