



Education Sector



Capacity building workshop on the Prevention of Violent Extremis through Education in West Africa and the Sahel

Final report

In collaboration with



CONTEXT

It is more and more important to prevent violent extremism through education (PVE-E), as shown by the decision of the Executive Board of UNESCO in 2015, in which Member States expressed their collective commitment to PVE-E and asked UNESCO to support the capacity building of the main stakeholders (Decision 197 EX/46), as well as the Resolution A/70/L.55 of the United Nations General Assembly of July 1st, 2016 entitled "United Nations Global Counter-Terrorism Strategy Review" and the Plan of Action to Prevent Violent Extremism issued by the UN Secretary General in 2015.

UNESCO works in the field of PVE-E by being guided by its long-standing commitment to peace and human rights education and, more recently, global citizenship education (GCED) which aims to promote respect for all, strengthen a sense of belonging to a common humanity, and help learners become responsible and active global citizens.

UNESCO's work includes the development of educational resources such as i) a teacher guide to managing classroom discussions in the prevention of violent extremism (PVE); ii) a guide on PVE for education policymakers, to support national efforts to integrate GCED into their education systems ; iii) a clearinghouse on GCED, including resources relevant to PVE-E, hosted by the Asia-Pacific Centre for Education for International Understanding under the auspices of UNESCO (APCEIU).

The Secretary General of OIF Madam Michaëlle Jean pays particular attention to the fight against radicalization and the prevention of violent extremism through education.

Within the framework of its programming, one of the priorities of the International Organization of La Francophonie was to transversely integrate the fight against radicalization and the prevention of violent extremism in all programs in order to ensure sustainable impact within Member States to guarantee lasting peace.

The OIF produced, through its Francophone Regional Centre for Central and Eastern Europe (CREFECO), educational fact sheets to raise awareness of human rights through diversity, understanding, and education. The purpose of these sheets is to involve the school community in the "Free together" initiative and to encourage empathy toward disadvantaged and isolated groups and individuals.

These resources were presented to Member States and experts from all regions on the occasion of the International Conference on the Prevention of Violent Extremism through Education: Act (New Delhi, September 2016), organized with the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP).

Thus, in line with the conclusions of the International Conference organized in Paris in June 2016 on the fight against terrorism and the prevention of violent radicalization, the IOF is consolidating its actions in the field of PVE-E in Francophone areas.

This workshop was organized on the basis of a long-standing partnership between UNESCO and the International Organization of La Francophonie (OIF), which strengthens its action on PVE. The regional workshop on capacity building for the prevention of violent extremism through education mainly used UNESCO materials and those for youth promoted by OIF. This workshop is a follow-up to a similar initiative for education stakeholders of East and Southern Africa, organized in Addis Ababa in February 2017 by UNESCO through its International Institute for Capacity Building in Africa (IICBA).

Capacity building workshop on the Prevention of Violent Extremism through Education in West Africa and the Sahel

The capacity building workshop for the countries of West Africa and the Sahel, was organized in close collaboration with IICBA and APCEIU from 9 to 11 May 2017 in Dakar. The following countries participated in the meeting : Côte d'Ivoire, Cameroon, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Senegal, Sierra Leone and The Gambia.

Objectives of workshop

The overall objective of the workshop was to guide the countries of West Africa and the Sahel towards the Prevention of Violent Extremism (PVE). This includes familiarization with key issues, challenges, and opportunities identified to implement and further stimulate the implementation of the PVE strategy at the country level.

The specific objectives included:

- Establish a common understanding of key concepts and priority areas of action as regards education policy, curricula, and teacher training in countries of West Africa and the Sahel ;
- Promote politics, curricula, and pedagogical approaches which help build learner resilience to violent extremism and maintain a culture of peace;
- Create a network of policy-makers and teacher trainers to facilitate continuous sharing and mutualization of experiences, lessons, and best practices in the region.

The opening ceremony took place in the presence of the Director of La Francophonie, the Director of the UNESCO Regional Office in Dakar, the Director of the IOF Regional Office, the Representative of the United Nations Office for West Africa and the Sahel (UNOWAS), and the Representative of the National Initiative for the Prevention of Radicalization and Violent Youth Extremism (INPREV) on behalf of young people.

Following the opening of the workshop, and after the presentation of the objectives and the assessment of the expectations of the participants, the work proceeded during three days with the combination of plenary and group sessions. These were structured around five stages: (1) context, (2) conceptual clarification, (3) tools developed, (4) areas of action and (5) implementation.

1. CONTEXT OF THE PREVENTION OF VIOLENT EXTREMISM AT GLOBAL AND REGIONAL LEVELS

The workshop allowed to gain insight and understanding of the global and regional contexts that led to the Resolutions and Decisions on PVE, adopted by the UN and regional mechanisms and strategies.

The presentation by UNESCO Dakar focused on standards and normative instruments of the United Nations, of UNESCO, and of ECOWAS, and revolved around the United Nations Global Counter-Terrorism Strategy in 2006, which led to the creation of the UN Counter-Terrorism Centre in 2011 to promote international cooperation in this area. Also at the international level, the Action Plan of the Secretary General of the United Nations for the Prevention of Violent Extremism was adopted in 2016. In this area, UNESCO is called upon to advance knowledge, skills, and values in line with Sustainable Development Goals 4 and 16.

