PROJECTING THE IMPACT OF A PROGRAM ON

PREVENTING VIOLENT EXTREMISM THROUGH EDUCATION IN UGANDA

EVALUATION REPORT

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Hedayah
countering violent extremism

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ABOUT THIS REPORT

This updated report is an evaluation of the results, practices, challenges and lessons learned 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. It includes data collected post-workshop by Albany Associates, in support of Hedayah's participation in the initiative. 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, the U.S. Department of State or Albany Associates.

AUTHORS

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

EXECUTIVE SUMMARY
AND RECOMMENDATIONS

This report is a technical evaluation of the Preventing Violent Extremism through Education (PVE-E) program implemented by Hedayah, UNESCO, UNESCO International Institute for Capacity-Building in Africa (IICBA) and the Ministry of Education and Sports (MoES) of Uganda. The report builds upon the Preliminary Report produced after the workshop.[1] It does not provide a summary of the proceedings of the workshop or a description of the curricula. These details can be found in the original Preliminary Report.

This evaluation utilizes Hedayah's Monitoring, Measurement and Evaluation framework as a guide.[2] Consistent with this framework, the evaluation contained in this document primarily focuses on the outputs and outcomes achieved by the program and workshop. An evaluation of the impact of the program in terms of reducing radicalization to violent extremism is somewhat limited. Still, when extrapolating on the Theory of Change, utilizing proxy indicators, and drawing on anecdotal evidence from feedback from participants of the program, this report does highlight ways in which the PVE-E

program in Uganda may contribute to reducing violent extremism.

This report first summarizes the background and overview of the PVE-E program and contextualizes the problem of violent extremism by indicating why PVE-E is relevant to Uganda. Then, the report outlines the rationale for the PVE-E intervention, including explaining the Theory of Change statement, goals and sub-objectives of the program, and the methodology used for evaluation. The report analyzes several goals and objectives based on data collected from pre- and post- workshop surveys, workshop discussions and products, and post-workshop interviews conducted 6 months after the program. The analysis looks particularly at the increase in knowledge related to key PVE terms and drivers of radicalization in Uganda as well as the increase in knowledge and skills related to three core approaches to classroom learning as related to PVE. These three approaches are: 1) safe spaces for discussion on difficult topics, 2) social and emotional learning techniques, and 3) digital and critical literacy skills.

[1] Zeiger, Sara and Cristina Mattei, *National Capacity-Building Workshop on Preventing Violent Extremism through Education in Uganda: Preliminary Report*, (Abu Dhabi: Hedayah, 2018), http://www.hedayahcenter.org/Admin/Content/File-237201819631.pdf.

[2] Mattei, Cristina and Sara Zeiger, *Evaluate Your CVE Results: Projecting Your Impact* (Abu Dhabi: Hedayah, 2018), http://www.hedayahcenter.org/Admin/Content/File-16720189339.pdf.

OUTCOMES

Teacher trainers at the workshop:

Demonstrated improved confidence in their knowledge, as well as improved understanding of the drivers of violent extremism in Uganda.

Demonstrated improved confidence in their knowledge and improved understanding of PVE terminology and language.

Recognized the different roles that the education sector can play in PVE (cognitive change), and that the training itself had an impact on their teaching approaches (behavioral change) 6 months after the workshop.

Demonstrated a retention of the PVE terminology and understanding of drivers of radicalization 6 months after the workshop.

Demonstrated increased confidence in the knowledge and skills associated with the three core pedagogies. There was also a demonstration of an increase in actual knowledge of the pedagogies overall and a demonstration of changes in teaching methods 6 months after the workshop.

The workshop participants also demonstrated an impact of the changes in teaching methods on their students, and provided anecdotal evidence of impact of "safe spaces" pedagogies on the reduction of violence in their school, measured through the indicator of reduced destruction of property in the school setting.

There was little direct evidence that teachers significantly increased their knowledge of SEL techniques from before to after the workshop. However, anecdotal evidence provided above notes behavioral changes of the teacher to better implement SEL, as well as the behavioral change of the students to overcome problems related to community conflict and violent extremism. In this regard, it could be said that in the context of Uganda, the ability for teachers to influence behavioral changes in their students related to integration of different tribes and working together towards national values may contribute to the reduction of violence and violent extremism in the community.

With respect to digital and critical literacy pedagogies, there is limited evidence to support a change in knowledge after the workshop. However, anecdotal evidence also reveals behavioral change in the teachers in terms of applying these skills, as well as a potential impact on students in the cognitive processes associated with evaluating news and information.

RECOMMENDATIONS

Good evaluation should also inform future programming on PVE-E, and this workshop is no exception. Based on the evaluation in this report, several core recommendations for future programming on PVE-E can be summarized below:

Terminology related to preventing violent extremism (PVE) should be captured in participants' own words and related to their own understanding.

In some cases, the "technical" language related to radicalization and recruitment was not retained, but there were clear examples of how certain pedagogies or approaches were being applied in the classroom. The technical language of the program should also be revisited to ensure it is digestible by the audience, and the questions used for assessment may need to be revised to help solicit responses that more accurately indicate what knowledge was gained and retained.

Additional resources and capacity-building are needed on digital and critical literacy.

Teachers indicated that they struggled themselves with identifying "fake news" or misinformation, and this is a critical first step. Once teachers are equipped with their own abilities to distinguish this information, they are then better able to teach this to their students. Providing specific resources for digital and critical literacy during and after the workshop may also assist in developing further the appropriate knowledge and skills.

Teachers need resources that provide practical examples of PVE approaches and pedagogies.

Practical activities, when implemented in the classroom, reveal some impact on cognitive and behavioral changes among students. While the evidence to support this is anecdotal, PVE-E activities that were implemented after this workshop were shown to have contributed in some cases to the reduction of violence (destruction of property) in the classroom. Moreover, some changes were seen in students with respect to building tolerance and respect towards others, particularly refugees coming from South Sudan in the northern districts of Uganda.

INTRODUCTION

This report is a technical evaluation of the Preventing Violent Extremism through Education (PVE-E) program implemented by Hedayah, UNESCO, UNESCO International Institute for Capacity-Building in Africa (IICBA) and the Ministry of Education and Sports (MoES) of Uganda. First, the report provides a background to the program and a summary of the workshop that was hosted from 23-25 January 2018 in Kampala, Uganda. Second, the report outlines the local context and why violent extremism is a potential threat in Uganda. Third, the report provides the rationale behind the PVE-E intervention in a more general sense, including explaining the Theory of Change statement, goals and sub-objectives of the program. Fourth, the report outlines the methodology used for evaluation, including data collection and limitations. The data collected was primarily from pre- and post- workshop surveys, workshop discussions and products of the workshop, and post-workshop interviews conducted six months after the program. Last, the report presents an evaluation of the results of several key goals and objectives.

The evaluation utilizes Hedayah's Monitoring, Measurement and Evaluation framework as a guide.[3] Consistent with this framework, the evaluation contained in this document primarily focuses on the outputs and outcomes achieved by the program and workshop. An evaluation of the impact of the program in terms of reducing *radicalization to violent extremism* is somewhat limited. Still, when extrapolating on the Theory of Change, utilizing proxy indicators, and drawing on anecdotal evidence from feedback from participants of the program, this report does highlight ways in which the PVE-E program in Uganda may contribute to reducing violent extremism.

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[3] Mattei, Cristina and Sara Zeiger, *Evaluate Your CVE Results: Projecting Your Impact* (Abu Dhabi: Hedayah, 2018), http://www.hedayahcenter.org/Admin/Content/File-16720189339.pdf.

