

NATIONAL CAPACITY-BUILDING WORKSHOP ON
**PREVENTING VIOLENT
EXTREMISM THROUGH
EDUCATION IN UGANDA**

WORKSHOP REPORT

23-25 JAN 2018 | KAMPALA, UGANDA



Hedayah
countering violent extremism



MINISTRY OF EDUCATION AND SPORTS



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Capacity Building
in Africa

ABOUT THIS REPORT

This report summarizes the content of a Preventing Violent Extremism through Education (PVE-E) workshop hosted by Hedayah, UNESCO IICBA, UNESCO office in Kampala, and the Ministry of Education and Sport of the Republic of Uganda in Kampala, Uganda from 23-25 January 2018. The U.S. Department of State kindly supports Hedayah's PVE-E initiatives, including this workshop. The views in this report are the authors, and do not represent Hedayah, UNESCO IICBA, UNESCO, the Ministry of Education and Sport of the Republic of Uganda or the U.S. Department of State.

AUTHORS

The authors of this report are Sara Zeiger and Cristina Mattei. The authors would like to thank Fatma Ahmed, Zahid Ahmed, Eysaleem Azermerov, and Nuwagaba Muhsin Kaduyu for their contributions to the workshop, facilitation and to this report.

OVERVIEW

From 23-25 January 2018, Hedayah, UNESCO and UNESCO IICBA facilitated a capacity-building workshop in Kampala, Uganda to support PVE and education programs for teacher tutors. The workshop was conducted in consultation and partnership with the Ministry of Education and Sport (MoES) of Uganda.

The main participants of the workshop were from the Primary Training Colleges (PTCs) of Uganda, and for teacher training. The 28 representatives of the workshop attended from Kisoro PTC, Kabale-Bukinda PTC, Lodonga PTC (Yumbe district), Erepí PTC, Kitgum PTC, Arua PTC, Bundibugyo PTC, Bulera PTC, Bishop Stuart PTC, and Buhungiro PTC. Each of the teacher trainers is responsible for one or more districts in Uganda for teacher-training.

Notably this program was conducted as a follow-up to a 'Capacity-Building Workshop on the Prevention of Violence through Education in Sub-Saharan Africa' hosted by UNESCO and UNESCO IICBA in Addis Ababa (Ethiopia) in February 2017. An additional workshop is planned for South Sudan (April 2018), funded by the Australian Embassy in Addis Ababa.

BACKGROUND TO THE PROGRAM

In the international community and the United Nations, there is an increasing importance of Prevention of Violent Extremism through Education (PVE-E). This interest was stated in the 2005 UNESCO Executive Board decision, in which Member States expressed their collective commitment to PVE-E and request UNESCO to support capacity building of key stakeholders ([197 EX/Decision 46](#)), but also in the United Nations General Assembly [Resolution A/70/L.55](#) of 1 July 2016, “The United Nations global Counter-Terrorism Strategy Review”; and the [Plan of Action to Prevent Violent Extremism](#) issued by the UN Secretary-General in 2015.

In a similar manner, the Global Counter-Terrorism Forum (GCTF) has prioritized the topic of education in the Countering Violent Extremism (CVE) working group since its inception in September 2011. This priority theme has led to the development and acceptance of a framework document, the [Abu Dhabi Memorandum on Education and Countering Violent Extremism](#) in September 2014, which was developed in consultation with Hedayah. The good practices were rooted in several expert workshops, desk research, and capacity-building courses on CVE & education that were conducted through Hedayah from 2013-2014. Hedayah also supported the *Abu Dhabi Action Plan on Education and CVE*, which was released in September 2015.

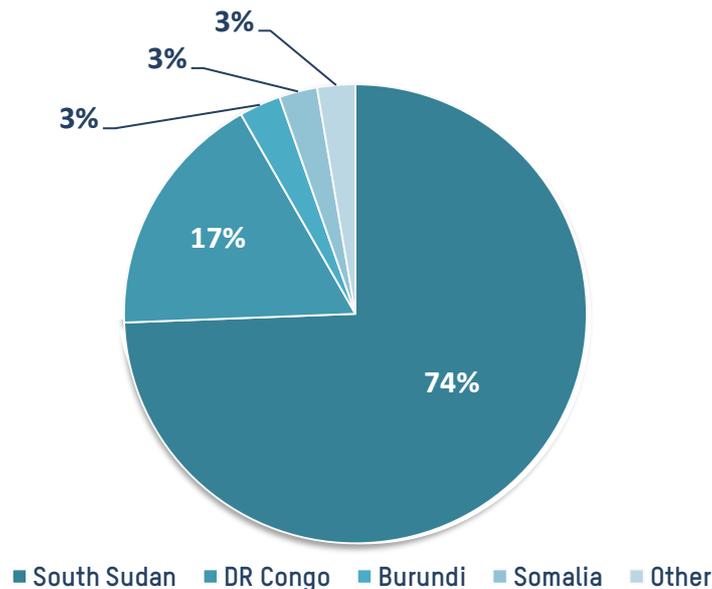
UNESCO’s work in the area of PVE-E builds on its longstanding commitment to peace and human rights education, and more recently to global citizenship education (GCED), which aims to equip learners with knowledge but above all psycho-socio-emotional skills that nurture respect for all, build a sense of belonging to a common humanity and help learners to become responsible and active global citizens for a peaceful, inclusive and sustainable world. As such, UNESCO has developed several education resources such as (i) a Teacher’s Guide on managing classroom discussions in relation to the prevention of violent extremism (PVE); (ii) a Policy Guide on PVE-E for education policy makers, to support national efforts to integrate PVE through GCED in their education systems; (iii) a Clearinghouse on GCED including resources relevant to PVE-E hosted by APCEUI.

