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

Part I: Country-level Implementation

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

January 2024

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IICBA Discussion Paper 2024-01

**Lessons from a Transformative Pedagogy Project for Peace, Resilience,
and the Prevention of Violent Extremism: Part I: Country-level Implementation**

Eyerusalem Azmeraw, Eleonora Mura, Kasumi Moritani, and Quentin Wodon[1]

January 2024

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 two-part paper draws lessons from the projects. The first part of the paper briefly explains the transformative pedagogy approach that guided project implementation and provides examples of changes that were implemented at the country level under the projects. The analysis is qualitative, with the aim being to outline, through country examples, what can be achieved through such projects. Lessons on factors contributing to impact are also outlined.

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

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[1] The authors are with Arigatou International and UNESCO IICBA (International Institute for Capacity Building in Africa). This paper represents however only the views of the authors and not necessarily those of UNESCO, its Executive Directors, or the countries they represent, nor does it necessarily represent the views of UNESCO IICBA or its Governing Board.

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. 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 objective of this two-part paper is to draw some lessons from the projects implemented by UNESCO IICBA from 2017 to 2022. The first part of the paper briefly explains the transformative pedagogy approach that guided project implementation and provides examples of changes that were implemented at the country level under the projects. The analysis is qualitative in nature. The second part of the paper (Azmeraw et al., 2024) looks at data from two surveys to provide quantitative 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 ToT. Together, the two papers yield some insights into both achievements and remaining challenges.

The structure of the first part of the paper 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).
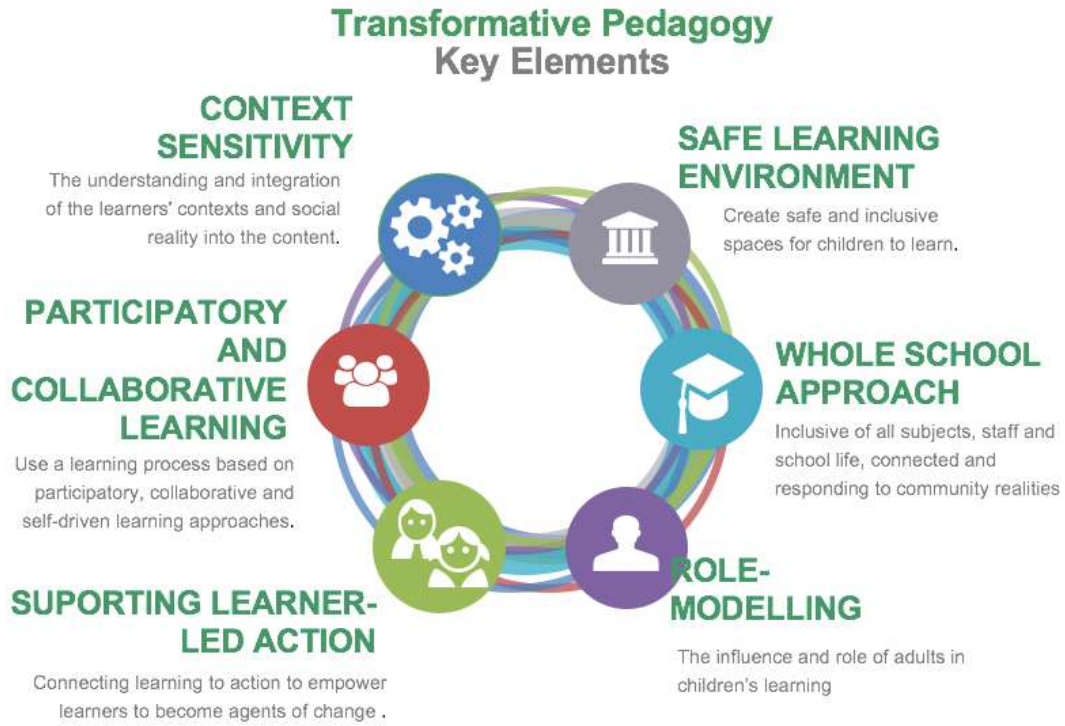
In the transformative pedagogy approach, learners need first and foremost to make sense of the different dynamics in their communities and understand discrimination, injustice, and violent conflict around them. Teachers need to support learners in understanding the root causes of grievances and cleavages 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 Interfaith Council on Ethics Education for Children and Arigatou International (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

Transformative Pedagogy
Key Elements

CONTEXT SENSITIVITY
The understanding and integration of the learners' contexts and social reality into the content.

SAFE LEARNING ENVIRONMENT
Create safe and inclusive spaces for children to learn.

PARTICIPATORY AND COLLABORATIVE LEARNING
Use a learning process based on participatory, collaborative and self-driven learning approaches.

WHOLE SCHOOL APPROACH
Inclusive of all subjects, staff and school life, connected and responding to community realities

SUPORTING LEARNER-LED ACTION
Connecting learning to action to empower learners to become agents of change .

ROLE-MODELLING
The influence and role of adults in children's learning

Source: UNESCO IICBA (2022).