BACKGROUND TO THE PROGRAM

In the international community and the United Nations, there is an increasing acknowledgment of the 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),[4] but also in the United Nations General Assembly Resolution A/70/L.55[5] of 1 July 2016, "The United Nations global Counter-Terrorism Strategy Review"; and the Plan of Action to Prevent Violent Extremism[6] 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*,[7] 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*,[8] 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 and, 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);[9] (ii) a Policy Guide on PVE-E for education policy makers,[10] 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.[11]

OVERVIEW OF THE PVE-E PROGRAM IN UGANDA

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. The 28 representatives of the workshop attended from Kisoro PTC, Kabale-Bukinda PTC, Lodonga PTC (Yumbe district), Erepi 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

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[4] United Nations Education, Scientific and Cultural Organization Executive Board, *UNESCO's Role in Promoting Education as a Tool to Prevent Violent Extremism*, 197 EX/Decision 46, (Paris: UNESCO, 2015), http://unesdoc.unesco.org/images/0023/002348/234879e.pdf.

[5] United Nations Security Council, *United Nations Global Counter-Terrorism Strategy Review*, RES A/70/l.55, New York: United Nations, 2016, http://www.un.org/en/ga/search/view_doc.asp?symbol=A/70/L.55.

[6] United Nations General Assembly, *Plan of Action to Prevent Violent Extremism*, Report of the Secretary-General, (New York: UN, 2015), http://www.un.org/en/ga/search/view_doc.asp?symbol=A/70/674.

[7] Global Counterterrorism Forum, *Abu Dhabi Memorandum on Good Practices for Education and Countering Violent Extremism*, 2014, https://www.thegctf.org/documents/10162/159880/14Sept19_GCTF+Abu+Dhabi+Memorandum.pdf.

[8] Global Counterterrorism Forum, *Abu Dhabi Plan of Action for Education and Countering Violent Extremism*, 2015, https://www.thegctf.org/documents/10162/159880/14Sept19_GCTF+Abu+Dhabi+Memorandum.pdf.

[9] UNESCO, *A Teacher's Guide on the Prevention of Violent Extremism*, (Paris: UNESCO, 2016), http://unesdoc.unesco.org/images/0024/002446/244676e.pdf.

[10] UNESCO, *Preventing Violent Extremism through Education: A Guide for Policy-makers*, (Paris: UNESCO, 2016), http://unesdoc.unesco.org/images/0024/002477/247764e.pdf.

[11] See https://www.gcedclearinghouse.org/.

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 was hosted in South Sudan (October 2018), funded by the Australian Embassy in Addis Ababa.

The workshop was followed by a monitoring and evaluation & mentorship visit to three districts in Uganda in July 2018. The districts visited were the Arua/Lodonga district, the Yumbe district and the Kabale district; 9 participants from the workshops were interviewed in a semi-structured style. Following the interviews, the participants received mentorship training to clarify points which needed further clarification after the workshop.

LOCAL CONTEXT IN UGANDA

The intervention of training teacher tutors on PVE in Uganda is timely, and based on an assessment of a potential threat of radicalization to violent extremism (although the manifestations of this radicalization have been until now, relatively few). The potential for radicalization in Uganda is mainly due to two main factors: 1) the emergency response situation in the country, 2) both a historical and current presence of radicalized groups and 3) a significant number of idle youth.

These three factors alone do not necessarily lead to radicalization to violent extremism, but they are three major risk factors that could contribute to radicalization to violent extremism if the appropriate prevention measures are not adopted. The first main factor contributing to potential radicalization is the emergency response situation, namely the influx of a large number of refugees into the country. The Ugandan government policy towards refugees is open and flexible; refugees are promptly integrated into the host community.

It should be noted here that refugees as such are not necessarily more at risk to radicalization, nor is there evidence to suggest that the presence of refugees necessarily contributes to violent extremism. However, in the context of Uganda, the

particular refugee situation contributes to macro-level "push" factors that can lead to radicalization. These can include 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. This can contribute to community tensions and conflict between the host community and the refugees seeking integration.

In the northern part of Uganda, the refugees are predominantly South Sudanese, escaping in some cases severe violence and torture (See Figure 1). Moreover, the South Sudanese refugees may not speak English well and come to Uganda with different cultural expectations. While these factors are not a predisposition towards violent extremism as such, the traumatic events experienced by these refugees and differences in cultural expectations could be potential triggers or vulnerabilities that might lead to radicalization, amongst a number of other deviant behaviors. In this regard, the PVE-E intervention designed for Uganda takes into consideration both of these potential elements.

FIGURE 1 | REFUGEES IN UGANDA, DECEMBER 2017 (TOTAL 1,395,146)

- South Sudan
- DR Congo
- Burundi
- Somalia
- Other
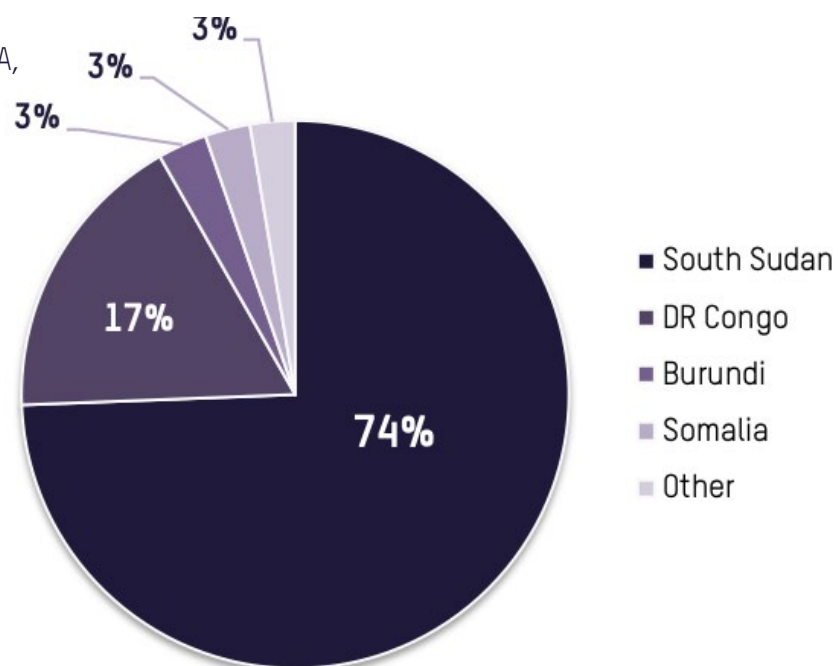
Before the January workshop and as of December 2017, there were 1.4 million refugees and around 1 million of those refugees were South Sudanese.[12] Notably, Arua district had 252,000 refugees (23% of the population of Arua) and Yumbe district had 287,087 refugees (34% of the population of Yumbe). It should also be noted that refugees from Burundi are entering the country through the southwestern border. The districts of the PTCs chosen by the facilitators of the workshops are representative of the communities facing the most challenges with respect to integration of refugees.

In addition to the emergency response situation in Uganda, radicalization and violent extremism has been prevalent both historically and currently, bringing us to the second main factor leading to potential radicalization in Uganda. In the late eighties, the insurgency group Lord's Resistance Army (LRA) caused significant damage to the country's morale. At its peak, the group had thousands of members, although the numbers are currently less than 120.[13] An Amnesty Reintegration Program was started by the government in 2000 [14] but funding later ran out for the program and it was not continued. Unfortunately, not all elements were able to be successfully implemented and the threat that former LRA members could be recruited to a different cause increased.

The Ugandan government considers the Allied Democratic Forces (ADF) an active terrorist group. The ADF operates out of the Democratic Republic of Congo (DRC) and there is evidence that they are recruiting individuals across the Eastern border of DRC from Uganda. Originally, this group saw themselves as "religious crusaders," but have since adopted more violent and secular mechanisms of operation. However, the religious ideology may 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 attacks in the DRC such as the Beni massacre in 2016[15] and an attack in Semuliki in 2017.[16]

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 threat.[17] 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.[18] As such, prevention measures are all the more timely to ensure that radicalization and recruitment in Uganda does not escalate.