CONTEXT IN UGANDA

The intervention of training educators on PVE is timely in Uganda. This is mainly due to two main factors: 1) the emergency response situation in the country, and 2) both a historical and current threat of radicalization due to a significant number of idle youth.

These two factors alone do not necessarily lead to radicalization to violent extremism, but they are two major risk factors that could contribute to radicalization to violent extremism if the appropriate prevention measures are not adopted.

FIG. 1: REFUGEES IN UGANDA
(Total 1,395,146)



As of December 2017, there were 1.4 million refugees, and around 1 million of those refugees are South Sudanese.¹ Notably, Arua district contains 252,000 refugees (23% of the population) and Yumbe district contains 287,087 refugees (34% of the population). There is also a significant population of refugees from Burundi that are entering the country through the southwestern border.

The Ugandan government policy towards refugees is open and flexible; refugees are promptly integrated into the host community. This is not without challenges, of course to the local community and the refugees. Often times this means significant competition over resources in the community, including food and water, land, infrastructure, education and employment. In a school setting, this means class sizes have doubled or even tripled, and teachers are often under-resourced both in terms of physical resources (furniture, textbooks) and professional capability & training.

Moreover, the refugee context also adds several more layers to the potential of radicalization. First of all, in the northern part of Uganda, the refugees are predominantly South Sudanese, escaping in some cases severe violence and torture

¹ <https://ugandarefugees.org/analysis/settlements/>

(See Figure 1). While this is not a predisposition towards violent extremism as such, the traumatic events experienced by these refugees could be one potential trigger or vulnerability that could lead to radicalization, amongst a number of other deviant behaviors. At the same time, the competition over resources. In this regard, the PVE-E intervention designed for Uganda takes into consideration both of these potential elements.

In addition to the emergency response situation in Uganda, radicalization and violent extremism has been prevalent both historically and currently. For example, the Lord's Resistance Army (LRA) caused significant damage to the country's morale when it came to terrorism during in the late eighties, and once consisted of thousands of members, although now the numbers are currently less than 120.² An Amnesty Reintegration Program was started by the government in 2000³, but when funding ran out for the program, not all elements were able to be successfully implemented, and the threat that former LRA members could be recruited to a different cause is possible.

Currently, the Ugandan government considers the Allied Democratic Forces (ADF) a terrorist group, operating out of the Democratic Republic of Congo (DRC) and recruiting individuals across the Western border. Originally, this group saw themselves as religious crusaders, and still have an influence over some Muslim groups in Uganda. Despite an ongoing amnesty program, this group still remains a threat. The ADF is suspected of conducting the Beni massacre in 2016⁴ and an attack in Semuliki in 2017.⁵

Finally, particularly in the neighboring districts to the Kenyan border, there is a threat of radicalization and recruitment of Ugandans to Al-Shabaab. While there are limited instances of recruitment in this regard, the Ugandan government did launch a de-radicalization campaign in 2015 to address this potential threat⁶. In addition, despite limited abilities to carry out attacks outside Somalia and Kenya, there was an attack in Kampala in 2010 on football fans that was linked to Al-Shabaab. As such, prevention measures are all the more timely to ensure that radicalization and recruitment in Uganda does not escalate.

² <https://www.irinnews.org/analysis/2017/04/26/end-joseph-kony-hunt-breeds-frustration-and-fear>

³ http://tdrp.net/mdrp/PDFs/MDRP_UGA_FS_0309.pdf

⁴ <https://www.reuters.com/article/us-congo-violence/scores-convicted-in-congos-beni-massacre-trial-idUSKBN1FD20V;>

⁵ <https://www.radiokapi.net/2018/02/13/actualite/justice/rdc-mandats-darret-contre-26-responsables-presumes-des-adf>

⁶ Uganda's People's Defense Forces, 2015.

PVE-E INTERVENTION FOR TEACHER-TRAINERS OVERVIEW

During the workshop itself, the agenda for each day was carefully constructed to look at several core elements and objectives over the course of the three days. The objectives of the workshop are outlined below, followed by a description of each of the days of the workshop.

Overarching Goals

To build the capacities of education stakeholders to develop and implement educational interventions and approaches that contribute, effectively and appropriately, to the prevention of violent extremism through resilience building and the promotion of global citizenship.

To enhance the knowledge of teacher trainers to transfer the knowledge on PVE-E to teachers in their respective regions.

Specific Objectives

Improved understanding of the drivers of violent extremism and the role of education, and teachers in particular, in their mitigation in light of the principles of peace and global citizenship education;

Improved understanding of PVE terminology and language in more depth, and contextualized to the local community;

Identify priority areas of intervention for the education sector, key implementation challenges and good practices to overcome obstacles;

Explore how to use UNESCO's Resources at the school level and within teacher training institutions, as well as their possible integration into non-formal education programmes;

Improved understanding of pedagogical approaches that can help address the drivers of violent extremism, build resilience in the classroom, and nurture a culture of peace in and through education;

Creating safe spaces for classroom dialogue about challenging topics, including violent extremism;

Enhancing socio-emotional learning that assists in building more resilient students;

Developing an understanding of critical and digital literacy skills, and pedagogical approaches to critical and digital literacy;

Create localized networks of teachers and educators to facilitate the continuous exchange of good practices and information in support of PVE goals;

Facilitate the development of country work plans to enhance the capacities of teacher training institutions/teachers/educators to mainstream culture of peace and prevention of violent extremism;

Facilitate the development of a checklist for policy makers/leaders of teacher training institutions;

Facilitate the development of Activities Guide for East Africa tailored towards teaching methods for low-literacy students.