At the level of the Sahel, recurring humanitarian crises and political instability in most of the countries led to the establishment of a United Nations Integrated Strategy for the Sahel around three pillars: governance, safety, and resilience. UNESCO intends to contribute to the plan of action in the areas of education, skills development, women's empowerment, gender equality, and the promotion of ICT. By way of illustration, an ECOWAS Reference Manuel on Education for a Culture of Peace, Human Rights, Citizenship, Democracy, and Regional Integration was developed for the trainers of trainers. This handbook translates into approximately thirty languages, the three official languages of which (English, French, and Portuguese) have online self-study courses (www.educationalapaix-ao.org) and promotes dialogue, tolerance, culture of peace, and mutual respect in the ECOWAS region.

The presentation by UNOWAS addressed the situation of peace and security in West Africa and the Sahel, which is characterized by instability, radicalization, and terrorism situated primarily in 4 regions of increased fragility:

- The Gulf of Guinea: from Mauritania to Angola ;
- The Lake Chad Basin: Niger, Chad, Cameroon, and Nigeria ;
- The Mano River Basin: Côte d'Ivoire, Liberia, Guinea, and Sierra Leone ;
- The Sahel: Mauritania, Mali, Niger.

This situation shows that of the 16 countries of West Africa and the Sahel, six are in a situation of high risk of political instability, social tensions, or insecurity.

UNOWAS intervention strategies and initiatives are based on the United Nations integrated strategy for the Sahel and the regional action plans (G5 Sahel and ECOWAS).

UNODC highlighted regional responses to radicalization and violent extremism through support for legislative reform and the exchange of promising practices among West African countries. Criminal justice is at the heart of UNODC's intervention, which is summarized in three pillars: research, normative work, and practitioners.

The discussions showed that the central state is in most cases absent and that the fight against terrorism and the Prevention of Violent Extremism (PVE) does not constitute a response, but rather a willingness to find mitigation strategies.

The main recommendations from the debates can be summarized in four points:

- Consolidate and strengthen international solidarity, illustrated by the strong commitment of UN agencies with diversified approaches;

- The complicated and complex sub-regional context, especially in regions of political instability, undergoing climatic hazards, evolving in a conflicting environment, and absence or remoteness of the state authorities from the locality, requires further consideration by their governments and the presence of their state authorities. The situation in the Gulf of Guinea, Lake Chad, and the Mano River is a perfect illustration;
- A better consideration of the multiple regional responses to be made in order to improve the efficiency of PVE management, where the economic, social, educational, and cultural dimensions, etc.;
- Develop a strategy of convergence of diversities through multidimensional regional responses for better efficiency.

2. UNDERSTAND VIOLENT EXTREMISM AND THE ROLE OF EDUCATION

The workshop provided a better understanding of the key concepts: extremism, violent extremism, terrorism, and radicalization. These concepts do not have exact definitions due primarily to interchangeable use of the terms and context. In a common understanding way, the concepts can be defined as follows:

- Extremism is a phenomenon whereby a person or a group adopts an extreme position – political, cultural, social, religious, or identity – by comparison with the usual spectrum of a society;
- Violent extremism is a phenomenon whereby a person or a group adopts an extreme position – political, cultural, social, religious, or identity – by comparison with the usual spectrum of a society and which makes use of violent means to defend it or assert it;
- Terrorism aims to spread terror among the population, a group of people, or individuals, to intimidate a population, or to force a government or an international organization to carry out an act or to refrain from doing so;
- Radicalization is a process whereby a person adopts opinions and legitimizes extreme practices including the use of violence; a process of adherence to violence for ideological reasons.

Prevention and de-radicalization strategies are put in place to promote disengagement and social reintegration. Prevention affects three levels: the entire population (primary), individuals at risk of falling into a dynamic of radicalization (secondary), and finally the re-establishment of radicalized individuals (tertiary).

The subsequent presentation series by the Institute for Security Studies, the Timbuktu Institute, and Interpeace examined the causes and the effects of violent extremism (VE) in West Africa and in the Sahel. Testimonies in the different profiles and trajectories leading to violence and to radicalization are highlighted in the various presentations. The results of the various studies showed an educational crisis due to a duality of education systems in different countries, weak impact of family education, poverty, the absence of basic social services (schools, hospitals, etc.).

The recommendations resulting from the discussions advocated a central state presence in isolated targets, an adaptation of the school to contextual needs with the involvement of the communities, an involvement of the religious as a solution in prevention, and a need to develop multi-actor strategies.

3. KEY EDUCATIONAL MEASURES FOR AN EFFECTIVE COMMITMENT

UNESCO presented the Guide for Policy Makers on the Prevention of Violent Extremism through Education. In particular, the Guide aims to assist policy makers in ministries of education in setting

priorities and in planning and implementing concrete preventive measures for the building of peaceful societies and greater social cohesion, through relevant and equitable quality education. This will help teachers to manage classroom debates on the prevention of violent extremism and radicalization and to create a classroom atmosphere conducive to integration, respectful dialogue, free discussion, and critical reflection. The guide incorporates two main parts: areas of action and implementation modalities.