[12] See the official statistics for Ugandan refugees at: https://ugandarefugees.org/analysis/settlements/.
[13] Okiror, Samuel, "End of Joseph Kony Hunt Breeds Frustration and Fear," *IRIN News* (Kampala), 26 April 2017, https://www.irinnews.org/analysis/2017/04/26/end-joseph-kony-hunt-breeds-frustration-and-fear.
[14] MDRP, *MDRP-Supported Activities in Uganda*, (Kampala: MDRP, 2009), http://tdrp.net/mdrp/PDFs/MDRP_UGA_FS_0309.pdf.
[15] Mahamba, Fiston, "Scores convicted in Congo's Beni Massacre trial," *Reuters*, 24 January 2018, https://www.reuters.com/article/us-congo-violence/scores-convicted-in-congos-beni-massacre-trial-idUSKBN1FD20V.
[16] Ansley, Rachel, "Attack on Peacekeepers in DRC Indicates Increasing Extremist Activity, Atlantic Council, 12 December 2017, http://www.atlanticcouncil.org/blogs/new-atlanticist/attack-on-peacekeepers-in-drc-indicates-increasing-extremist-activity.
[17] Clottey, Peter, "Uganda Army Launches De-Radicalization Campaign," *VOA News,* 9 May 2015, https://www.voanews.com/a/uganda-army-laucnhes-de-radicalization-campaign/2761087.html.
[18] Rice, Xan, "Uganda bomb blasts kill at least 74," *The Guardian,* 12 July 2010, https://www.theguardian.com/world/2010/jul/12/uganda-kampala-bombs-explosions-attacks.

PVE-EDUCATION INTERVENTION

This section provides a brief rationale for the three PVE-E approaches to classroom learning, and an overview of the program's theory of change.

FOUNDATIONS OF PVE-E PROGRAM

The PVE-E program focuses on three core approaches to classroom teaching methods: 1) creating safe spaces for safe spaces for discussion on difficult topics; 2) enhancing social and emotional learning (SEL); and 3) developing digital and critical literacy skills in students. The PVE-E program adopts a practical approach to implementing these methods by providing guidance on how to conduct and implement specific activities in the classroom, rather than reinforcing theoretical concepts to teachers. The approaches in the workshops will also link more directly to reducing violent extremism and be contextualized to the local nuances and needs. While a full literature review of these teaching methods is outside the scope of this report, a broad justification for these three core approaches with respect to PVE are described in more details below.

CREATING SAFE SPACES FOR CLASSROOM DIALOGUE ABOUT CHALLENGING TOPICS, INCLUDING VIOLENT EXTREMISM

The purpose of this approach is to build resilience in students through critical thinking skills and respect for others by ensuring the classroom is both physically safe and safe for learning. This pedagogical approach is rooted in the assumption that a "safe" classroom for dialogue and debate will help to foster an environment where students can critically engage in debates about sensitive topics. A "safe" classroom promotes an environment where students can listen respectfully to each other, consider new ideas, and receive constructive feedback without fear or intimidation from fellow students or teachers. Recent research has supported this approach to classroom learning in the context of building resilient students against violent extremism, to include students that are critical thinkers and have the confidence to discuss difficult topics in the classroom.[19] For example, the evaluation of a program called "Generation Global" organized by the Tony Blair Institute for Global Change. Independent researchers found that incorporating opportunities for safe discussion and interactive learning through dialogue in the classroom had a statistically significant difference on the measurement of open-mindedness towards others.[20] This essentially means a reduction in "black and white" thinking that often contributes to the narratives of "us and them" leveraged by violent extremists and their ideologies.

ENHANCING SOCIAL AND EMOTIONAL LEARNING (SEL) THAT ASSISTS IN BUILDING MORE RESILIENT STUDENTS AGAINST VIOLENT EXTREMISM

The purpose of this skill is to encourage teachers to utilize teaching methods and activities that build resilience in students through three main themes: 1) through developing a strong **sense of identity** with respect to their community, peers, local government, region and country through self-awareness and self-management; 2) through **relating to others** in a way that accepts different opinions as valid by building social awareness and relationship skills; and 3) through ensuring the students' **actions and decision-making are responsible**. These resilience-building methods have been described through five core competencies in the *Framework for Systemic Social and Emotional Learning*,[21] and supported also by further research on SEL, including a meta-analysis of over 200 intervention programs with kindergarten students.[22]

SEL is also related to UNESCO's approach to Global Citizenship Education (GCED). This includes fostering a sense of purpose that, according to UNESCO's approach, reinforces Sustainable Development Goal (SDG) #4 on Quality Education. SDG #4 reinforces values such as: "human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and an appreciation of cultural diversity and of culture's contribution to sustainable development."[23]

The first theme, around **sense of identity**, focuses on being able to self-reflect and to build positive coping skills to negative self-statements. Building self-awareness has been related to PVE by enhancing "mindfulness" (self-awareness), which has led to a reduction in violence in school settings.

[19] Some examples include: Facing History and Ourselves, Fostering Civil Discourse: A Guide for Classroom Conversations, (Brookline: Facing History and Ourselves, n.d.), https://www.facinghistory.org/sites/default/files/publications/Fostering_Civil_Discourse.pdf; Mae, Barbara, Derek Cortez, & Raymond W. Preiss, "Safe spaces, difficult dialogues, and critical thinking," *International Journal for the Scholarship of Teaching and Learning*, 2013, 7(2), 5, https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1390&context=ij-sotl; Arao, Brian, & Kristi Clemens, "From safe spaces to brave spaces," in Lisa Landreman (ed.), *The art of effective facilitation: Reflections from social justice educators*, (Sterling: Stylus Publishing, 2013), p. 135-150.

[20] Jonathan, and Rupert Wegerif, "Measuring Open-Mindedness: An evaluation of the impact of our school dialogue programme on students' open-mindedness and attitudes to others," (London: Tony Blair Institute for Global Change, 2017), https://institute.global/sites/default/files/inline-files/Measuring%200pen-mindedness_29.06.17.pdf, p. 8.

[21] See the CASEL website, http://www.casel.org/establishing-systemic-social-and-emotional-learning-approaches-in-schools-a-framework-for-schoolwide-implementation/; Torres, Carlos Alberto, *Theoretical and Empirical Foundations of Critical Global Citizenship Education*, (New York: Taylor & Francis, 2017).

[22] Durlak, Joseph A., Roger P. Weissberg, Allison B. Dymnicki, Rebecca D. Taylor, and Kriston B. Shellinger, "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions," Child Development, Vol. 82, No. 1 (2011), p. 405-432.

[23] A description of UNESCO's approach to GCED is outlined here: https://academicimpact.un.org/content/global-citizenship-education-path-peace-preventing-violent-extremism-and-promoting-peace.

For example, this was shown to be effective for PVE through an educational mindfulness program in Colombia called "RESPIRA" ("Breathe") that has reduced school violence in areas where the Revolutionary Armed Forces of Columbia (FARC) members have been present.[24] In its evaluation, RESPIRA was also shown to improve school performance and increase students' abilities to manage anger, aggression and emotion. Building appropriate self-management can help students avoid cognitive processes that may lead to dysfunctional or violent behavior which can be related to violent extremism. As such, methods to manage stress and anger might be applicable to this core competency for PVE purposes.[25]

The second theme, regarding **relationship to others**, includes communication and teamwork, but also building respect for diversity and empathy towards others. This learning point is related to PVE through the concept of "IC Thinking" developed at the University of Cambridge and adapted for the PVE context by Jose Liht and Sara Savage. In the IC Thinking model, students are more clearly able to reject polarized thinking and are able to perceive validity in opposing viewpoints. This is important also in developing respect for diverging opinions and avoiding polarizing narratives of violent extremists.[26]

The third theme is focused on how the sense of identity and relationship to others translate into behavioral changes, namely encouraging decision-making that leads to non-violent action. The concept has been related to violent extremism through theories around moral disengagement. This approach was undertaken, for example, by the Beyond Bali Educational Resource that was designed to build cognitive resilience in schools in Australia. The intervention facilitated the cognitive reconstruction of violent acts (the Bali attacks) in order to undermine the justifications utilized by violent extremist groups to de-humanize victims and disregard the consequences of violence.[27]

DEVELOPING AN UNDERSTANDING OF DIGITAL AND CRITICAL LITERACY SKILLS AND PEDAGOGICAL APPROACHES TO DIGITAL AND CRITICAL LITERACY

The purpose of this skill is to ensure that students have the ability to question, discuss and debate information accessible by them in the context of the global and local media. This means assessing how traditional & new communications platforms (including the internet and social media) provide both opportunities and risks for students' daily experiences and acquisition of knowledge.