Day 1: Context-Setting

The first day provided the foundations of key terminology related to PVE and PVE-E in the country's context, debated the ways in which the education sector could be involved in PVE, looked at the challenges teachers and teacher trainers faced, and probed into how teachers could better understand their students.

Day 2: Pedagogies, teaching activities and strategies for PVE-E

The second day allowed for teacher trainers to develop skill sets needed for implementing PVE-E activities. As the core for PVE-E focuses on three main topics, there was a session dedicated to: 1) social and emotional learning (SEL), 2) facilitating safe spaces for classroom dialogue, and 3) enhancing digital and critical literacy skills. There was also a homework assignment for Day 2 to review the Activities Guide for Teachers on PVE-E and give feedback on pre-assigned lessons.

Day 3: "Hands-On" PVE-E

On the third day, participants were asked to conduct two main activities: 1) creating a lesson plan around one of the three core topics based on the challenges they faced in their own classrooms; 2) creating an activity plan or commitment statement to indicate what they could achieve after the workshop on PVE-E.

FIG. 2: PARTICIPANTS' EXPECTATIONS, UGANDA

- **WE EXPECT** EFFECTIVE TIME MANAGEMENT TO ENSURE WE COVER ALL WHAT WE HAVE PLANNED
- **WE EXPECT** TO RECEIVE SUFFICIENT KNOWLEDGE SO THAT WE CAN APPLY IT IN THE FIELD
- **WE EXPECT** THE NEW SKILLS DEMONSTRATED BY THE FACILITATORS, SO THAT WE CAN GO AWAY WITH THEM AS WELL
- **WE EXPECT** TO LEARN NEW STRATEGIES TO HANDLE VIOLENCE RELATED ISSUES
- **WE EXPECT** EFFECTIVE SUPPORT FROM THE ORGANIZERS WHEN WE ARE OUT IN THE FIELD (FOLLOW UP AND DURING)

FACILITATION METHOD AND ADAPTIVE LEARNING PROCESS

As part of the design of the workshop, the facilitators asked for regular feedback on the day, including what went well and what needed further clarification & improvement. The facilitation method featured interactive learning and participatory approach through presentations by experts, roundtable discussions with the whole group, small group work, team exercises, and joint presentations by participants. The workshop aimed to build skills and confidence through active learning where skills were demonstrated by facilitators and practiced by the participants. The workshop also featured a joint development of lesson plans by the participants, as well as a personal activity statement committing to follow up work.

As an example of the adaptive and participatory learning process during the workshop, participants were requested to highlight their core expectations for the workshop in order to ensure the facilitators understood the needs and wants of the teacher-trainers in attendance. These expectations are outlined in Figure 2.

OVERVIEW OF THE INTERVENTION

Part 1: Definitions of Key Terminology

During this exercise, participants were asked to brainstorm in small groups and develop their own definitions of the key P/CVE terminology. After the exercise, participants were encouraged to discuss the results in a plenary setting. Participants' definitions include:

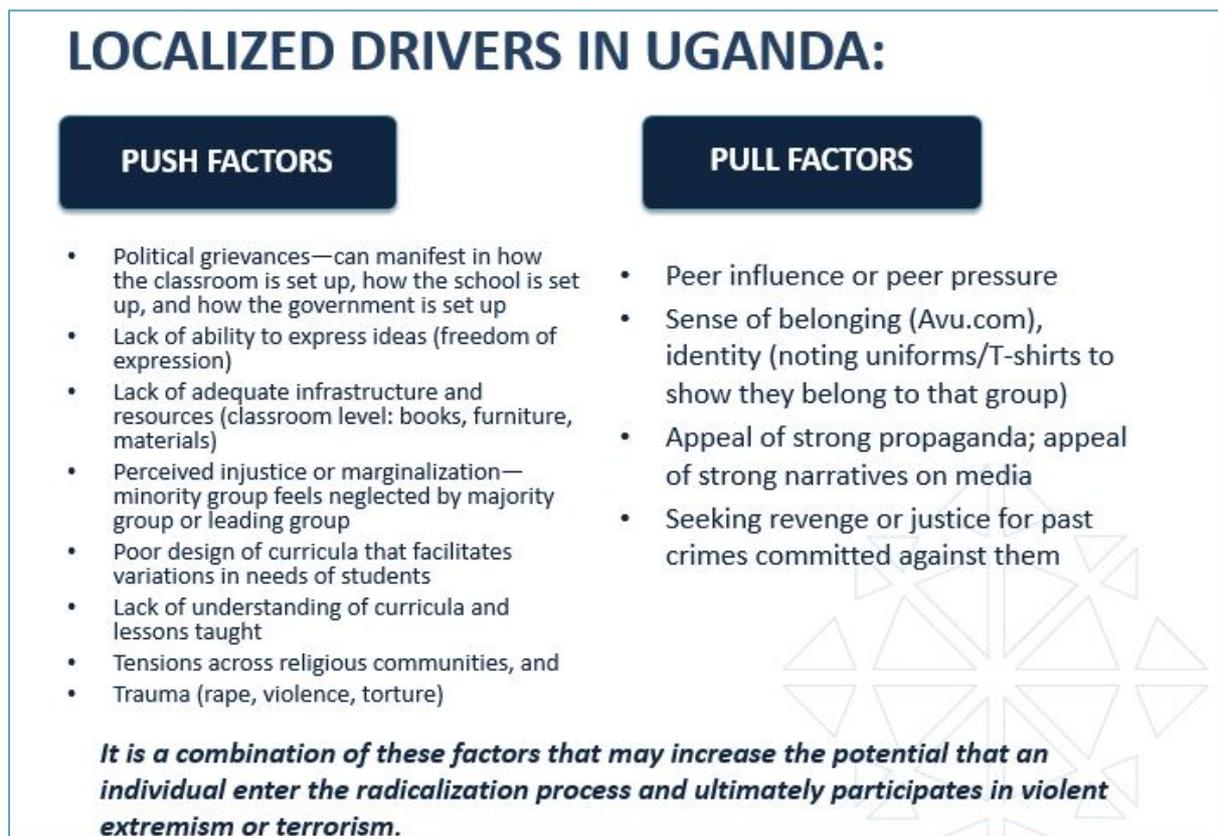
- **Radicalization** is *emphasizing one thought or idea without considering the views of others; a process that is rejecting others' opinions (positive or negative).*