The IOF presented "Free Together" initiative. The initiative is a citizen mobilization movement that invites all young people to express themselves on the theme of Living together through a platform of expression, education, promotion of projects and sharing of good practices to live together. This toolkit was created in December 2016 and reached more than 3,600,000 people. Through social networks, notably Facebook, more than 101,000 subscribers have made their voice heard by sharing a message of freedom, diversity, solidarity, fraternity, and peace. Learning materials developed for learners and teachers, mainly tested in 6 countries of Central and Eastern Europe, are aimed at formal education. Finally, these fact sheets aim to raise awareness of human rights through diversity, understanding, and education, to involve the school community in the "Free together" initiative, and to encourage empathy towards disadvantaged and isolated groups and individuals.

The conclusions and the synthesis of the different presentations are focused on the preparation of youth to face realities. On the basis of the United Nations Secretary-General's plan of action, prevention against VE through education has been given a place in the intervention of international organizations by becoming a priority, taking center stage, and strengthening resilience. The role of UNESCO has been translated as a supporting and accompanying role for countries. In this role as well, the OIF's "Libre ensemble" initiative aligned. Consequently, it is up to the countries to appropriate the developed tools according to their needs, constraints, and realities and to adapt and develop the appropriate supports: transposition into pedagogical and educational content and out-of-school initiative. The tools provide guidance, instructional strategies, how to build an enabling environment, and provide early warning of problems that can occur at the youth level.

4. INNOVATIVE EDUCATIONAL APPROACHES AND PRACTICES

The workshop allowed to discuss the "success factors" considered key to the initiatives and, more broadly, opportunities to scale up the effective approaches which are underway.

APCEIU presented its initiatives for the Global Citizenship Education (GCED) and its concerns about violent extremism in Asia caused by the growth of the following events:

- Terrorist attacks by religious extremist groups in West Asia, Southeast Asia, etc.;
- Young people joining extremist groups in Central Asia, Australia, etc.;
- Violence against women and girls;
- School violence;
- Increase in student suicides.

The Bureau de Quebec in Dakar in its presentation focused on the context of violent extremism in Quebec first and then on the mechanism put in place by the Quebec government to combat radicalization and prevent violent extremism, entitled " Government Action Plan 2015-2018, radicalization in Quebec, to act, to prevent, to detect, and to live together." The tools and methods that have been developed include:

- a sectoral area of exchange and work on the screening of PVE that can lead to violence;

- prevention tools needed to sensitize youth to the ethical and responsible use of ICT;
- in-service training of school personnel through training in the prevention of radicalization;
- psychological support measures;
- screening and dimensional activities leading to violence and against xenophobia at the lower secondary school level;
- a guide for school workers.

The experiences in the different countries were also shared.

Senegal

The Cheikh Amadou Bamba University education network in Senegal, which is an alternative to the classical school allows pupils and students from madrassas to acquire learning and universal knowledge. The first area bears the title Islamic sciences. It essentially targets theological subjects such as : the foundations of jurisprudence, the Qur'anic reference principles of Islamic law, and inheritance. The second area focuses on the teaching of languages (Arabic, French, English) and the third area of the program is reserved for vocational training, thus facilitating integration into the labor market after training in economic sectors.

Côte d'Ivoire

At the presentation of the Ivorian delegation, it was recalled that the constitution of October 2016 institutes the inclusive and compulsory nature of school for children of both sexes aged 6 to 16 years.

Having become aware of the magnitude of the phenomenon of “children microbes” which is the training of groups of children between 7 and 15 years engaged in acts of vandalism of any kind.

Urgent and adequate measures must be taken to take care of these children so that they can receive an education and integrate into the social fabric.

Also mentioned was the need to set up a hotline dedicated to listening to these youth.

Niger

The presentation on Niger focuses on non-formal education. Like the other countries represented, the Nigerien population is very young and predominantly rural. For this young population, 2,250,000 youth are out of school or drop out early. The country recorded a growth rate of 3.9% and was unable to cope with the demand for education in relation to supply.

Niger is also confronted with several conflicts, notably the Tuareg Rebellion and the presence of the Boko Haram group in the east of the country. In terms of perspectives, Niger intends to take steps to reframe the Koranic schools and draw on successful experiences in this area, and to highlight all these educational works through the multiannual programs.

Burkina Faso

The presentation of Burkina Faso concerns both formal and non-formal education. In recent years the issue of violence in general and violent extremism in particular has become a concern of the country's.

Burkina Faso is currently in the process of reforming the curricula. In this reform, all issues related to violence and violent extremism are largely taken into account.

In the field of teacher training, reflection is under way on the introduction of a module on the prevention of violent extremism in training. We must note the institutionalization of civic and moral instruction as a full discipline with the specific training of teachers.

Mali

There were three presentations related to the situation in Mali. The three presentations were all centered on the situation prevailing in the country during the period of the war and the presence of people linked to violent extremism and radicalization.

Mali is currently preparing the second generation PRODEC 2 sector plan. In this context, the Ministry has initiated a series of studies, including one on resilience in the education sector. In this sector plan, a large component is devoted to schools in emergency situations and the resilience of the education system.

Also the initiative of the city of Goundam in the region of Timbuktu in Mali was presented. The Mayor gave an overview of school drop-out associated with violent extremism. She spoke of the need to involve women and youth in the prevention of radicalization and violent extremism.