This concept is related to PVE through enhanced critical thinking. It is assumed that the media is critical to shaping beliefs, knowledge and attitudes—including towards violent extremists and violent extremism. The underlying assumption is that if students are able to check facts and process information more efficiently, incorrect statements made by terrorists will be undermined and therefore countered.[28] Digital and critical literacy skills for students would include building their desire and methods to fact-check information they are exposed to in everyday life, questioning the sources and methods of the authors of the information, exposing students to the methods of violent extremist groups for recruitment, and providing alternative messaging that counteracts the messages potentially received by terrorist groups.

[24] Information about the RESPIRA program can be found on their website here: https://www.respira.co/respira_en_educacion.

[25] Fisher, H., P. Montgomery, and F. Gardner, "Cognitive Behavioural Interventions for Preventing Youth Gang Involvement for Children and Young People (7-16)," *Cochrane Database of Systematic Reviews*, Issue 2 (2008); Smith, Brian H., & Sabina Low, "The role of social-emotional learning in bullying prevention efforts," *Theory Into Practice*, Vol. 52, No. 4 (2013), p. 280-287.
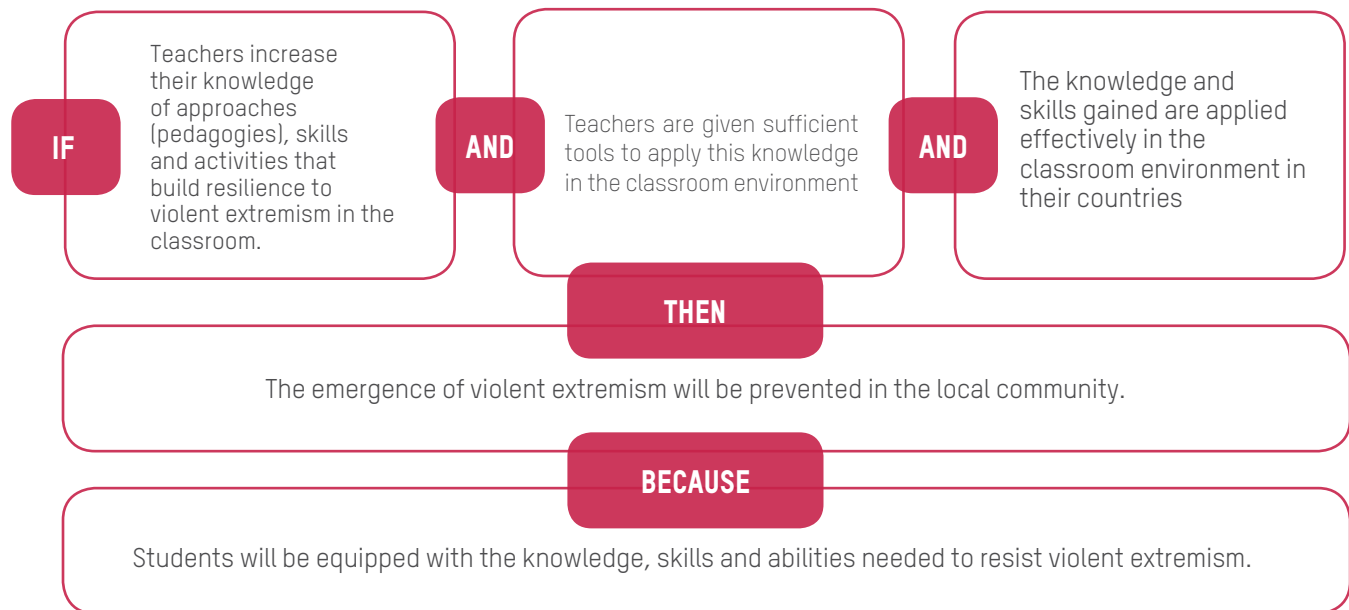
[26] The IC Thinking evidence-base can be found on their website here: https://sites.google.com/site/icthinking/research-base. See also Peracha, Feriha. N., Sara Savage, & Rafia R. Khan, "Sabaoon: Educational methods successfully countering and preventing violent extremism," in *Expanding Research on Countering Violent Extremism*, edited by Sara Zeiger (Abu Dhabi: Hedayah and Edith Cowan University, 2016), pp. 85–104, http://www.hedayahcenter.org/Admin/Content/File-410201685227.pdf; Liht, Jose and Sara Savage, "Preventing Violent Extremism through Value Complexity: Being Muslim Being British," *Journal of Strategic Security* Vol. 6, No. 4 (2013), p. 44-66.

[27] See Aly, Anne, E. Taylor, & S. Karnovsky, "Moral Disengagement and Building Resilience to Violent Extremism: An Education Intervention," *Studies in Conflict & Terrorism*, Vol. 37, No. 4 (2014), pp. 369–385.

[28] EU Commission, "Strengthening media literacy and critical thinking to prevent violent radicalisation: Key messages from the PLA," (Brussels: European Commission, April 2016), https://ec.europa.eu/education/sites/education/files/literacy-thinking-preventing-radicalisation_en.pdf; UNESCO, *Media and Information Literacy Curriculum for Teachers*, (Paris: UNESCO, n.d.), http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/media_and_information_literacy_curriculum_for_teachers_en.pdf; Singh, Jagtar, Paulette Kerr, & Esther Hamburger, *Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism*, (Paris: UNESCO, 2016), http://unesdoc.unesco.org/images/0024/002463/246371e.pdf.

THEORY OF CHANGE STATEMENT

The Theory of Change Statement for the PVE-E program, in simple language, is described below. The "approaches" underlined in the statement refer to the three core approaches to classroom teaching as outlined above.

IF Teachers increase their knowledge of approaches (pedagogies), skills and activities that build resilience to violent extremism in the classroom.

AND Teachers are given sufficient tools to apply this knowledge in the classroom environment

AND The knowledge and skills gained are applied effectively in the classroom environment in their countries

THEN

The emergence of violent extremism will be prevented in the local community.

BECAUSE

Students will be equipped with the knowledge, skills and abilities needed to resist violent extremism.

OVERARCHING GOALS OF THE PVE-E PROGRAM

The overall goals of the PVE-E program are:

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

The specific objectives of the PVE-E program are listed below. The objectives that are evaluated in this report are highlighted in the box below. The specific objectives highlighted were chosen for evaluation because they are the most related to demonstrating the outcomes and projected impact of the program as it relates to reducing violent extremism.

- **Objective 1:**
  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;

- **Objective 2:**
  Improved understanding of PVE terminology and language in more depth, and contextualized to the local community;

- **Objective 3:**
  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;
  - **Objective 3.1**: Creating safe spaces for classroom dialogue about challenging topics, including violent extremism;
  - **Objective 3.2:** Enhancing social and emotional learning that assists in building more resilient students;
  - **Objective 3.3:** Developing an understanding of critical and digital literacy skills, and pedagogical approaches to critical and digital literacy;

- **Objective 4:**
  Identify priority areas of intervention for the education sector, key implementation challenges and good practices to overcome obstacles;

- **Objective 5:**
  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;

- **Objective 6:**
  Create localized networks of teachers and educators to facilitate the continuous exchange of good practices and information in support of PVE goals;

- **Objective 7:**
  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;

- **Objective 8:**
  Facilitate the development of a checklist for policy makers/leaders of teacher training institutions;

- **Objective 9:**
  Facilitate the development of Activities Guide for East Africa tailored towards teaching methods for low-literacy students.

