



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Capacity Building
in Africa

Japan Study Tour 2019 Report

Peace and Resilience Building

and Prevention of Violent Extremism in

Africa through Teacher Development

Nagasaki, Tokyo and Hiroshima, Japan

28 July to 9 August 2019

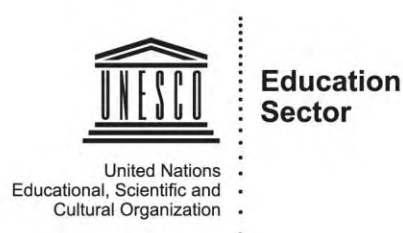


From
the People
of Japan

Education
2030 

UNESCO Education Sector

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



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



The International Institute for Capacity Building in Africa, established in 1999, is the only UNESCO Category One Institute in Africa and is mandated to strengthen teacher development throughout the continent. The Institute is also the Teacher Cluster Coordinator under the framework of the African Union's Agenda 2063 and the Continental Education Strategy for Africa 2016-2025.



Japan Study Tour 2019 Report

Peace and Resilience Building

and Prevention of Violent Extremism in

Africa through Teacher Development

Nagasaki, Tokyo and Hiroshima, Japan

28 July to 9 August 2019

Contents

Executive Summary.....	6
Introduction.....	8
Project background	10
Japan Study Tour	11
Objectives.....	11
Participants.....	11
Agenda	12
Visibility.....	12
30 July 2019: Opening ceremony	12
Orientation	12
31 July 2019: Nagasaki University and Atomic Bomb Museum	12
Nagasaki University- Visit Research Centre for Nuclear Weapons Abolition (RECNA)	12
Nagasaki's Atomic Bomb Museum	14
Survivor Testimony	14
1 August 2019: Sight Seeing.....	16
Visit to the Oura Catholic Church.....	16
2 August 2019: Hiroshima School and Government Visit	16
Hiroshima Jogakuin Junior and Senior High School Visit	16
Hiroshima Prefectural Government.....	19
3 August 2019: Hiroshima Peace Memorial Museum and University	20
Hiroshima Peace Memorial Museum.....	20
Hiroshima University	21
Country Reports Presentation.....	21
4 August 2019 Miyajima Sightseeing	24
5 August 2019: IDEC and UNITAR.....	25
Lecture of Peace Studies “Rethinking Areas of Cooperation for Peace in Global Level for Peace Education and Global Governance”	25
Visit to the United Nations Institute for Training and Research (UNITAR)	27
6 August 2019: Hiroshima Peace Memorial Ceremony, Service and Lectures	30
Hiroshima Peace Memorial Ceremony	30
Hiroshima University Memorial Service.....	32
Lecture of Peace Studies	32
2 nd Country Reports.....	33
Country Reports Presentation.....	33
7 August 2019: Meet with Members of Parliament	34
MPs Meeting	34
8 August 2019: JICA and Kiyose Junior High School Visit.....	36

JICA Research Institute Visit.....	36
Kiyose Junior High School Visit.....	37
9 August 2019: MEXT and Ministry of Foreign Affairs Visit	39
Ministry of Foreign Affairs Visit.....	41
Presentation of gifts and certificates	46
Annex	47
Annex 1: List of Participants.....	47
Annex 2: Study Tour Schedule	48

Executive Summary

This report details the purpose, activities and outcomes of the 2019 Japan Study Tour in Nagasaki, Tokyo and Hiroshima, Japan. The Japan Study Tour, co-organized by the UNESCO International Institute for Capacity Building in Africa (IICBA) and the Center for the Study of International Cooperation in Education (CICE) at Hiroshima University, took place from 28 July – 9 August 2019. Twelve university instructors from Algeria, Burkina Faso, Cameroon, Ethiopia, Mali, Niger, Nigeria, Senegal, Somalia, South Sudan, and Uganda participated. Along with them representatives from AU political affairs, UNESCO IICBA, UNESCO Dakar, UNESCO Regional Office for Eastern Africa, UNICEF Liaison Office to AU and ECA, UN Environment Liaison Office to AU and ECA, the International Organization of la Francophonie, and Timbuktu Institute attended the training. The study tour is part of the “Peace, Resilience Building and Prevention of Violent Extremism in Africa through Teacher Development” project (the resilience and Preventing Violent Extremism in Africa project) supported by the Government of Japan.