- **Extremism** is *having something done, slightly beyond the expectation of society (either a negative term or a positive term).*
- **Violent extremism** is *using violence to make people believe in your ideology.*
- **Terrorism** is *life-threatening behavior which is a criminal act intended to destroy in a criminal manner.*

Violent Extremism and Radicalization in Uganda

As part of this section, participants generated a list of locally-driven “push” factors and “pull” factors that they perceived relevant for their own context. This list can be found in Figure 3.

FIG. 3: LOCALIZED DRIVERS IN UGANDA



Part 2: Role of Education in P/CVE

Teachers were asked in small groups to brainstorm about what their roles might be in P/CVE through the following questions:

- How can education play a role in PVE in Uganda?
- How can teachers play a role in PVE in Uganda?
- What are the limits to the education sector's role in PVE?
- What are the expressed needs for education on the prevention of violent extremism, especially among people at risk of violent extremism and former members of extremist organizations?
- Who and which organizations are already undertaking work in this field? Are there any lessons learned from the impact of their initiatives?

Some of the main outcomes of this section from the group discussions include:

- Teachers can play an important role in raising confidence in students' capabilities
- Teachers should have a better understanding of radicalization leading to violent extremism, including understanding of potential signs of vulnerability;
- Teachers should always abide by the "do no harm" approach, avoiding stigmatization and inappropriate language in the classroom;
- Teachers should feel empowered and personal security should always be a key concern.

Part 3: Characteristics of an Effective Teacher & Teacher-Trainer

In order to highlight some of the ways in which teachers and teacher-trainers can operate safely in classroom and gain the trust from students, participants were asked to reflect upon a list of "characteristics of an effective teacher". The exercise drew upon the framework document "Competencies of an Effective Teacher" developed by UNESCO in 2005.

Participants were encouraged to discuss the list and form their own, to be presented in the plenary session.

Some of the characteristics included in participants' list include:



Part 4: Circumstances and needs of the students

Two of the objectives of the workshop were to ensure that teachers understand the needs of their students, and that they are able to identify their own biases that may impede the students' learning process or potentially contribute to increase vulnerabilities in students. The teacher trainers were asked to identify the main challenges their teachers faced when determining their students' needs related to PVE-E. The main challenges were:

- Students have different learning styles for different subjects, and it is difficult to know what students need across subjects;
- Different backgrounds and different areas (students are diverse);
- Student numbers are large;
- It is difficult to determine if you have failed to engage students if you ask for help—where is the room for consultation?;
- Time is not enough to engage students in discussions in the classroom;
- There is a fear that students will challenge the authority and opinions of teachers, or show they have the knowledge that is higher than teacher;
- Professional assessment of teachers is conducted based on the formal curricula, and students are also assessed in that way. Good teaching methods and pedagogies are not part of the formal assessment of teachers.

Some of the possible ways to overcome those challenges included:

- Handling the topics in various subjects (divide sub topics and have them learn more and teach others);
- Accepting that learning is important part of teaching, and do not expect that you will know everything.

Part 5: Conclusions for Day 1 and Modifications to Curricula

CONCLUSION: DAY 1

- What worked well today?
 - Time consensus/management
 - High level of participation, excitement and enthusiasm
 - The way the groups were formed and the group discussion
 - Participatory approaches (lively, not tired)
 - Lively involvement and interactive sessions
 - All the planned content was covered
 - Key words were well defined and explained/discussed; learned a lot about the key terminology



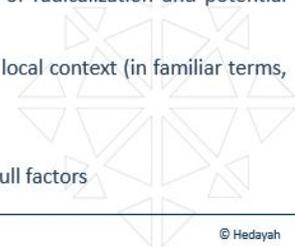
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At the end of Day 1, participants were asked 1) what went well today, and 2) what they needed further clarification about. During this discussion, participants identified that they needed further clarification about the terminology related to radicalization and violent extremism, push and pull factors, and contextualizing the terms to Uganda.

In response to the above requests, the facilitators added an exercise to develop a more specific list of push and pull factors for the Ugandan context. From this list, the facilitators devised a list of potential signs of vulnerability in students and possible PVE-E responses as a guide. This was also at the request of the participants, who asked for a “checklist” of early signs of radicalization.

