



Hiroshima University

Country Reports Presentation

Country Report presentations were made by participants at the Hiroshima University. Presentations were made by Mali, Senegal, Burkina Faso, Algeria, Niger and Cameroon.

- Mali: The participant from Mali in his presentation discussed the prevalence of terrorist groups in Mali which once controlled two third of the country. These terrorists killed several citizens, destroyed World Heritage sites and created refugee and IDP crisis. Now the country promotes social dialogue, implements reintegration programs as a solution, and both the Ouagadougou and Algiers Agreements have been instrumental.
- Senegal: Senegal's population consists of 95 percent of Muslim and 5 percent of Christians who live in harmony. However, there are presumed terrorists that have affiliations with Al-Qaida. A survey conducted in the country indicates that poverty and religious fanaticism are partly to blame for radicalization. As a solution, Senegal has introduced programs to sensitize young people both in and out of school on PVE. The presenter from Senegal recommended mainstreaming of PVE in schools.

- Burkina Faso: About 80 percent of the population of Burkina Faso are farmers and pastoralists. Burkina Faso has been peaceful and there were no issues between the different religions until 2015. The cause of conflict in the country was a division and coup incident. As a solution, the country has decentralized the schools in the country. The presenter recommended that the curriculum be developed in the context of the country, increase the salaries of teachers and reinforce the role Civil Society Organizations (CSOs).
- Algeria: In 1990s, Algeria faced several violent attacks. To address this, the country made reforms in its politics and education. The school programs in Algeria teach students moral values, respect for differences, how to live in solidarity etc. Algeria has also implemented the Japanese Model of peace education as a common course.
- Niger: Niger's border with Libya, Mali and Lake Chad has increased the vulnerability of the country to Violent Extremism. The vulnerability of the youth population in Niger has also increased due to food insecurity and depletion of the Lake Chad. As a solution, universities in the country have established institutions that deal with environment, as well as publications and a symposium to discuss de-radicalization. The next symposium is scheduled to hold in November, 2019.
- Cameroon: The country has utilized cascading trainings, competence based approach and radio programs to create awareness on the prevention of violent extremism.

At the end of the presentations, participants took part on a reflection session where they shared ideas on all they had learned.

The main points raised by most of the participants during the reflection session were on the commitment of their countries in creating well thought strategies for recovery and rehabilitation, the concept of truth and reconciliation for sustainable peace, the importance of designing peace education subjects that integrates diversity at school level, SDGs and human rights and concept of non-discrimination. At the end of the day, participants were hosted to a reception organized by the Hiroshima university.



Country report presentation at Hiroshima university, representative from Cameroon
“Continued Negotiations and forgiveness should be at the heart of Peace Education”

4 August 2019 Miyajima Sightseeing



Participants visit Miyajima Island, one of the most beautiful cultural heritage in the world.



5 August 2019: IDEC and UNITAR

Lecture of Peace Studies “Rethinking Areas of Cooperation for Peace in Global Level for Peace Education and Global Governance”

The lecture on “Rethinking Areas of Cooperation for Peace in Global Level for Peace Education” was delivered by Associate Professor Tatsou Yamane an Associate Professor at Hiroshima University with key interests in international relations on international security, and emphasis on armed conflict and peace building.

His lecture focused on how *“Peace in international Relations? From the international politics of realism and liberalism”* is taught. He addressed how creating peace, “humanitarian intervention” or “noninterference”; regime change (for shifting to democratization) or “keeping the regime (tentative stabilization for keeping regional and world order)”; “Advancing peacebuilding by external view” or “following local ownership” can be taught.

Nuclear weapons are not "Necessary Evil" but "Absolute Evil" or "Real Evil"

He further discussed the guiding principles of his university on peace education and how they contribute to the pursuit of Peace, creation of new forms of knowledge, nurturing of well-rounded

human beings, collaboration with local, regional and international community and continuous self-development.



The professor responding to a question raised by an instructor from Kenyatta University, Kenya

Participants Question and Answer

At the end of the presentation, participants had the opportunity to ask questions, make comments and contributions regarding the presentation. Participants observed that in their countries, assessment is mostly subjective, with reference to the use of midterm assessments. Taking into consideration the fact that peace is major subject in higher education, field work such as visiting the peace museum and maximizing the potentials of reflections could be adopted as a means of assessment as compared to subjective assessments. This helps the educator to assess the enthusiasm of learners in the essay and also observe the students during discussions during the class and group work.

Participants Reflection

In the reflection session, the participant from Kenya shared reflection and the Kenyan experience. Kenya has put an effort to mainstream Education for Sustainable Development (ESD) and Global Citizenship Education (GCED). The presentation has given us an insight that we share some common

challenges too, such as lack of interest for these types of subjects or topics among learner. How can we make these subjects interesting for learners and the forms of assessment can we use?

How is possible to teach peace education in an undemocratic country or government?

There must be a way such as using the common morals that exist among the government and the opposition. We can use the common ground from the community and advocate in that side, but that is not easy at all. For example, teaching international politics to students is a challenge in Japan because Japan is a society closed to external culture, and this is not the context in which they have grew up. As a solution, the government encourages scholarships and internships abroad.

“peace education should be about changing the mindset”

[Visit to the United Nations Institute for Training and Research \(UNITAR\)](#)

Participants received a presentation at UNITAR, the reconstruction of Hiroshima, the significance of the Dome and Peace Park which can be seen from the fifth floor of the UNITAR building from the Director of UNITAR, Kumamoto Mihoko. The presentation described the important role Hiroshima a city in Western Japan played 150 years ago Hiroshima as a hub for chemical industrial products.

This was a reason for targeting the city with the atomic bomb which resulted in the death of 42% of the city's residents and the destruction of 92 % of the buildings in the city. The presentation also focused on environment protection for peace and UNITAR's experience on Green Legacy.