She also notes that the crisis shows that communities need more skills and means to strengthen local development. Informal and non-formal education must be given special attention in order to prevent violent extremism through the necessary reforms and measures by integrating this problem into specific contents and programs. She notes that in her city, vulnerable youth are able to reject violent ideologies if they are offered opportunities for dialogue, discussion, and economic activities as a means of taking the path of tolerance, understanding, and reconciliation between communities. Solutions for setting up a space for intra-community and inter-community dialogues would be effective in raising youth awareness of human rights, reconciliation, and peace. Vocational training should also be put in place to regenerate the socio-economic incomes of young people and women.

Liberia

The Liberian representatives stressed the inadequacy of the school budget. Liberia spoke of improving the education sector and strengthening teacher education, and relies heavily on the involvement of families to support marginalized youth.

France

There were exchanges on the links between policy-making and educational practices in relation to PVE-E from national and global perspectives and the preparation of a draft country road map for the integration of PVE into educational policies and practices.

Among the series of presentations in this session is the one on the Liaison Center for Education and Information Media which, following the events of Charlie Hebdo, launched an in-depth reflection on the prevention of violence in society and in school in particular. Several measures have been taken to emphasize a citizens' pact, whose main challenges are the construction of moral and civic judgment in the child and in the individual, but also to raise awareness among teachers and supervisors. Provisions are then made to emphasize a citizen's pact whose major stakes are the construction of moral and civic judgment in the child and in the individual. It is about strengthening the development of critical thinking and critical thinking as well as a culture of commitments. This will help build a common foundation of value, attitude, and citizen building. Also, it should be noted that the values of the French Republic have been placed at the center of learning. These values existed through programs, but their redefinitions and adaptations to current contexts were indispensable. Arrangements have been made to sensitize

teachers and supervisors. The aim was to build the foundations for an institutional and societal awareness of the issue. In practice, and in terms of training, this has impacted teachers' working time to allow school workers to share a common space of dialogue with the community to which they belong. Educational tools used in the classrooms were presented, as well as teaching sheets that accompany classroom practices from kindergarten to university.

5. THE NEXT STEPS

In general, the international capacity building workshop mobilized 10 countries which followed the work in plenary sessions and workshops with commitment and interest. The quality of the presentations and the different debates, exchanges, and country contributions made it possible to retain the experiences learned on why to prevent violent extremism, what violent extremism is, characteristics of relevant and effective educational responses to the theme, and finally that there is no standard profit. The characteristics must be integrated into a holistic and intersectoral approach because education cannot fight alone. Responses must mobilize diverse resources and school alone is not enough. Education through alternative forms: media, social networking, and all educational resources including endogenous resources. Moreover, if the answers are to be effective, they should not be limited to a transfer of knowledge, but it is necessary to act on values, attitudes, beliefs, and behaviors. Finally, the responses must be linked to the objectives and strategies of education in progress: global citizenship education, Sustainable Development education, civic education, quality education, diversity education, tolerance education, peace education, etc.

The workshop participants prepared draft roadmaps by country, which they engaged to elaborate further upon their return to the country and to share with the organizers and participants from other countries.

The analysis of draft country roadmaps identified the following needs:

1. Political organization that allows Violent Extremism to be integrated into legal and regulatory plans and institutional frameworks;
2. Curricular arrangements on how to integrate PVE strategy into programs. Modalities relating to integration, approaches that make it a separate discipline or other permeation with a thematic entry;
3. Educational arrangements for the implementation of interactive pedagogies that allow expression and exchange, discussion, listening, development of critical reflection, and understanding of the other through the use of a number of media such as ICT, social media, etc.;
4. Improvements in learning environments with insufficient teaching aids, textbooks, difficulty in using ICTs, aspects of school governance, indoor behavior, conflict management at school and in classes;
5. Strategies for targeting at-risk students: how to prepare teachers to diagnose at-risk students and to have skills in specialized education;
6. Cross-sectoral approaches for the establishment of mechanisms for coordination between different sectors that are not accustomed to working together and for capacity building in intersectoral and multisectoral planning.

Therefore, the challenges to meeting the needs are essentially:

1. Promote greater political commitment by the state;

2. Strengthen individual and institutional capacities to translate visions into action on the ground;
3. Ensure the availability of additional resources to address the challenges.

At the end of the international capacity building workshop for ECOWAS countries, the main recommendations for the implementation and promotion of PVE are advocacy, capacity building, development of tools for teaching and learning, methodological support, and finally regional and international cooperation strengthening.

At the closing of the workshop, participants committed:

- to elaborate country roadmaps;
- to pool experiences, especially through networking and the virtual platform on PVE;
- to appropriate and adapt educational tools, and to strengthen advocacy with the authorities.

UNESCO and the IOF are ready to accompany countries to confront the real challenges by creating an exchange network (the representatives present constituting the core group), by setting up a platform for the exchange of best practices and a monitoring and evaluation device, by imparting the political dimension through the organization of ministerial meetings, and by promoting joint action research.

ANNEX 1 : CONCEPT NOTE



Capacity-Building Workshop on Prevention of Violent Extremism through Education in West Africa and the Sahel

Concept Note

9-11 May 2017

Dakar, Senegal

Version March 21, 2017

Background

There is an increasing importance of the prevention of violent extremism through education (PVE-E) as evidenced by UNESCO Executive Board decision in 2015, in which Member States expressed their collective commitment to PVE-E and requested UNESCO to support capacity building of key stakeholders (197 EX/Decision 46), as well as UNGA 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.