CONCLUSION: DAY 1

- What do you want to know more about?
 - Centrally, capturing all the information and literature that has been generated here
 - Method of sharing information =? Email, hard copies, etc.
 - Customizing the context of violent extremism more in terms of the school setting (signs in the school setting) that might show signs of radicalization—identification of drivers of radicalization and potential solutions (in Ugandan context)
 - Contextualization of the terms into the local context (in familiar terms, not foreign terms)
 - More clarification of “terrorism”
 - Differences between push factors and pull factors



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While facilitators emphasized that no such checklist was possible, signs of vulnerability were possible to be identified in a classroom setting. In alignment with Hedayah’s approach and in compliance with the “do no harm” principle, facilitators emphasized that such vulnerabilities might not necessarily lead to radicalization and ultimately violent extremism. Indeed, a wide range of deviant behaviors are included as potential results. Facilitators emphasized that while such vulnerabilities are not causally linked to radicalization, teachers can still devise a constructive and positive response to those, with the aim decrease the vulnerability and ultimately restore a standard behavioral and emotional spectrum in the classroom. Participants learned that such responses would be ultimately beneficial to correct a number of deviant behaviors to include radicalization. The results of this ad-hoc exercise with the suggested PVE-E responses, conducted on Day 2, can be seen in Annex 1.

Because these changes went well, this exercise also was incorporated into the planning for the next workshop and in the Facilitator’s Guide. Facilitators also invited a local expert to talk more about radicalization and violent extremism in Uganda (Hope Kivengere⁷).

Part 7: Violent Extremism in Uganda - Continued.

In line with the participants’ requests on further clarification on key terminology, historical contextualization of the phenomenon, Hope Kivengere, a local subject matter expert on P/CVE, was invited to open the day. The session was particularly successful in fostering a local understanding of violent extremism and terrorism in Uganda, something that participants had struggled with the day before. In particular, participants, gave the following examples of violent extremism in the country:

- Rwenzururu 2016 killing of people in Kasese basing on cultural grounds.
- ADF – Tabliqs killing students in Kichambwa technical Institute basing religion ideology.

This discussion was followed by a re-visiting of the session outlining “push” and “pull” factors in Uganda to clarify the meaning in the local context. Participants were able to suggest local push and pull factors and successfully achieved the learning objective. The full exercise can be seen in Annex 1, but some of the key push/pull factors generated by participants are listed below.

⁷ Hope Kivengere was President Museveni’s press secretary and currently serves as AU/UN Information Support. She developed a particular expertise on P/CVE issues in the region.

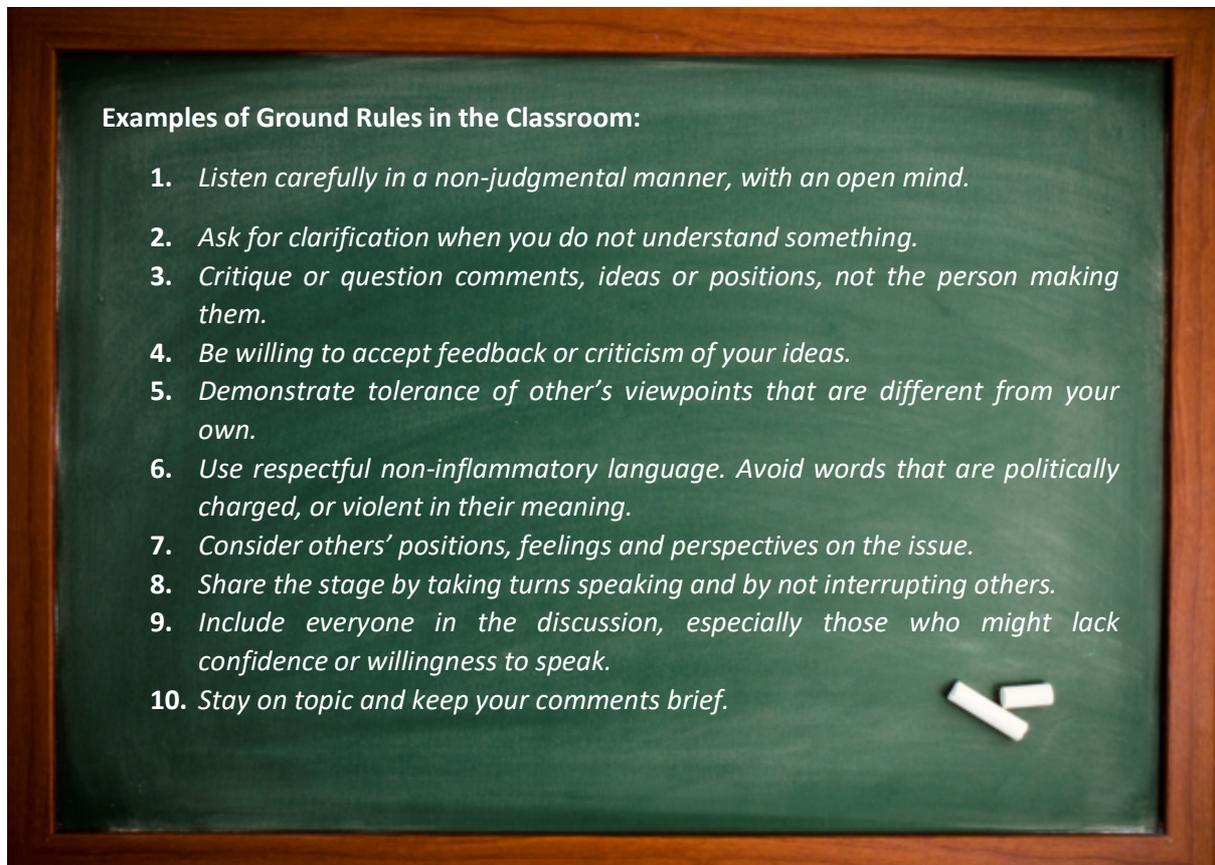
Factors that push violence in schools shared by participants:

- A head teacher who is a dictator and poor feeding can cause violence through students' striking.
- Lack of infrastructure people need in a community.
- Students from different regions in a school – if administration is favoring one region can cause violence by marginalized students.
- Inadequate materials to use at school e.g. text books, furniture, etc.
- Lack of freedom of expression in schools. Students' views are suppressed.
- Presence of different religions in schools/communities may cause violence.
- Environment one grows in (e.g. born in family that the mother was raped or a father killed by a terrorist).