The main objectives of the study tour were to:

- Broaden participants’ understanding and knowledge on peacebuilding and teacher development programs and courses
- Share experiences on Japan’s historical advancements, current policies and strategies in education and how this will contribute to peacebuilding and international development
- Facilitate educational and cultural exchange between Japanese and African policy makers, higher education educators and possible collaborations in the future; and
- Create a forum for Japan policy makers and higher education educators to discuss lessons learnt and challenges on African education systems.

As part of their training, participants:

- Held discussions with high-level officials, such as Member of the House of Representative, (the Liberal Democratic Party) and Ms. Mitsuko Shino Ambassador, Director-General of Cultural Affairs/Assistant Minister of the Ministry of Foreign Affairs, Ministry of Education, Culture, Sports, Science and Technology (MEXT) representatives
- Received trainings and lectures at the Japanese International Cooperation Agency (JICA), MEXT, Nagasaki university, Hiroshima University, and the United Nations Institute for Training and Research (UNITAR).
- Had the honor to attend the Hiroshima Peace Memorial Ceremony and visit the Peace Memorial

Museum in Nagasaki and Hiroshima. Interacted with a survivors of the atomic bomb attack on Hiroshima

- Visited Jogakuin High School and Kiyose Junior High School and interacted with parents, school administrators and students
- Held country presentations and discussions
- Participated in a reporting and reflection session at the Hiroshima University and shared lessons learned to adapt to their local contexts
- Visited Japanese religious and cultural sites; Basilica of the Twenty-Six Holy Martyrs of Japan (Nagasaki) and Miyajima temple

As a result of the Japan Study Tour, participants are expected to:

- Disseminate and adapt lessons as well as strategies from Japan's education system to advance relevant teacher training at higher education level, curriculum and peace-building education policies and programming in their respective countries
- Deepen the awareness of Japanese educators and policy-makers on the social, political and educational contexts and challenges in Sahel and horn of Africa countries through experience sharing
- Forge collaboration with Japanese colleagues for continued information sharing
- Facilitate educational and cultural exchange between Japanese and African policy-makers, teacher trainers and educators

Introduction

UNESCO IICBA has been working on peacebuilding, resilience and Prevention of violence extremism, through education field in Africa is guided by the Agenda 2063, CESA 2016 to 2025 as well as the Education 2030 Agenda and Framework for Action notably Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), which calls on countries “By 2030, to *ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development*”.

Following the adoption of UNESCO’s Executive Board Decision on “UNESCO’s role in preventing violent extremism through education” (197EX/Decision 46), and the UN Secretary-General’s Plan of action to Prevent Violent Extremism (December 2016), the importance of engaging in genuine prevention efforts has been prioritized, with a clear emphasis on the role of education as one of the most effective measures to create the conditions that make it difficult for violent extremist ideologies and acts to thrive.

UNESCO’s Executive Board Decision (197 EX/Decision 46) notably encourages the Organization to facilitate various efforts for the training and capacity building of key stakeholders, including educators, policy-makers, parents and youth in the area of education to prevent violent extremism through global citizenship education, peace education and human rights education and training.



It is with this concern that the Government of Japan and the UNESCO IICBA signed project agreement since 2017. The main objective of the project is peace, resilience building and Prevention of Violent Extremism through education (PVE-E) for youth through teacher development, so as to create an opportunity for youth to embrace peace values while preventing violent extremisms through education and teacher development. The project targets countries namely Algeria, Burkina Faso, Cameroon, the Central African Republic, Chad, Ethiopia, Kenya, Mali, Mauritania, Niger, Nigeria, Senegal, Somalia, South Sudan and Uganda.