The Secretary General of the Francophonie, Mrs Michaëlle Jean, pays particular attention to the fight against radicalization and to the prevention of violent extremism through education and works for combined efforts of partner organizations to combat this scourge.

UNESCO has been working in the area of PVE-E drawing from its longstanding commitment to peace and human rights education, and more recently, to global citizenship education (GCED), which aims to nurture respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens.

This workshop is organized based on a longstanding partnership between UNESCO and the *Organisation internationale de la Francophonie* (OIF), which is reinforcing its action on PVE, notably in the context of

the “Free Together/*Libres ensemble*” platform, launched by OIF to give a voice to young people to express their views on citizenship, freedom, diversity, living together, etc. through social media and education, as well as cultural, economic and artistic activities.

UNESCO’s work includes developing education resources such as (i) a Teachers’ Guide on managing classroom discussions in relation to the PVE ; (ii) a Policy Guide on PVE for education policy makers, to support national efforts to integrate GCED in their education systems ; (iii) a Clearinghouse on GCED including resources relevant to PVE-E, hosted by the UNESCO Asia-Pacific Centre for International Understanding (APCEIU).

These resources were presented to Member States and experts from all regions on the occasion of the *International Conference on the Prevention of Violent Extremism through Education: Taking Action* (New Delhi, September 2016), organized by UNESCO with the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP). OIF participated in and supported this conference.

The regional capacity-building workshop on the prevention of violent extremism through education, jointly organized by the UNESCO family and OIF, will mainly be sourced from UNESCO materials as well as those for youth promoted by OIF. This workshop is a follow-up to a similar initiative for education stakeholders of sub-Saharan Africa organized by UNESCO, through its International Institute for Capacity Building in Africa (IICBA), which took place in Addis Ababa in February 2017.

Goal:

To strengthen the capacities of education policy makers and teacher educators, mainly in formal education settings, but also involving (though to a limited extent) those working in non-formal and informal educational settings, to design and implement relevant and effective policies and practices that contribute to the prevention of violent extremism and eventually to sustainable peace in countries of West Africa and the Sahel region.

Specific objectives:

- Build a shared understanding of key concepts and priority areas of intervention as regards education policy, curriculum and teacher education in countries of West Africa and the Sahel;
- Promote policies, curricula and pedagogical approaches that help build learners’ resilience to violent extremism and nurture a culture of peace;
- Create a network of policy makers and teacher educators to facilitate the continuous exchange of proven experiences, lessons and good practices in the region.

Expected Results:

- Policy makers and teacher trainers are provided with relevant information and capacity to fully harness education’s potential to prevent violent extremism through necessary reforms and measures;
- Initial country roadmaps discussed and outlined for integration of the prevention of violent extremism into education policies and practices, starting with curricula and teacher education;
- A regional partnership and network established to support the exchange and implementation of activities conducive to preventing violent extremism through education.

Method:

- Plenary presentations and discussions;
- Small group discussions.

Date and place of the workshop:

The training workshop will take place at UNESCO Office in Dakar (Senegal) from 9 to 11 May 2017.

Scope:

The target of the presentation and discussion will be pre-university education level, mainly post-primary formal education. However, considering the sizeable number of out-of-school children and youth in the region, references to non-formal and even informal educational opportunities will be made and discussed.

Selected parliamentarians and representatives of the civil society, especially youth organizations, will be invited to relate and tap on non-formal and informal educational opportunities and leverages to advance the prevention of violent extremism.

Participants:

Four persons from each Francophone country (including Guinea-Bissau) and three persons from each Anglophone country shall participate.

For each country, participants will include: (i) a high-level official (Permanent Secretary/Secretary General); (ii) a director or senior official in charge of teacher education or curricula; (iii) a senior teacher educator/trainer; and (iv) a parliamentarian or CSO representative (for Francophone countries only).

Participants will prepare prior to their participation to the workshop a two-page country briefing, which includes the following items :

- (i) Brief mapping of national initiatives and experiences in integrating the prevention of violent extremism in education policy and practice;
- (ii) Examples of good/proven practices for building learners' resilience to violence;
- (iii) Future plans and programmes to PVE-E in education policy and practice, including analysis of possible challenges and opportunities.

The costs for the workshop, including support to participation, will be borne by the organizers (UNESCO and OIF).

Countries:

Burkina Faso, Côte d'Ivoire, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Senegal, Sierra Leone and The Gambia (tentatively).

Working languages:

The working languages of the workshop will be French and English.

Partners:

The training is organized by the UNESCO family (Dakar, Headquarters in Paris, IICBA and APCEIU) and OIF.