Pull factors that lead to extremism violence:

- Peer influence or pressure being part of the group especially striking in schools. For example, one of the participants shared there is a group called Abu.com for students in West Nile it's known for causing strikes in schools;
- Revenge may be for what happened in the past. E.g. Parents killed by ADF or LRA;
- Sense of belonging can pull a person to join a group of violent extremists.

Part 8: Pedagogical Approaches: Creating Safe Spaces in the Classroom



This teaching for method for this session featured two activities: 1) creating Ground Rules in the classroom for discussion, and 2) practicing facilitation methods for difficult topics.

In the first exercise, the participants were asked to brainstorm Ground Rules for their own classrooms. Based on a list already provided), the participants came up with some additional Ground Rules related to PVE-E. These additional ground rules included:

- Respect each other's views;
- Accept to be accountable and receive critical feedback;
- Foster a "Peer support" approach: students are encouraged to support each other like in a family;
- Promote relationships in schools.

In the second exercise, participants were divided into small groups and asked to facilitate a discussion about a difficult topic, taking turns in impersonating who was supposed to be the "teacher" and the "students." Participants were then asked to

identify the challenges, emotions and strategies to overcome those challenges/emotions during facilitation of difficult topics.

Part 9: Pedagogical Approaches: Social and Emotional Learning

In this session, participants learned about social and emotional learning techniques and theory as a way to embed pedagogies that build resilience in the classroom. Participants then participated in an exercise that is potentially replicable with students and other teachers. The exercise listed out different pieces of identity to include “religion”, “tribe”, and “citizenship.” Participants were asked to rank how important that piece of identity was to them and discuss in small groups on how they set their own identity and why certain aspects were more important than others. Finally, participants shared their results in a plenary setting, including observations on what others chose as meaningful to them. As a result of this exercise, participants enhanced self-awareness on their own identity and learned to identify common areas and similarities across the differences.

Part 10: Pedagogical Approaches: Digital and Critical Literacy

In this interactive session, participants learned about the role of media and how students’ ideas are shaped by the influences around them. In addition, participants were guided through specific activities and exercises that are key to demonstrate critical and digital literacy skills in the classroom. To illustrate these learning points, the session began with a short exercise. The facilitator asked one participant to read a headline “Oil jobs: Museveni wants Ugandans skilled” to themselves. They are then asked to tell another person in secret and only one time, and in turn that person tells another until it goes all the way around the room. When asked the final headline, the participant responded (with confusion): “Uganda is dead.” This exercise was conducted to illustrate how easily information can be misunderstood or transferred incorrectly.

Participants were then encouraged to view two select videos: the first “Vampire Conspiracy” about a vampire mythology that was claimed to be actually a rabies outbreak amongst foxes in London. The second video reveals that the first video was entirely fake, but points out some of the techniques used by the video producers to make it seem real. The main learning point during this session was to show how terrorist groups can craft propaganda in such a way that makes it seem believable. The session ended with some techniques and instruction on how students can fact-check or filter through potential propaganda.

These videos are available online and created by *Digital Disruption*⁸.

⁸ <http://blogs.boldcreative.co.uk/digitaldisruption/films/>

Part 11: Monitoring and Assessment

Facilitators wrapped up the day with a presentation on Monitoring, Measurement and Evaluation for PVE-E. Participants were provided with a case study example to take home and review before the third day. It was important that this was conducted on Day 2 of the workshop so that it was fresh in the minds of participants who were asked to develop their own lesson plans (including a section on monitoring and assessment) on Day 3.

Part 12: “Hands on PVE-E”: Lesson Plan Creation

As one of the main outputs of the workshop, participants were asked to create their own lesson plans around one of the three main learning points: 1) social and emotional learning, 2) safe spaces for discussion, and 3) digital and critical literacy. The participants were divided into 10 groups, and each group was provided mentoring by facilitators to ensure they were on track. Afterwards the groups presented the lesson plans to each other and mutually provided feedback on others.

Two examples of lesson plans created are below:

LESSON PLAN: GROUP 8

TOPIC:	DIGITAL AND CRITICAL LITERACY		
Age: 18-25	Lesson Duration:		
Subject	General	Timing:	Beginning of year; beginning of new semester/quarter
Lesson Objectives/Outcomes: the aim of this lesson is to foster students to critically think on peace building and reject biased views. This is particularly crucial in schools hosting refugees.			
Key objectives of the lesson include:			
<ol style="list-style-type: none"> 1. Explain the diverse meanings of peace building; 2. Discuss relevance of peace building in the community; 3. Describe ways to promote peace building in refugee schools & host communities; 4. Identify challenges face while practicing peace building in schools & host communities. 			

PVE-E Challenge:

Teachers often face difficult questions about topics that they may feel uncomfortable discussing with their students.

TIME	KEY POINTS	INSTRUCTIONAL TECHNIQUE
5 minutes	Introduction	Students brainstorm on peace building process.
20 minutes	Pair/ group work	Students are grouped in 4-5 each to read, develop & discuss stories & posters related to peace building.
15 minutes	Group presentation	Groups are given 5 minutes each to present their findings about the process of peace building; the teacher harmonizes the presentation.
5 minutes	Conclusion	The teacher gives learners individual homework to come up with existing practices of peace building in their various communities.