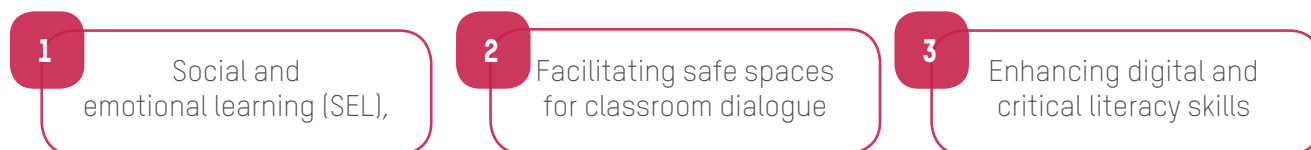## OVERVIEW OF PVE-E WORKSHOP FOR TEACHER-TRAINERS IN UGANDA

This section summarizes the PVE-E intervention designed specifically for teacher tutors in Uganda. The workshop was meant for a total of 30 teacher trainers from different training colleges and was rooted in a participant-led approach to ensure that teachers fully absorbed the learning points as well as contextualization. A more detailed account of the content of the intervention in Kampala can be found in the Preliminary Report of the workshop.[29]

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	**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.

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[29] Zeiger, Sara and Cristina Mattei, *National Capacity-Building Workshop on Preventing Violent Extremism through Education in Uganda: Preliminary Report,* (Abu Dhabi: Hedayah, 2018), http://www.hedayahcenter.org/Admin/Content/File-237201819631.pdf.

METHODOLOGY OF
MONITORING, MEASUREMENT AND EVALUATION

The framework for the evaluation of this PVE-E program is described in Hedayah's publication *Evaluating Your CVE Results: Projecting Your Impact*. The framework takes into consideration many of the good practices and lessons learned in the field of MM&E for CVE programs and was devised initially to enhance Hedayah's internal MM&E.[30] The methodology of the MM&E for this program was developed through interactive consultation between Hedayah, Albany Associates and consultants from University College London's Institute of Education (UCL IoE).[31] There are three core parts to the data collection for the MM&E of this PVE-E program: 1) ongoing monitoring through interactive facilitation and participant-led learning; 2) written feedback from pre and post workshop surveys and reflection pieces; and 3) a follow-up MM&E and mentorship visit that took place 6 months after the workshop and included semi-structured interviews.

MONITORING: FACILITATION METHOD AND PARTICIPANT-LED LEARNING

The facilitation approach to this workshop was to collect regular feedback and to prioritize participant-led learning opportunities. In alignment with those principles, facilitators asked for feedback on each day, including "what went well" and "what needed further clarification & improvement." The workshop included 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 the development of lesson plans by the participants in small groups, as well as a personal activity statements committing to follow-up work. The participants were requested to develop lesson plans incorporating one of the core pedagogical approaches to PVE-E. To ensure the collection of key data, photos were taken of flip charts from the group exercises and presentations. The photos were then transcribed into notes and compared with the learning points from the facilitator's manual. As such, some of the qualitative data in the evaluation of the workshop draws upon the discussions and results of the aforementioned group exercises.

[30] Mattei, Cristina and Sara Zeiger, *Evaluate Your CVE Results: Projecting Your Impact* (Abu Dhabi: Hedayah, 2018), http://www.hedayahcenter.org/Admin/Content/File-1672018 9339.pdf.
[31] Richardson, M., and Farid Panjwani, Capacity Building Workshop on the Prevention of Violent Extremism through Education (PVE-E), *Methodological Framework for Assessing the Efficacy of Workshop Interventions*, (London: University of College London IoE, 17 January 2018).

WRITTEN FEEDBACK

In order to effectively assess the impact of the January 2018 workshop on participants' knowledge, attitude and confidence related to PVE-E, each participant was requested to complete a pre- and post-workshop survey. In order to measure any changes, the same survey was presented both times. In total, 24 pre-workshop surveys and 26 post-workshop surveys were completed and analyzed. The first 11 questions were numerically scaled and assigned a value from 1 to 10; 1 being the lowest score and 10 being the highest. The questions were intentionally designed to measure the goals of the program that were outlined in the previous section. The participants were asked to rate their own capacities in 11 areas, as follows:

1   Rate your knowledge about drivers of radicalization and extremism. (Objective 1)

2   Rate your knowledge about appropriate pedagogies for building resilience in schools and classrooms. (Objective 3)

3   How confident are you in applying appropriate pedagogies for building resilience in schools and classrooms? (Objective 3)

4   Rate your knowledge of how to improve your students' critical literacy. (Objective 3.3)

5   How confident are you of helping students develop critical literacy? (Objective 3.3)

6   Rate your knowledge of socio-emotional topics and how to teach them. (Objective 3.2)

7   How confident are you of teaching socio-emotional topics in age-appropriate manner? (Objective 3.2)

8   Rate the extent to which you/your school have a positive influence on your pupils' values, attitudes and actions? (Objective 1)

9   Rate your knowledge of priority areas for intervention within your school. (Objective 2 & 4)

10   Rate your capacity to adapt lessons and your curriculum to meet the outcomes of this workshop. (Objective 4)

11   Rate your confidence and knowledge to incorporate the UNESCO Resources into your classroom teaching (Objective 5).

Each participant has a different understanding of what a certain number equates to in the scale. To ensure an objective appreciation of the change, an analysis of the difference in points in absolute terms was conducted. In other words, due to the different perceptions of numerical scales from participants, the changes in each response were taken into consideration. For example, if Participant A answered "4" on the pre-workshop test and "7" on the post-workshop test for question 1, the value assigned for Participant A would be the difference, "3."

To evaluate these results, a Wilcoxon Signed-Rank Test[32] was employed in order to determine the statistical significance of the average difference in the pre-workshop and post-workshop response for each question. This gives a clear indication of the improvement of understanding of each concept during the training. It also demonstrates where the participants were less confident in their abilities to discuss the subjects after the training.

Additionally, the change in standard deviation for each question was examined. The standard deviation highlights the diversity or similarity of the participants' knowledge, attitude and confidence. A large standard deviation means that the participants' ratings were farther away from the average rating, whilst a small standard deviation shows that the ratings were close to the average score. Hence, a smaller standard deviation highlights a greater similarity of the participants' knowledge, attitude and confidence.

Two participants did not answer the post-workshop survey, and therefore their answers were not taken into account when conducting the statistical analysis. Some participants left answers blank in the pre- or post- workshop surveys, and hence their answers were also disregarded in the specific questions.

The next set of questions, questions 12-17, assessed the participants' knowledge on PVE terminology (Objective 2) by asking them to define different key terminologies in an open-ended format:

| 12 | Define "Radicalization." |

13	Define "Extremism."
14	Define "Violent Extremism."
15	Define "Terrorism."

Thematic coding was used to analyse the participants' understanding of these 4 terminologies, comparing the results to the definitions provided by Hedayah and UNESCO. To do this, an individual researcher analysed each entry and broke down the answers into recurring themes in both the pre- and post-workshop surveys. Since some participants used more than one recurring theme in their answers, the analysis focuses on the number of times the themes appear in participants' answers and therefore does not equate to the total number of participants for the workshop as such. In the chart that displays the results, the recurring themes are also color-coded against themes outlined in the definitions given by Hedayah and UNESCO during the training as a point of comparison.

The analysis faced limitations on two levels:

1. Two (2) respondents did not fill the pre-workshop survey.
2. Some participants did not respond to specific questions in either the pre-workshop survey or the post-workshop survey.