	<ul style="list-style-type: none"> • <i>UN, UNESCO and ECOWAS standards and normative instruments</i> : Akemi Yonemura, UNESCO Dakar. • <i>Peace and security situation in West Africa and the Sahel : Instability, radicalization and terrorism in the region</i> : Moudjib Djinadou, UNOWAS. • <i>Responses to radicalization and violent extremism</i> : Julien Savoye, UNODC Regional Office for West and central Africa. 	(90 min)
2. UNDERSTANDING VIOLENT EXTREMISM & ROLE OF EDUCATION Objectives : 2.1. Define key concepts on extremism, violent extremism, terrorism, and radicalization by the participants, reflecting the complexity of the situation of the region. 2.2. Increase understanding of the push and pull factors and their impacts based on examples of various causes of VE in West Africa and the Sahel. 2.3. Reflect the significance of PVE and the role of education within the broader framework of prevention efforts.		
12:00-13:00	2.1. Key related concepts (extremism, violent extremism, terrorism, radicalization) <u>Facilitator</u> : Karel Fracapane (UNESCO HQ) and Herman Deparice-Okomba (Centre for the prevention of radicalization leading to violence-CPRMV, Canada).	Interactive session (60 min)
13:00-14:00	Lunch Break	
14:00-15:00	2.2. What are the causes and effects of violent extremism (VE) in West Africa and the Sahel ? <u>Facilitator</u> : Herman Deparice-Okomba (CPRMV, Canada) <ul style="list-style-type: none"> • <i>Stories of young “jihadists”</i>: Lori-Anne Thérroux-Bénoni, Director of the Institute for Security Studies (ISS) Dakar Office. • <i>Violent extremism in the Sahel and the Chad Lake Basin: from education issues to educational solutions</i> : Bakary Sambe, Director of Timbuktu Institute. • <i>Case studies in Côte d’Ivoire and Mali</i> : Séverin Kouamé, Interpeace (from distance). 	Plenary Panel (10 min each followed by discussions) (60 min)
15:00-15:45	2.3. Preventing violent extremism : Educational responses to violent extremism <u>Facilitator</u> : Azmeraw Eyerusalem, UNESCO-IICBA	Table Discussions (30 min) Plenary Discussion

		(15 min)
15:45-16:00	Coffee Break	
	3. KEY EDUCATIONAL MEASURES FOR EFFECTIVE ENGAGEMENT Objectives : 3.1. Introduce key tools on PVE developed by UNESCO and OIF for policymakers and teachers 3.2. Discuss the relevance and application of the tools at the regional and country levels	
16:00-17:45	3.1. PVE-E Tools <u>Facilitator</u> : Gwang-Chol Chang, UNESCO Dakar <ul style="list-style-type: none"> • <i>Guide for Policy Makers</i> : Karel Fracapane, UNESCO HQ • <i>Initiative Libres Ensemble / 'Free Together'</i>: Maimouna Sissoko Touré et Rennie Yotova (from distance), OIF 	Plenary (Presentations followed by Q&A (105 min))
18:00	Reception UNESCO	
10 May 2017		
09:00-09:10	Recap of the day one Saïp Sy, UNESCO Dakar	Plenary (10 min)
09:10-10:45	3.2. In-depth discussion, Q/A among peers on relevance and application of the policy / teacher guides <u>Facilitators</u> : (one organizer and one participating country per group, TBC) <ul style="list-style-type: none"> • Policy/law makers group on the guide for policymakers ; • Education managers group on the guide for policymakers ; • Teacher educators group on the teacher guide. 	Parallel Group Discussions (95 min)
10:45-11:00	Coffee Break	
11:00-12:00	3.3. Report back from 3.2 and Q /A <u>Facilitator</u> : Herman Deparice-Okomba (CPRMV) Country rapporteurs	Plenary (60 min)
	4. INNOVATIVE EDUCATIONAL APPROACHES AND PRACTICES : WHAT IS WORKING AND WHY ? Objectives :	

	<p>- 4.1, 4.2, 4.3.a. Discuss success factors and lessons learnt from innovative educational approaches and practices in formal, non-formal and informal education in the region ;</p> <p>- 4.1, 4.2, 4.3.b. Identify opportunities to scale up ongoing effective approaches ;</p> <p>- 4.4. Discuss implementation strategies at the regional and country levels (guiding questions to be provided) ;</p> <p>- 4.5. Share commonalities and discretionary approaches from countries' perspectives.</p>	
12:00-13:00	<p>4.1. Innovative educational approaches and practices : Formal education</p> <p><u>Facilitator</u> : Mamoudu Oumarou, Député national, Président de la Commission des Affaires Sociales et Culturelles, Niger.</p> <ul style="list-style-type: none"> • <i>APCEIU's GCED and PVE activities and experience</i> : Yangsook Lee, APCEIU ; • <i>Country case study</i> : Côte d'Ivoire ; • <i>Experiences and tools in Quebec</i> : Siasia Morel, Délégation aux affaires francophones et multilatérales du Québec in Dakar. 	Plenary Presentation of good practices followed by discussions (60 min)
13:00-14:00	Lunch Break	
14:00-15:00	<p>4.2. Innovative educational approaches and practices : Non-formal education (NFE)</p> <p><u>Facilitator</u> : Oumou Sall Seck (Mayor of Gondam, Mali)</p> <ul style="list-style-type: none"> • <i>University Cheikh Amadou Bamba education network in Senegal</i> : Serigne Djigal ; • <i>Country case study</i> : Niger ; • <i>Country case study</i> : Burkina Faso. 	Plenary Presentation of good practices followed by discussions (60 min)
15:00-16:00	<p>4.3. Innovative educational approaches and practices : Informal education</p> <p><u>Facilitator</u> : Marc Pinelli (Réseau Globe Reporters)</p> <ul style="list-style-type: none"> • <i>Mali</i> : Oumou Sall Seck, Mayor of Gondam, Mali ; • <i>Preventing violent extremism through community approach in Sénégal</i> : El Hadji Abou Gueye, INPREV Coordinator ; • <i>Country case study</i> : Liberia. 	Plenary Presentation of good practices followed by discussions (60 min)
16:00-16:15	Coffee Break	