Materials:

1. Newspapers
2. Posters
3. Text books
4. Short video clips

Take Home Task: Individual homework on existing practices of peace building in the various communities

LESSON PLAN, GROUP 6

TOPIC: CREATING A SAFE & FRIENDLY LEARNING ENVIRONMENT

Age: 6-10

Lesson Duration:

60 minutes

Subject:

Social Science

Timing

Beginning of year;
beginning of new
semester/quarter

Lesson Objectives/Outcomes:

the aim of the lesson is to help children develop awareness of situations that can bring about a safe & friendly learning environment. Central to PVE-E is creation of a safe & friendly learning environment in which learners feel happy, comfortable & secure to learn freely & interact with others. Learners are also encouraged to suggest ways of making the learning environment safe & friendly, help to ensure they work towards that.

TIME

KEY POINTS

INSTRUCTIONAL TECHNIQUE

5 minutes

The teacher introduces lesson by asking learners: "what can you find in a school?"

Learners should be encouraged to mention what is found in school as: buildings, play grounds, people, etc.

10 minutes

The teacher leads learners around the school to identify the physical infrastructures, different personnel in the school & their roles.

In groups of 20, learners should move around the school to identify & note down different infrastructure, people & their roles

15 minutes

The teacher guides learners to share their findings in a plenary session.

Groups present findings, others are encouraged to share comments on how they can contribute to keep or make the environment a safe & friendly one.

20 minutes

The teacher asks learners to suggest skills/activities on how to make the learning environment safe & friendly

Learners are encouraged to suggest skills/activities on how to maintain & use the physical facilities in the school & how they can better relate with the peers, teachers & other persons in the school

10 minutes

The teacher summarizes on how a safe & friendly learning environment should be. The teacher asks learners to suggest ways of making the learning environment a safe & friendly one.

Learners suggest how they can contribute in making the learning environment safe & friendly

Materials:

1. Newspapers
2. Posters
3. Text books
4. Short video clips

Take Home Task: N/B

Part 13: Personal Action Plan Statements

The workshop wrapped up with an opportunity for teacher trainers to develop their own personal action plans, which was captured in a “commitment” statement. The personal statements can be found in the table below.

I AM COMMITTED TO:

1

Encourage immediate family members to be open to others, irrespective of religion, affiliation.

2

As a teacher and tutor, to chance teacher strategies and pedagogies in a way in which peace is preserved.

3

Utilize the knowledge gained with other teachers.

4

Discuss with my boss and organize a training on this topic for colleagues.

5

Map who is working on P/CVE in Uganda and further sensitize on this topic.

6

Report to my boss on what I learnt and share knowledge with my colleagues.

7

Communicate with her boss and organize workshops.

8

Submit my report to the Administration and submit my work-plan on training tutors, teachers and students.

9

Report to the Principal and ask to arrange a meeting with the colleagues and further sensitize on the topic on violent extremism and radicalization especially in refugee areas.

10

Be a peace-keeper and train my staff on what I learnt about, share the knowledge with students so that they can be trainers of the community.

11

Request time in the Assembly to discuss on PVE and how this can be implemented in colleges.

12

Be committed to train students about PVE in 1 month.

13

Committed to train the tutors who did not have the chance to come here.

14

Integrate the PVE approach within the curriculum on Foundation of Education

15

Integrate PVE approaches in the centers and train teachers.

16

Train non-teacher staff of the center I work at.

17

Organize trainings at the district level for the colleagues who could not come.

18

Create a safe and friendly environment by involving students in reviewing rules and regulations.

19 Extend my PVE knowledge to request to answers from my teachers.

20 Encourage the college community to know on the threat of radicalization leading to VE.

21 Awareness on the rights of refugees.

22 Ensure there is an open door in the school for Preventive activities.

23 Organize various groups to share the experience about prevention of violent extremism- sharing knowledge with the tutors to adapt curriculum and disseminate it across students' communities.

24 Remain peaceful with my colleagues in the college and work on PVE.

25 Ensure I am a role-model in peace-making and teach appropriate methodology in PVE; the college staff and the communities are sensitized on PVE and methodologies, be vigilant on anything sensitive regarding potential radicalization.

26 Everywhere I will go, I will sensitize on PVE.

27 Integrate PVE activities in the college where I teach; sensitize the community I live in on PVE (refugee area).

28 Sensitize college and community I live in and prevent violence.

29 Share knowledge to nearby colleges and communities and establish relationships; involve radio station to talk about PVE.

CONCLUSIONS & NEXT STEPS

At the end of the workshop, participants achieved the learning points and expressed satisfaction on the manner the workshop was conducted. The interactive and participatory approach adopted by facilitators was particularly appreciated, when introducing technical language and P/CVE terminology.

Participants generated locally-driven data by developing a preliminary list of push and pull factors in their own context, while acknowledging that signs of vulnerability in a classroom do not necessarily lead to radicalization and violent extremism but might produce other type of deviant behaviors. Hedayah was particularly sensitive in transmitting the guidance on avoiding counter-productive behaviors and abiding by the “do no harm” principle, recognizing the crucial role of teachers and educators in the social environment.

Participants were also able to learn on the main M&E practices to include importance of goals and objectives, selection of key indicators and monitoring of the intermediate and final results. This was particularly evident in the lesson plans where a group of participants were able to identify ad-hoc indicators of success of the lesson, to include “dynamics in the classroom”, “use of appropriate and respectful language”, “connection among students outside school”.