Figure 2: Fostering Ethical Reflections

How do we foster ethical reflections?

Support learners to be able to respond actively to challenges, injustices and violence

Create safe learning spaces

Support learners to become aware of their own identity, relations with others and surrounding environment

Fostering Ethical Reflections

Encourage learners to work together across ethnic, religious and gender divides

Encourage the use of non-violent alternatives

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

Examples of Assessment Tools

Assessment Tool	Objective
Learning Diary	(For learners) Measures learner's personal experiences (For teachers) to record the sessions and capture the transformation in their learners, as well as their own learning and reflection
Temperature Taking	Assess learning and evaluate the session
Self-Reflection Tool	Measure resilience related internal and external factors available to adolescents
A Thing I Liked and a Thing I Did Not	Assess learning and evaluate the session
Group Sharing	Share about individual learning and reflect about the group and dynamics during activities
Checking Chart	Measure individual learning
Sharing Feelings, Knowledge and Action	Reflect on individual learning in terms of knowledge and skills
Collection of Stories of Change	For teachers to collect stories of the learners to show their transformation

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.
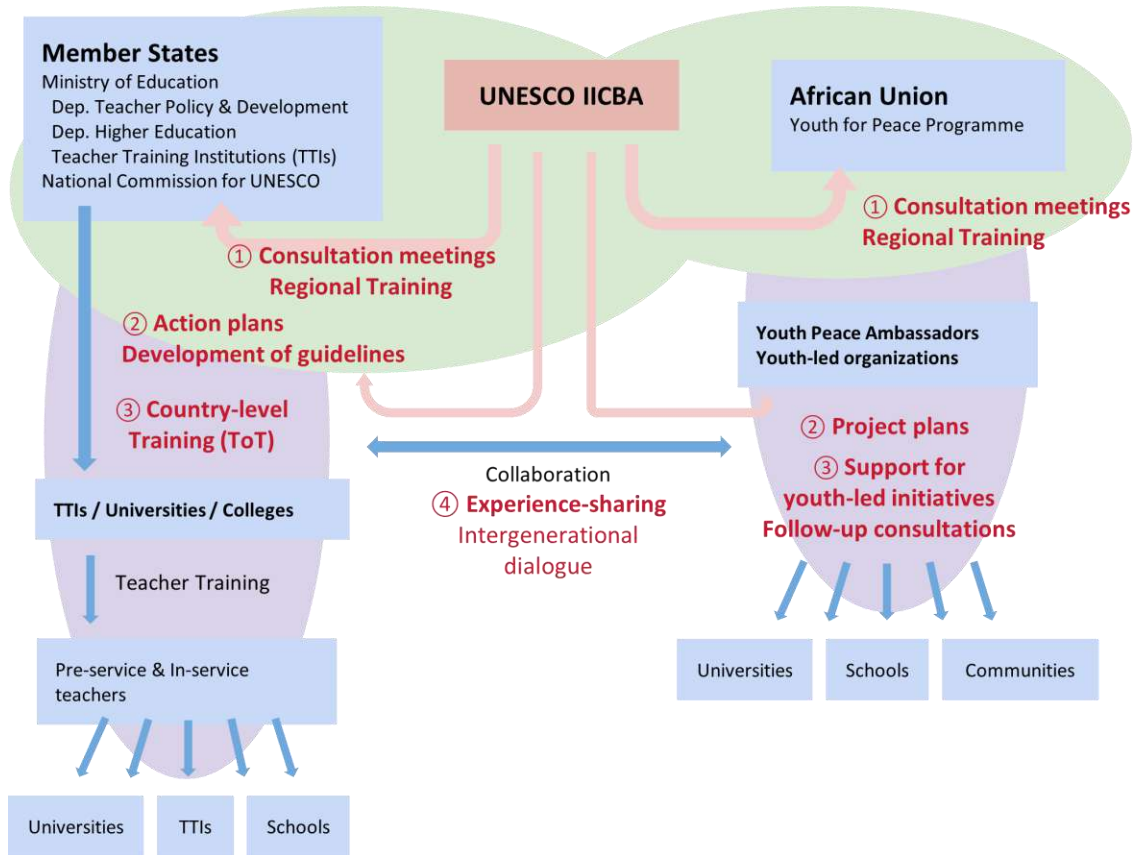
The COVID-19 pandemic also created challenges, requiring a shift from face-to-face to online training. The shift generated new needs such as continuous coaching and IT support, as well as adequate internet connectivity. But it also created opportunities as the emergence of online tools enabled the team 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 paper and the companion paper based on quantitative data provide insights into the potential contributions of the
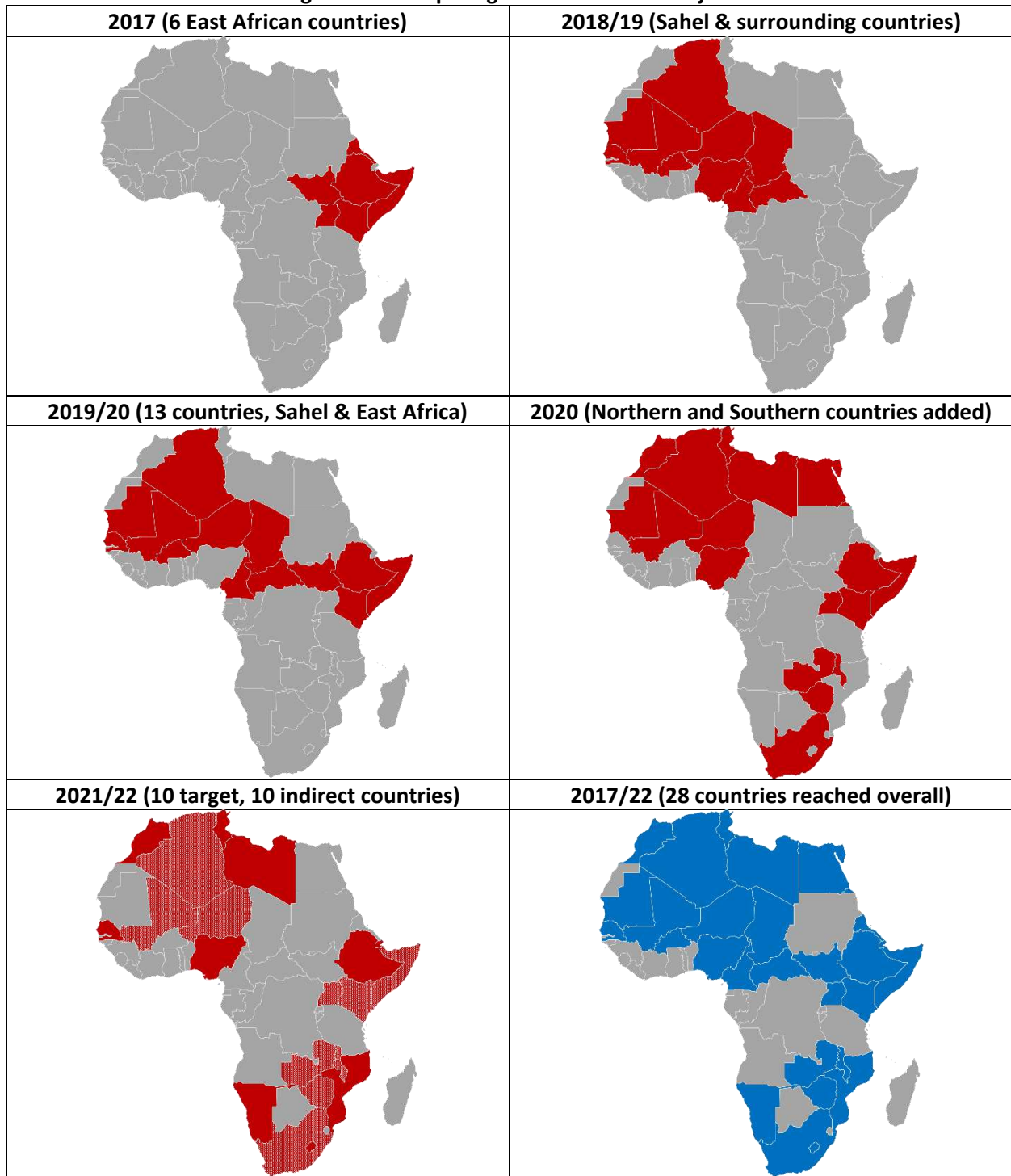
project, long-term studies would help in determining the effect of the project, including on strengthening the country's institutional strategies.