Taking the above into consideration, the captured themes were noted in the charts in the analysis to follow as X+N, where X is the "number of time a theme appears" and N is the number representing the "additional number of times a theme appears with no comparison." These numbers are indicated in the charts separately to ensure there is no bias in comparing the pre-workshop and post-workshop results. In the charts, there are also several answers that are not connected to any recurring themes, and they were therefore noted as 'no theme.'

For example, in the table below, 'accepting or using undemocratic/violent means (13+1)' in the post-workshop survey results means that this

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[32] A Wilcoxon Signed-Rank Test () was utilized because the data available was measured at an ordinal/continuous level through a scaled ranking, the independent variable consists of two matched pairs (pre- and post-workshop survey of the same participant), and the distribution of the differences between the two groups was symmetrical. For questions which had an asymmetrical difference distribution between the pre- and post-survey ratings, an Exact Sign Test was employed, as it does not assume symmetry. Symmetry was assessed through the use of histograms and box-plots.

theme appeared 14 times in the participants' answer. However, one of those answers (+1) was from a participant who had not answered the pre-workshop survey. In Q13, the theme that describes extremism as 'an action that goes beyond what is considered normal in society' appeared 14 times and it is indicated as (12+2)' because two of those times that the theme appeared (+2) refer to

answers given by participants who did not answer the pre-workshop survey. Also note that 'submit to a belief (9+1)' demonstrates that one of those 2 who did not answer the pre-workshop survey defined extremism as both 'an action that goes beyond what is considered normal in society' and 'submit to a belief'.

	PRE-WORKSHOP SURVEY: RECURRING THEMES	POST-WORKSHOP SURVEY: RECURRING THEMES
Q12: "Define Radicalization"	• Accepting or using undemocratic/violent means (9) • Enforcing one's ideas upon someone else (2) • *Favouring a root cause (2)* • No themed response (10) • Participant(s) who did not answer the question (2)	• Accepting or using undemocratic/violent means (13+1) • Enforcing one's ideas upon someone else (9+1) • What happens before the violence (5) • No themed response (2) • Participant(s) who did not answer the question (0)
Q13: Define "Extremism."	• An action that goes beyond what is considered normal in society (9) • Submit to a belief (5) • *It can be positive or negative (1)* • *Meeting one's goal through violence (1)* • No themed response (8) • Participant(s) who did not answer the question (2)	• An action that goes beyond what is considered normal in society (12+2) • Submit to a belief (9+1) • *It can be positive or negative (3)* • *Meeting one's goal through violence (1)* • No themed response (4) • Participant(s) who did not answer the question (0)

Of the pre- and post-workshop survey, questions 16-33 looked at some of the key learning points during the group exercises and facilitated discussions that comprised the core of the workshop. Thematic coding was also used in these sets of questions due to the nature of the questions and group exercises. To do this, an individual researcher analyzed each entry and broke down the answers into recurring themes in both the pre- and post- workshop surveys. Since some participants used more than one recurring theme in their answers, the analysis focuses on the number of times the themes appear in participants' answers and not on the number of participants' answers as such. Therefore it does not equate to the total number of participants of the workshop. This methodology allows comparison between both surveys to show what the participants

retained from the workshop, and their discussions within the group. Because one of the approaches taken by the workshop encouraged participants to phrase concepts in their own words, assessing the answers against a definition in a training manual is not a sufficient approach to analyzing the results. Similar to the previous assessment and due to the aforementioned limitations, the captured themes were noted as X+ N, where N is the number representing the "N answers" with no pre- or post-workshop comparison. The results are displayed in the charts in a similar manner as to what is described in the previous section.

Survey questions were intentionally designed to measure the objectives of the workshop. The open-ended questions for this part of the survey were:

16 Please list three "pull factors" that can make a young person vulnerable to extremism. (Objective 2)

17 Please list three "push factors" that can make a young person vulnerable to extremism. (Objective 2)

18 List 4 characteristics of effective classroom practice (within the context of this workshop).

19 Describe an activity that will help to build trust in a classroom.

20 How do you engage students with difficult topics? (Objective 3.1)

21 How can you ensure that pupils engage in useful debates and dialogues? What strategies could be used to support this? (Objective 3.1)

22 How do you take care of vulnerable students in your classroom? (Objective 3.1)

23 How do you make sure that students express themselves in a positive and peaceful manner? Explain your strategies. (Objective 3.1)

24 Explain how you set and implement ground rules in your classroom. (Objective 3.1)

25 What do teachers/my trainees need to be aware of when discussing sensitive issues with their pupils? (Objective 3.1)

26 How can we ensure that students and teachers have a critical spirit when dealing with sensitive topics? Explain your answer. (Objective 3.1/3.3)

27 How should teachers react when students from different backgrounds (ethnic, cultural, etc.) are stigmatized? (Objective 3.2)

28 List what you consider to be the three most important elements of your personal identity. (Objective 3.2)

29 What teaching strategies might be useful to foster respect for diversity? (Objective 3.2)

30 What is the best manner to distinguish true information from fake information? (Objective 3.3)

31 How might teachers and students identify propaganda and fake news? (Objective 3.3)

32 When developing a lesson for teachers/students, do you set a strategy of what you want to achieve? Do you set goals and objectives? (Objective 1 & 2)

33 How do you measure the success of a lesson? (Objective 1 & 2)

FOLLOW UP EVALUATION AND MENTORSHIP

The January workshop was followed-up with an evaluation and mentorship visit to three of the PTC districts in Uganda in July 2018 (Arua/Lodonga district, the Yumbe district and the Kabale district). The visit consisted of semi-structured interviews with 9 participants from the workshop in January 2018. In preparation to the visit, the below 25 questions were formulated relating to the main goals and objectives of the workshop. A researcher from Albany Associates, as well as a consultant who facilitated the initial workshop, travelled to the different districts in Uganda and interviewed 3 participants from each of the regions. Each interviewee was asked to sign a consent form allowing the use of all of the data collected during these interviews. The interviews were semi-structured and the researcher was able to build upon what the participant said to guide the conversation. During these sessions, the interviewer would note the points that were misunderstood or needed to be reviewed. The consultant would give a mentoring session after each interview on these points to ensure the skills learned in the workshop would be applied properly.

Guiding questions to assess their understanding of PVE terminology (Objective 2):

1. How would you define the term extremism?
2. How do you define violent extremism?
3. How do you define terrorism?
4. What about radicalization?
5. Can you remind us what are some of the push and pull factors that lead to violent extremism within the Ugandan context?
6. Can you explain what we mean by "Do no Harm" Approach and why we need to be careful when dealing with vulnerable student?

Questions linking to education and PVE (Objective 1):

7. How can education play a role in countering violent extremism?
8. Have you been able to discuss challenging issues in the classroom? / debating
   a. If yes, how have you done this/ensured that you created a safe environment to debate in?
   b. If no, why?
9. Have you had to deal with a situation where a child has been stigmatized due to their background? If yes, can you please elaborate how you solved the situation?
10. How would you assess whether you/your trainees have created a safe environment for students to express themselves in?
11. Can you enumerate some examples of "ground rules for discussion"? Do you usually implement these rules?
12. When it comes to building resilience in your classroom, what would you recommend your colleagues to do?
13. Can you give me some example of socio-emotional learning techniques? Do you use any of those in your activity? Please elaborate.

Questions linking to other objectives (Objective 3):

14. What is the best way to recognize fake news from real news? Did you discuss this topic with students or your trainees?
15. Why is "digital literacy" important and how is its absence connected to the problem of radicalization? Please elaborate
16. When you develop an activity, do you follow a specific strategy? Do you set up goals and objectives and indicators? Please elaborate
17. Have you incorporated any aspects of your learning into your lesson plans?
18. Have you been using UNESCO's Resources? If yes, what have you implemented? If no, why?
19. Did the workshop change your way of teaching at all? In what way?
20. What was your "commitment statement" at the end of the workshop? Did you implement it and if not why?
21. How many colleagues did you share the content of the workshop with?