As a next step, participants requested further support in their local community with special regard to the development of project ideas with schools and other local actors in their communities. Some of the participants were particularly exceptional in their leadership qualities and in the sustainability of their ideas and might indeed be recipients of further support in their community.

In practical terms, Hedayah will ensure to incorporate suggestions made during Day 2 Homework Assignment in the Activities Guide for Teachers. The manual for Facilitators will also be updated to ensure that lessons learned from the workshop will be taken into consideration for future implementation.

Some additional may come through follow-up from the Ministry of Education and Sport of Uganda. Hedayah, UNESCO and UNESCO IICBA will ensure that the final materials are distributed to the MoES, and that physical copies are provided if budget allows. If there are opportunities for additional capacity-building workshops in the local areas of Uganda, Hedayah and UNESCO are open to exploring those possibilities.

A full report, including more comprehensive data collected on participants’ learning processes and individual responses will be produced after the second workshop for South Sudan is conducted.



Participants with Certificates at PVE-E Workshop in Uganda, 25 January 2018

ANNEX 1

EXERCISE DEVELOPED ON LOCAL DRIVERS OF RADICALIZATION IN UGANDA

GUIDING QUESTIONS:

PUSH FACTORS

- Structural conditions, surrounding environment.
- What's lacking in the surrounding environment or situation?
- What are the main grievances of the community?
- What frustrations are expressed by the community?

PULL FACTORS

- Individual incentive, ideological and psychological appeal.
- What attracts an individual to violent extremism?
- What appeals to their emotional or psychological nature?
- What can they achieve by participating in violent extremism?

It is a combination of these factors that may increase the risk that an individual participates in violent extremism or terrorism.

FIG 3. LOCALIZED DRIVERS IN UGANDA:

PUSH FACTORS

- Political grievances—can manifest in how the classroom is set up, how the school is set up, and how the government is set up
- Lack of ability to express ideas (freedom of expression)
- Lack of adequate infrastructure and resources (classroom level: books, furniture, materials)
- Perceived injustice or marginalization—minority group feels neglected by majority group or leading group
- Poor design of curricula that facilitates variations in needs of students
- Lack of understanding of curricula and lessons taught
- Tensions across religious communities, and
- Trauma (rape, violence, torture)

PULL FACTORS

- Peer influence or peer pressure
- Sense of belonging (Avu.com), identity (noting uniforms/T-shirts to show they belong to that group)
- Appeal of strong propaganda; appeal of strong narratives on media
- Seeking revenge or justice for past crimes committed against them

It is a combination of these factors that may increase the potential that an individual enter the radicalization process and ultimately participates in violent extremism or terrorism.

POTENTIAL SIGNS OF VULNERABILITY

SIGN

- Student not engaged in classroom discussion
 - Student may feel the teacher is too much of a "dictator"; student might feel not involved in setting ground rules.
- Student from ethnic group A shows intolerance or verbally attacks student from ethnic group B
 - Student may feel they cannot express their ideas (in general) and that is subject to injustice;
 - Student may have stereotypes towards group B
 - Student A may be subject to an appealing and negative narrative (e.g. US vs THEM)
- Student from ethnic group A physically attacks ethnic group B because of his/her ethnic belonging;
 - Student may feel they cannot express their ideas (in general)
 - Student may feel that violence is the only way to express ideas on ethnic group B

PVE RESPONSE FOR TEACHERS

- Self reflection on biases, opinions or teaching methods; involving students in setting ground rules;
- Provide opportunities for divergent opinions to be expressed and heard; provides positive narratives on diversity;
- Conduct lessons that address stereotypes and improve inter-group relations;
- Address violent act in classroom discussion; understand WHY;
- Involve family, if appropriate, and ensure the student is supported;

POTENTIAL SIGNS OF VULNERABILITY

SIGN

- Students argue over materials, causing conflict
 - Student may feel that it is unfair distribution of resources
 - Student might feel marginalized or perceive injustice;
- Student expresses observation or opinion directed at another religious or ethnic group (tension across religion)
- Student is withdrawn and/or acts out aggressively against others
 - Student may have experienced trauma (rape, violence, torture)
- Student affiliates with a negative group that previously had no contact with
 - Student may feel peer pressure
 - Student might feel sense of belonging to that group;

PVE RESPONSE FOR TEACHERS

- Encourage classroom discussion on needs and wants; conduct lesson that identifies the needs and opinions of others;
- Conduct lesson about needs and opinions of others; Conduct lesson about expectations of others; pair students from different religious/ethnic backgrounds and give them home-assignments;
- Ask student one-on-one/encourage to speak to counselor or psychologist; involve family, if appropriate, to ensure support;
- Ask student about their new interests & why (be open); if appropriate; provide exciting opportunities to involve student in positive activities and make him/her feel proud of this;

POTENTIAL SIGNS OF VULNERABILITY

SIGN

- Student brings up discussion about strong and extremist narratives on media often
 - Student might be viewing VE content
- Student brings in or distributes materials of violent extremist propaganda to others- **RED FLAG**
 - Student is likely to be viewing VE content and recruiting others
- Student expresses need to take revenge or justice for past crimes committed against them
 - Student may have experienced trauma
 - Student might feel perceived injustice or feel marginalized;

PVE RESPONSE FOR TEACHERS

- Create safe spaces for open debate; Conduct lesson on digital or critical literacy;
- Conduct lesson on digital or critical literacy; Ask student about the materials; Find out why that student is distributing materials; involve family and counsellor if appropriate;
- Ask student (in private) why they have those feelings; direct to counselor or psychologist if necessary; involve family if appropriate;