In the same vein, the African Union Continental Education Strategy for Africa (CESA) 2016-2015, links African education to the existing global and regional development goals including AU's Agenda 2063 (African Union Commission 2015). The AU also pledged its commitment to revitalizing the teaching profession as a prerequisite to a quality education. This therefore underscores the need to continuously promote the importance of teachers in global and regional commitments.

The Japan Study Tour aims at contributing to the development of young people for higher productivity and peace through the development of teachers and educators. It provides capacity-

building necessary to integrate teacher training for peacebuilding. The study Tour also serves as a platform for African educators to engage with Japanese policy-makers and educators, and also share Japan's experiences and lessons learned in peace-building and international development. This serves as knowledge exchange that would be useful in addressing the challenges of African education systems.

Furthermore, the tour facilitates educational and cultural exchange between policy-makers, teacher educators and educators from Japan and Africa to promote future collaborations. During the 11 days study visit, participants discussed challenges and solutions with Japanese government officials, educators and partners, visited schools, institutions, museums and historical sites in Tokyo and Hiroshima.

Project background

Ongoing conflicts and emergencies in Africa have hindered regional and global efforts in providing and accessing quality education. In addition, conflicts in these countries have led to a massive influx of refugees in neighboring countries which is drastically changing the region's demographic composition. This has gravely hurt global and regional commitments in improving the quality of education in Africa.

While some countries in the region continue to make economic development, most parts of Africa suffer from instability and lack of peace and security. 2018 witnessed further deterioration in a number of factors; 1) the unpredictable weather patterns, with increasing drought and floods, 2) diffusion of violent extremism groups like ISIS, into Africa with connections to existing militant groups such as Al-Shabaab in Somalia, Al-Qaeda in the Islamic Maghreb, Ansar al-Sharia in Mali, etc., 3) general elections in Southern Africa (Zimbabwe and South Africa) brought some hope but anxieties and subsequent violence, 4) leadership change in Ethiopia brought peace agreement with Eritrea while the internal conflicts and violence escalated in some regions in Ethiopia.

When the countries face economic and social instability, the circumstances provide the fertile ground for breeding violent extremism among young people who are often seen in the frontline of violent activities. The current situation must be tackled as soon as possible to prevent further deterioration. It is with this concern that the Government of Japan and IICBA signed the Sahel project agreement on 5 March 2019. The Main objective of the project is peace, resilience building and PVE for youth, through teacher development at secondary and tertiary levels through education and teacher development.

The project targets teacher educators at higher education teacher training institutions and teachers of Horn of Africa and Sahel countries, including Algeria, Burkina Faso, Cameroon, the Central African Republic, Chad, Ethiopia, Kenya, Mali, Mauritania, Niger, Nigeria, Senegal, Somalia, South Sudan and Uganda. The continuous program is based on the lessons learned from the two projects “Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries” and “Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in Sahel Countries through Teacher Development”.

This project builds on lessons learned from the “Teacher Training and Development for Peace Building” implemented in the Horn of Africa in 2017 (1st year), and in the Sahel region in 2018(2nd year), with the support of the Government of Japan. More than 6,500 teacher educators (teachers of teachers) and teachers have been trained on transformative pedagogy for peace building. This third-year project will focus on sharing and scaling up good practices in these countries. The United Nation Economic Commission for Africa (UNECA), the AUC Human Resources and Science and Technology Department (HRST), the AUC Peace and Security Department, and the UNICEF Liaison Office to the African Union (AU) are strategic partners of this project.

Japan Study Tour

Objectives

- Broaden participants’ understanding and knowledge on peacebuilding and teacher development programs and courses
- Share experiences on Japan’s historical advancements, current policies and strategies in education and how this will contribute to peacebuilding and international development
- Facilitate educational and cultural exchange between Japanese and African policy makers, higher education educators and possible collaborations in the future; and
- Create a forum for Japan policy makers and higher education educators to discuss lessons learnt and challenges on African education systems.