Questions to assess gaps in the training:

Having had time to reflect on your learnings during the workshop and apply them to your school,

22. Are there any points you have found difficult to put into practice?
23. Are there things you wish had been covered in more detail?
24. Are there any topics which were not covered?
25. Did you realize there are additional PVE challenges you would like to receive more training on? Please elaborate.

Each interview was then transcribed and analyzed using thematic coding. The questions related to definitions (Q:1-6) were compared in a similar way to the pre- and post- workshop survey results.

The other questions (Q: 7-25) were analyzed in comparison with the other participants' specific answers to capture any commonalities on what was retained from the workshop.

LIMITATIONS TO METHODOLOGY AND ANALYSIS OF RESULTS

There are limitations on the methodology that may influence the results of the evaluation as a whole. The first limitation is related to the actual number of respondents. As mentioned, 2 participants did not complete the post-workshop survey. In addition, participants who generally answered the pre- and post-workshop survey may not have answered all the questions. The problem was tackled by using the "X + N" methodology when noting down the themes related to the answers of the post-workshop survey and by pointing out the actual number of respondents for each question.

The second limitation is related to the scaled questions 1- 11 on the pre- and post-workshop survey. As the participants replied to the questions at different points in time, it is possible that their understanding of what each number meant was different to them. However, as the assessment considers responses from over 20 people, it can be assumed that using an average is likely to be correct.

In addition, using a self-rating system to assess improved understanding may not reflect actual improvement of understanding of key terms. However, it does indicate an improved confidence in the understanding of key terms. In this regard, the self-rated questions are cross-checked with the qualitative questions and the results of the discussions during the workshop.

The next limitation is with the use of thematic coding. Due to the nature of the methodology, the understanding of each response and their categorization into themes by the researcher is, of course, subjective. However, using only one individual to carry out the analysis allows consistency within the answers and enables them to review previous questions if an amendment is to be made.

The definitions that are used for questions 12-15 in the pre- and post-workshop survey might also differ slightly to what the trainer said during the workshop or the discussions that took place at the workshop. Therefore, if there is a main theme that still appears during the post-workshop surveys, it could be assumed that it was extensively discussed as well. This is why the assessment of the pre- and post-workshop surveys is supplemented by anecdotal support from the workshop discussions and activities.

The semi-structured interviews also had several limitations. First, as the participants knew the researcher was coming to interview them, there is a possibility that they reviewed the content of the workshop prior to the interview. However, due to the wide scope of questions asked, it is fair to assume that the participants would only have been able to foresee a small amount of these. It is also unlikely that they would have thought of examples and anecdotes to each question, which the interviewer asked for in many cases. Furthermore, the reactions and responses of the interviewer during the discussions may have affected the participant's response to a question. As these interviews were semi-structured though, this was to be expected. The researcher attempted to ensure any interference would bring fruitful additions to the data.

Finally, in a limited amount of cases, language barriers between the interviewer and the participants appeared. To accommodate for these, the interviewer ensured that they would have the questions written down to show the participant and continue with the interview. This appeared to have worked in all of these cases, to the knowledge of the researcher.

RESULTS:
OUTPUTS, OUTCOMES AND PROJECTED IMPACT OF THE INTERVENTION

The first part of the evaluation is focused on the below two sub objectives:

- **Objective 1:**
  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;
- **Objective 2:**
  Improved understanding of PVE terminology and language in more depth and contextualized to the local community.

These two objectives are assessed together because many of the terms defined in the second objective relate to the understanding of drivers of violent extremism and the role of education and teachers in the mitigation of violent extremism. The way in which the PVE terminology is contextualized also affects the way in which appropriate responses are developed.

The main indicators related to these goals refer to qualitative changes in the knowledge gained through the workshop on the terminology related to PVE-E and qualitative changes in the understanding of driver of radicalization in

Uganda. With respect to both, it should be noted that the way of assessing these indicators is primarily through self-rated survey data and interview questions, and this method is of course subject to biased answers.

The results of an evaluation of these objectives are:
- Teacher trainers at the workshop demonstrated improved confidence in their knowledge, as well as **improved understanding of the drivers of violent extremism.**
- Teacher trainers at the workshop demonstrated **improved confidence in their knowledge and improved understanding of PVE terminology and language** in more depth and contextualized to the local community.
- Teacher trainers at the workshop demonstrated a **recognition of the different roles that the education sector can play in PVE (cognitive change)**, and that the training itself had an **impact on their teaching approaches (behavioral change)** 6 months after the workshop.
- Teacher trainers at the workshop demonstrated a **retention of the PVE terminology and understanding of drivers of radicalization** six months after the workshop.
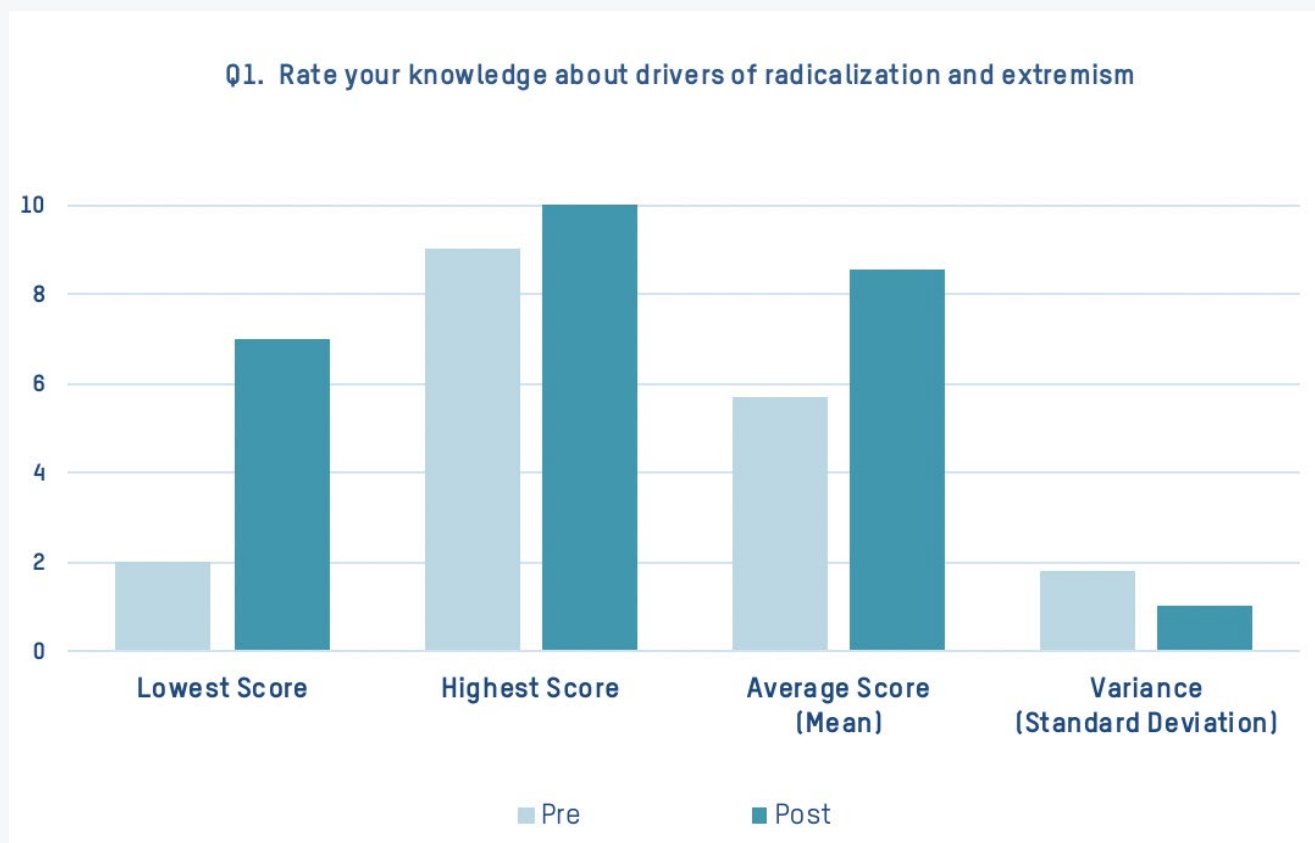
QUANTITATIVE DATA: PRE- AND POST-WORKSHOP

Utilizing the pre- and post-workshop surveys, particularly the numerically ranked responses, the improved understanding of PVE terminology, drivers of violent extremism, and the role of education was assessed. As a point of comparison, on average, participants improved their understanding of all subjects by **2.4 points**, which through the use of an Exact Sign Test was found to be a statistically significant change (p <0.0001).