16:15-17:30	4.4. Breakdown discussion on how to implement PVE-E <u>Facilitators</u> : (country participants) <ul style="list-style-type: none"> • Three Francophone groups ; • One Anglophone group. 	Parallel Group Discussions (75 min)
19:30	Korean Dance Performance, Théâtre Daniel Sorano	
11 may 2017		
09:00-09:10	Recap of the day two OIF	Participants (10 min)
09:10-10:10	4.5. Report back from 4.4 and discussion <u>Facilitator</u> : country participant, <u>Rapporteurs</u> : country participants.	Group presentation followed by discussion (60 in)
	5 : NEXT STEP Objectives : <ul style="list-style-type: none"> - 5.1. Discuss the linkages between policymaking and educational practices toward PVE-E from country and global perspectives ; - 5.2. Prepare a draft country roadmap on integrating the PVE into education policies and practices. 	
10:10-10:30	5.1. Presentation and plenary discussion on synergy / linkages between policymaking and educational practices towards PVE-E <u>Facilitator</u> : Yahya Zoungrana, President of Education Commission, National Assembly, Burkina Faso. <u>Presentations</u> : <ul style="list-style-type: none"> • <i>Country case study</i> : Mali. 	Plenary (20 min)
10:30-10:45	Coffee Break	
10:45-11:30	5.1. Presentation and plenary discussion on synergy / linkages between policymaking and educational practices towards PVE-E (continued) <u>Facilitator</u> : Yahya Zoungrana, President of Education Commission, National Assembly, Burkina Faso. <u>Presentations</u> : <ul style="list-style-type: none"> • <i>The Centre de Liaison de l'enseignement et des médias d'information – Ministry of Education, France</i> : Carole Helpiquet. 	Plenary (45 min)

11:30-13:00	<p>5.2. Plenary and group discussions on prioritization in integration of PVE-E in education policy and practice</p> <p><u>Facilitator</u> : Catherine Collin, UNESCO Dakar</p> <ol style="list-style-type: none"> 1. <i>Priority actions areas ? What is doable ?</i> 2. <i>Implementation modalities.</i> 3. <i>Immediate priority activities.</i> 	Country Team (90 min)
13:00-14:00	Lunch Break	
14:00-14:45	<p>5.3 Report back from 5.2 by country/partner agency</p> <p>Facilitator : Gwang-Chol Chang, UNESCO Dakar</p>	Plenary (45 min)
CLOSING		
14:45-15:15	<p>Next step and Closing</p> <p><u>Facilitators</u> : Gwang-Chol Chang, UNESCO Dakar and Mamadou Ndoeye, Former Minister of Education in Senegal</p> <p><u>Closing remarks</u> : Aliou Ly, SG National Commission for UNESCO in Senegal</p>	(30 min)
15:15-15:45	Coffee Break	

ANNEX 3: PARTICIPANTS LIST

	Country	Name	Title and Function	Organization
1	Burkina Faso	SAWADOGO Somdouda	Maître de conférences, chef du Centre des TIC et FOAD de l'Institut des Sciences (IDS)	Ministère de l'Enseignement supérieur, de la Recherche scientifique et de l'Innovation
2	Burkina Faso	LOMPO Dougoudia Joseph	Maître Assistant en Sciences de l'Éducation, Directeur de l'ENS/UK	Ecole Normale Supérieure de l'Université de Kédougou
3	Burkina Faso	ZOUNGRANA Yahya	Président de la commission de l'Éducation	Assemblée nationale du Burkina Faso, Ouagadougou
4	Cote d'Ivoire	KOUAKOUSSUI Jean Baptiste Kouakou	Inspecteur Général de l'Éducation	Ministère de l'Éducation
5	Cote d'Ivoire	SILUE Nanzouan	Directeur de la Pédagogie et de la Formation	Ministère de l'Éducation
6	Cote d'Ivoire	ROBALE Kagohi	Inspecteur Général de l'orientation	Commission nationale ivoirienne pour l'UNESCO
7	Gambia	BAH Sheikh Tijan	Deputy Permanent Secretary	Ministère de l'Éducation primaire et secondaire Gambie
8	Gambia	JENG Momodou	Head of In-service Training Unit	Ministère de l'Éducation primaire et secondaire Gambie
9	Gambia	NDOW Isatou	Head of school	Gambia College - School of Education
10	Guinea-Bissau	SANTOS BA Marcelina	Directeur de cabinet du Ministre	Ministère de l'Éducation Guinée Bissau
11	Guinea-Bissau	SOARES DA GAMA Miguel Lisandro	Directeur Général de l'Ecole Normale Supérieure	Ministère de l'Éducation