Participants

Twenty-five (25) Ministry of Education policy staff, experts, technical officers and teacher trainers from Algeria, Burkina Faso, Cameroon, Ethiopia, Mali, Niger, Nigeria, Senegal, Somalia, South Sudan, and Uganda, representatives from AU political affairs, UNESCO IICBA, UNESCO Dakar, UNESCO Regional Office for Eastern Africa, UNICEF Liaison Office to AU and ECA, UN Environment Liaison Office to AU and ECA, the International Organization of la Francophonie, and Timbuktu Institute.

Agenda

The agenda for the tour included visits to the Nagasaki Atomic Bomb Museum, Oura church, Hiroshima Prefectural Government, JICA, Miyajima island, MEXT Museum, school visits to Jogakuin junior and senior high schools, received several lectures and attended different presentations at UNITAR, IDEC and Hiroshima University. Participants also visited the Hiroshima Peace Memorial Museum, and participated in the Hiroshima Peace Memorial, had meetings with high-level government officials (parliament members) and MEXT representatives.

Visibility

The tour generated great visibility for the project both in Japan and in the participating African countries. Information and press briefing for the media in Japan on the tour was published on the UNESCO-IICBA and Hiroshima University websites. Daily briefings, Messages and updates on the study trip were shared on UNESCO IICBA's Facebook page and social media. Participants were encouraged to further engage in the discussions on social media to create visibility for the trip.

30 July 2019: Opening ceremony

Orientation

Participants arrived in Nagasaki on 30 July and were received by Professor Yoshida, Director Centre for International Cooperation in Education (CICE) Hiroshima University, and Co-Chair, SDG-Education, 2030 Steering Committee at the hotel. He briefed participants on the objective of the tour, the tour schedule, expectations and handed Certificates of Acceptance to the participants. The participants were also briefed by Mr. Saliou Sall, Senior Project Coordinator, UNESCO-IICBA on the overall aim of the project and how the education tour is linked to the project program.

31 July 2019: Nagasaki University and Atomic Bomb Museum

Nagasaki University- Visit Research Centre for Nuclear Weapons Abolition (RECNA)

On the first day of the study trip, participants attended a lecture by Professor SATOSHI HIROSE, at the Research Center for Nuclear Weapons Abolition (RECNA), Nagasaki University. The lecture titled "Towards a world without nuclear weapons Challenge of Nagasaki University", described how the nuclear bomb dropped on Nagasaki in 1945 caused massive destruction and the death of over 70,000 people.

It is possible to maintain peace without Nuclear weapons. Although such weapons are the most powerful weapons, they are not necessarily the most powerful deterrent

RECNA was established in 2012 with the main objective of undertaking research on nuclear disarmament, education and training and disseminating information. The effort to establish the centre by the Nagasaki university was to prevent the repeat of the events of 1945. Prof Satoshi argued that the nuclear arms race and possession would not lead to deterrence because nuclear arms are an absolute evil and not a necessary evil. He went further to explain that the issues with North Korea is a crucial concern that requires the collective efforts of the global community and the policy of disarmament is important.

At the end of the lecture, students of the Nagasaki 7th youth generation, a group initiated by RECNA to mobilize youth awareness on the danger of nuclear bomb made a presentation. They briefed the delegation on their activities which included participation in international conferences organized by the UN, visits to high schools, and peace caravan.



Their presentation also highlighted how they are internationalizing an important concept, the concept of HIBAKUSHA. The concept seeks to make everyone feel the pain of being a victim of nuclear bomb thereby embedding the in consciousness of people the responsibility to prevent a repeat of another nuclear attack.

The youth discussed their future plans to reach as many young people as they can in Africa. The delegates from UNESCO, UN Environment also encouraged and reflected the importance of creating a forum between the youth in Japan and Africa. The youth division at the AU can be a platform to be used.