Figure 4: Project Implementation Strategy

Member States
Ministry of Education
  Dep. Teacher Policy & Development
  Dep. Higher Education
  Teacher Training Institutions (TTIs)
National Commission for UNESCO

UNESCO IICBA

African Union
Youth for Peace Programme

① **Consultation meetings**
Regional Training

① **Consultation meetings**
Regional Training

② **Action plans**
Development of guidelines

③ **Country-level**
Training (ToT)

Youth Peace Ambassadors
Youth-led organizations

② **Project plans**

③ **Support for**
youth-led initiatives
Follow-up consultations

TTIs / Universities / Colleges

Collaboration
④ **Experience-sharing**
Intergenerational
dialogue

Teacher Training

Pre-service & In-service
teachers

Universities   TTIs   Schools

Universities   Schools   Communities

Source: Authors.

Figure 5: Participating Countries in the Project

2017 (6 East African countries)	2018/19 (Sahel & surrounding countries)

2019/20 (13 countries, Sahel & East Africa)	2020 (Northern and Southern countries added)

2021/22 (10 target, 10 indirect countries)	2017/22 (28 countries reached overall)

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 to reach 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 on 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 bee keeping 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 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 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 aper 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 first part of the paper was qualitative, emphasizing stories of implementation, the analysis in the second part of the paper (Azmeraw et al., 2023) 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 second part of the paper.

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