12	Guinea-Bissau	BATCHA Armando	Responsable pédagogique à l'Ecole Normale Supérieure	Ministère de l'Éducation
13	Liberia	HARE, Jr. Sam E.	Secretary General	Liberian National Commission for UNESCO
14	Liberia	HERRING MENSAH Madia	Executive Director Center for Curriculum Development and text books research	Minister of education Liberia
15	Liberia	REEVES Cecelia	County Education Officer Montserrado County	Minister of education Liberia
16	Mali	NIAMBELE Issiaka	Enseignant	Ministère de l'Éducation Nationale Mali
17	Mali	KEITA Mamadou	Professeur d'Université	Ministère de l'Éducation Nationale Mali
18	Mali	SANGARE Siaka	Député	Assemblée Nationale du Mali, Bagdadji, Bamako
19	Mauritania	Ghadi EL ADIL Mahmouden	Conseiller du ministre chargé des programmes	Ministère de l'Éducation Nationale
20	Mauritania	Ba DIADIE	DRH Chargé de la formation continue	Ministère de l'Éducation Nationale
21	Mauritania	Zeinebou MINT CHEIKH	Directrice adjoint de la direction des stratégies, de la programmation et de la coopération (DSPC)	Ministère de l'Éducation Nationale
22	Niger	ANOUNOU Yacoubou ELHADJI	Secrétaire général	Ministère de l'Éducation Nationale
23	Niger	OUMAROU Mamoudou	Député National	Assemblée Nationale Niger

24	Niger	GARBA Nahantchi	DCRELN	Ministère de l'Éducation Nationale
25	Sierra Leone	CONTEH Allieu B	Deputy Secretary	Ministry of education, science and technological
26	Sierra Leone	WILLIAMS Horatio Nelson	Executive Secretary	Basic education commission, Ministry of Education
27	Sierra Leone	MORRISON Ophelia	Chairperson	Conference of principals of secondary schools
28	Expert/Civil Society/Others	DEPARICE- OKOMBO Herman	Directeur Général	Centre de Prévention de la radicalisation menant à la violence (CPRMV)
29	Expert/Civil Society/Others	SALL SECK Oumou	Maire de Goundam	Ministère de la décentralisation et de la fiscalité locale Mali
30	Expert/Civil Society/Others	DJIGAL Serigne	Secrétaire Général réseau UCAB	Réseau UCAB Sénégal
31	Expert/Civil Society/Others	EPOUBE Née Eyoum Lydienne	Député	Assemblée Nationale Caméroun
32	Expert/Civil Society/Others	PINELLI Marc	Journaliste	Association Globe-Reporters
33	Expert/Civil Society/Others	SLOANE Leconte	Consultant/chercheur paix et sécurité	
34	Expert/Civil Society/Others	GUEYE El Hadji Abou	Coordonnateur	Initiative nationale de prévention de la radicalisation et de l'extrémisme violent chez les jeunes (INPREV)
35	Expert/Civil Society/Others	HELPIQUET Carole	Responsable éducation aux médias	Centre de l'Éducation aux médias et à l'Information (CLEMI)
36	Expert/Civil Society/Others	SAVOYE Julien	Program Officer, Counter- Terrorism Team	UNODC Regional Office for West and Central Africa

37	Expert/Civil Society/Others	SYLLA Abibatou	Chef de division	Commission nationale sénégalaise pour l'UNESCO
38	Expert/Civil Society/Others	GOMAY PETTRY Jean Richard	Directeur de Cabinet du MENESRS	Ministère de l'Éducation
39	Expert/Civil Society/Others	WADE Awa	Inspectrice de l'Éducation	Comité syndical francophonie de l'éducation
40	Expert/Civil Society/Others	BOLLY Madina	Spécialiste de programme	Institut de l'UNESCO pour l'apprentissage tout au long de la vie (UIL)
41	Expert/Civil Society/Others	SITI Insiana	Chercheur	ED JPEG UCAD
42	Expert/Civil Society/Others	DIOP Moussa	Président local	Jeune chambre internationale JCI
43	Expert/Civil Society/Others	NGEFA .A. Andali Guillaume	Représentant Haut Commissaire aux DH	MINUSMA/OHCHR
44	Organizer	FRACAPANE Karel	Senior Project Officer	UNESCO HQ
45	Organizer	CHANG Gwang-Chol	Director, a.i.	UNESCO Dakar
46	Organizer	YONEMURA Akemi	Programme Specialist	UNESCO Dakar
47	Organizer	SY Saip	Programme Officer	UNESCO Dakar
48	Organizer	COLLIN Catherine	Coordination Officer	UNESCO Dakar
49	Organizer	BADINI Stefano	Intern	UNESCO Dakar
50	Organizer	NIATI Binda	Intern	UNESCO Dakar
51	Organizer	DIENG Dame	Programme Assistant	UNESCO Dakar
52	Organizer	NGANGA Gracia Eloge	Programme Assistant	UNESCO Dakar
53	Organizer	LEE Yangsook	Director of Division	APCEIU

54	Organizer	AZMERAW Eyerusalem	Focal person for PVE	IICBA
55	Organizer	KONATE Mohamed	Représentant du Directeur de l'Institut de la Francophonie pour l'Education et la Formation	OIF
56	Organizer	TOURE Maïmouna Sissoko	Programme Officer	OIF
57	Organizer	DOGAN Vicky A.	Programme Officer	OIF Togo



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