Nagasaki's Atomic Bomb Museum

The delegation visited the Nagasaki Atomic Bomb Museum which proved to be a memorable experience that exposed the participants to the 1945 bombing of Nagasaki and its resultant effects. The building was a display of magnificence and mastery in architecture. The pictorial and screen presentations of the bombing made the participants to feel the experience, pains, and the sufferings of the victims.



Moment of silence for the victims and their Families

Survivor Testimony

Mrs. Okumula, the 80 years old lady, who was only 8 years when the event occurred, narrated the sufferings and agonies she went through. This made the participants reflect and take the

experience as a life time lesson.



Masai blanket presented to Ms. Okumula the survivor who appreciated the warm gesture

1 August 2019: Sight Seeing

Visit to the Oura Catholic Church

As part of the experience, participants traveled from Nagasaki to Hiroshima for a visit to the Oura Catholic Church. The church which was constructed about 150 years ago is one of UNESCO's tangible cultural heritage



Peace education can play a key role to promote social cohesion and combat intolerance in Africa.

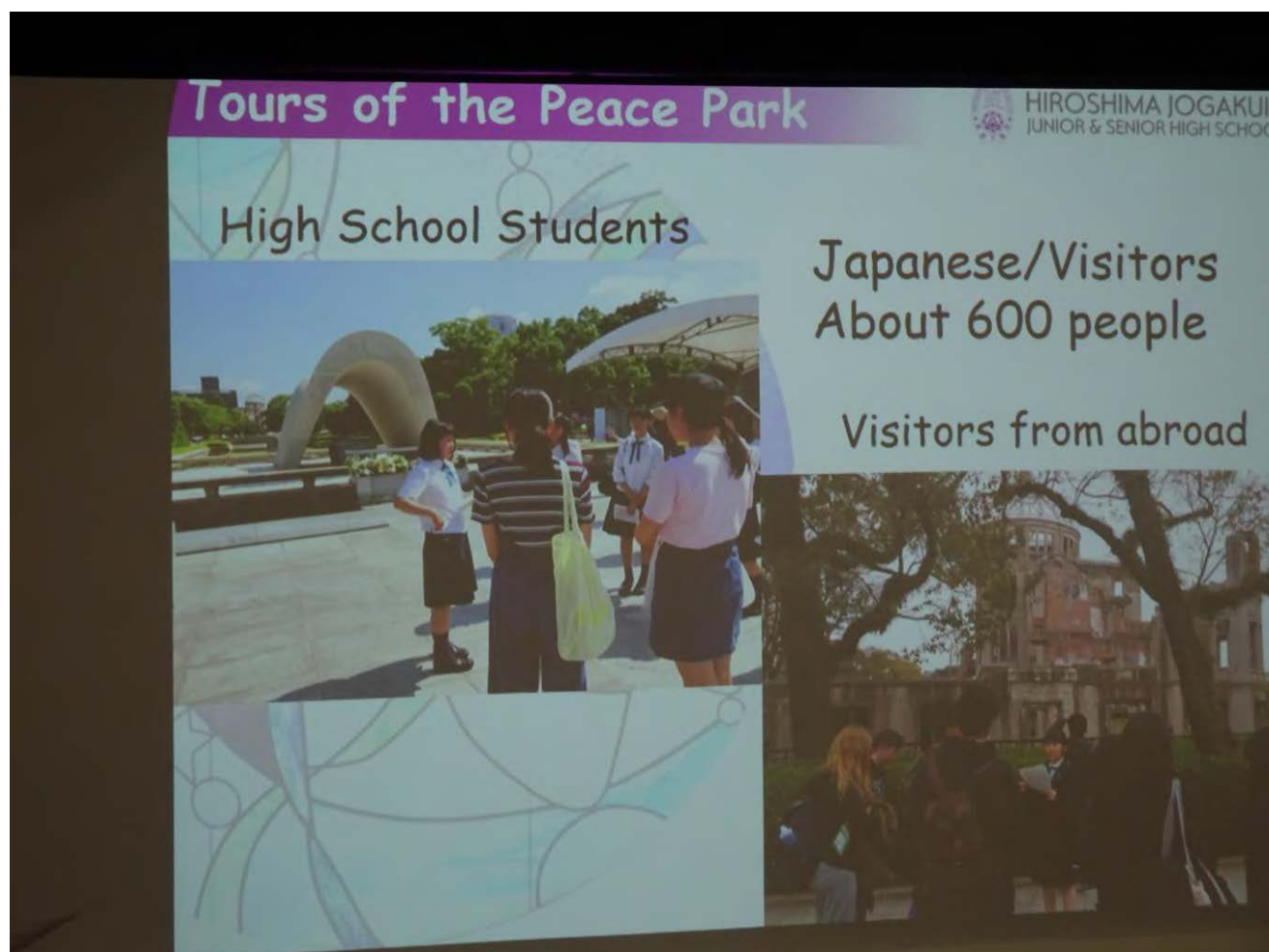
2 August 2019: Hiroshima School and Government Visit

Hiroshima Jogakuin Junior and Senior High School Visit

Participants visited the Hiroshima Jogakuin Junior and Senior girls' high school established in 1886. The school lost 352 students and teachers when the school was destroyed by the 1945 Atomic Bomb (A bomb). The team was warmly received by the students who presented a history of the school and

its restoration after it was destroyed by the bomb. The school offers peace studies subjects with a focus on peace, Atomic bomb, human rights and the Sustainable Development Goals (SDGs).

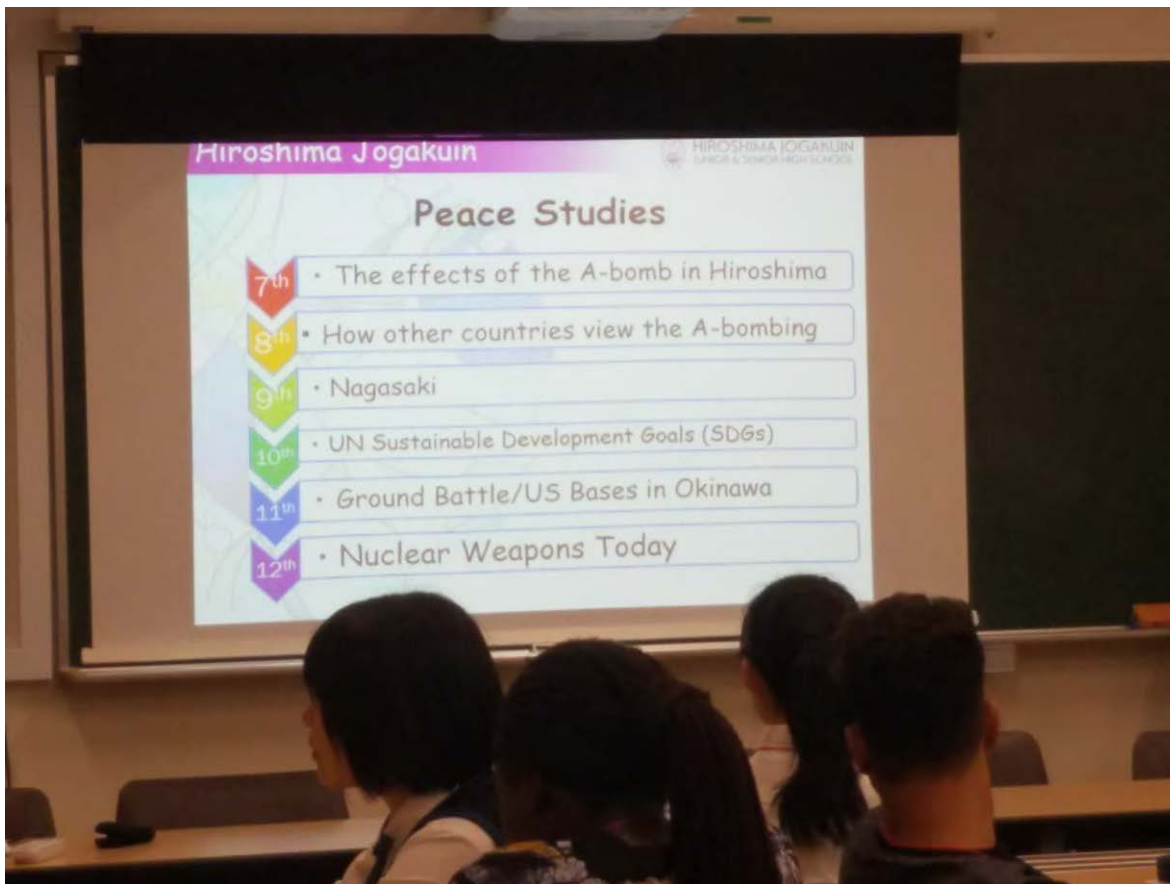
The students are also involved in several activities to promote and create awareness on peace such as tours of the peace park, hosting a peace forum every year for Junior and Senior high school student representatives from all over Japan.



The signature campaign to stop the use Nuclear weapon and the Hiroshima Archive (a digital archive) are the remarkable achievements of the school to address the wider community and create awareness on peace and the effect of the Atomic bomb.

There was also a discussion and exchange of ideas between the students and participants on peace education programs in Japan and Africa, and opportunities to expand the knowledge exchange between the youth of Africa and Japan.

“without a comprehensive plan to rebuild the shattered trust and goodwill and address deep-seated grievances between individuals, families and communities at the grassroots, reconciliation will not be sustainable”





Participants interacting with the students

Hiroshima Prefectural Government

Realizing Peaceful world without nuclear weapons: Hiroshima Initiative for Global peace by Peace Promotion Team

The lecture took the delegates through the reconstruction of Hiroshima reconstruction and its path to the development of a new identity. After the A bombing of August 6th and within its reconstruction plan Hiroshima city took important initiatives for peace building. Those include: peace memorial ceremony, Peace declaration by the Mayor, Hiroshima Peace Memorial Foundation.

- Determination to abolish nuclear weapons by hosting international conferences on peace building and nuclear weapons abolishment
- Faith in reconstruction including efforts for reconstruction and Peace building.
- The city engaged on vibrant communication and outreach initiatives for peace and reconstruction including
- Networking with influential people and institutions.
- Nuclear disarmament and nonproliferation

- Publication and dissemination of Hiroshima reports

Hiroshima's determination to abolish nuclear weapons stems from its history as the first place in history to suffer devastation caused by an atomic bomb, faith in its reconstruction and hope for the future as the place that rose from the ashes of destruction caused by an atomic bomb. **Let it stop with me (Hiroshima)** is a call for peace that should continue. Those who still proliferate nuclear weapons must underscore this statement and every peace negotiation should hold on to this statement. It is a strong message for forgiveness and the beginning of a new journey for the world. The presenter also presented actions for the dissemination of messages for peace, such as abolition and non-proliferation of Nuclear weapons, conferences on nuclear disarmament and non-proliferation. As the number of conferences held increases, the international community should continue to exert its efforts against the abolition of nuclear weapons.

3 August 2019: Hiroshima Peace Memorial Museum and University

Hiroshima Peace Memorial Museum

The participants visited Hiroshima Peace Memorial Museum and the Peace Memorial Park in Hiroshima City. The Peace Memorial Park held numerous monuments, including a building that survived the bombing, the Children's Peace Monument with the statue of a young girl who died of Leukemia 10 years after being exposed to the effect of the atomic bombing.

The path to peace building is not straight

The museum had on display, the city of Hiroshima before the blast, a simulation of the effects the blast had, and global efforts to make the world free from the threat of nuclear weapons. The pictorial collections described the immediate effects of the attack, the effect on the health of the population, relief efforts of the Japanese government and volunteers from the day of the attack.