The two questions relevant for this section are Question 1 "Rate your knowledge about drivers of radicalization and extremism" and Question 9 "Rate your knowledge of priority areas for intervention within your school." For Question 1, an Exact Sign Test showed that the workshop did elicit a **statistically significant change** in participants' self-reported knowledge about the drivers of radicalization and extremism (p

<0.0001). Indeed, the average (mean) score (out of 10) increased from 5.7 during the pre-survey to 8.6 during the post-survey, **an increase of 2.9 points**. For Question 9, the Exact Sign Test also showed a statistically significant change (p = 0.0002), with an average increase in knowledge of **2.5 points** (10 point scale). Consistent with the average for the workshop, this shows that there is at least an *improved confidence* in the understanding of PVE terminology, drivers of violent extremism and the role of education.

Additionally, for question 1, the standard deviation was 1.8 during the pre-survey and 1.0 on the post-survey. Whereas, for question 9, the pre-survey had a standard deviation of 2.3, while the post-survey had a standard deviation of 1.7. This highlights that there was a *greater similarity of the participants' confidence* in understanding these topics after completing the workshop.
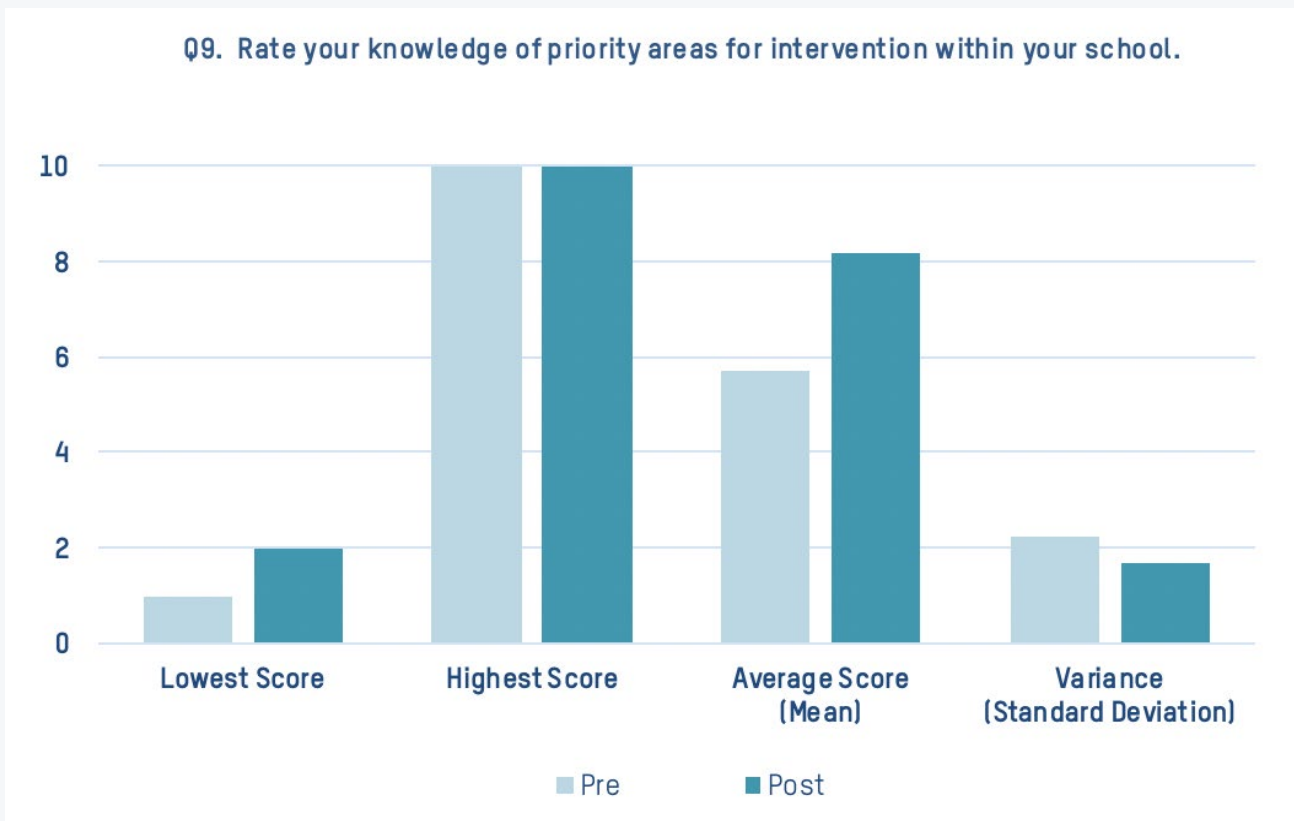

Q1. Rate your knowledge about drivers of radicalization and extremism

Q9. Rate your knowledge of priority areas for intervention within your school.

FIGURE 2 | STANDARD DEVIATION

DEFINITIONS OF KEY TERMS: PRE, DURING AND POST WORKSHOP

The objective regarding terminology relates to an exercise during the workshop where 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. In addition, the participants were asked to define these terms in the qualitative questions in the pre- and post-workshop surveys.

The chart below summarizes the responses based on the coded methodology outlined in the previous section. The colors correspond to different elements of the definitions provided in the training program by Hedayah and UNESCO. Those definitions are also included in the chart for easy comparison, and the relevant colors corresponding to the themes are also highlighted in that column.

	Pre-workshop Survey: Recurring Theme	During Training: Group Discussions	Post-workshop Survey: Recurring Themes	Definitions set by Hedayah/ UNESCO	Analysis
Q12: Define "Radic-alization"	Accepting or using undemocratic/violent means (9) Enforcing one's ideas upon someone else (2) Favouring a root cause (2) No themed response (10) Participant(s) who did not answer the question (2)	Radicalization is emphasizing one thought or idea without considering the views of others; a process that is rejecting others' opinions (positive or negative).	Accepting or using undemocratic/violent means (13+1) Enforcing one's ideas upon someone else (9+1) What happens before the violence (5) No themed response (2) Participant(s) who did not answer the question (0)	Radicalization: A process by which a person to an increasing extent accepts the use of undemocratic or violent means, including terrorism, in an attempt to reach a specific political/ideological objective (Danish Government, 2009) It is an ambiguous term and often is used synonymous with extremism, but is different. According to Cambridge Dictionary, the meaning of term 'radicalise' is 'to make someone become more radical (extreme) in their political or religious beliefs'. As is clear from this definition, radicalization per se is not harmful unless a radicalized person becomes an extremist and uses violence as a tool to achieve certain objectives. In generic terms, radicalization is a term used to describe "what goes on before the bomb goes off' (Sedgwick, 2010) or what happens to someone before becoming a violent extremism"	We can see a net improvement in the understanding of the term radicalization in alignment with the definitions given by the training. Originally, the notions that appear in the definitions set by Hedayah/UNESCO only appeared 11 times within the answers. After the workshop, 27 (+2) notions appeared in the answers. 'What happens before the violence' was a theme that did not appear in the pre- workshop survey. The 'no themed response' was much higher in the pre-survey workshop than the post-workshop survey. These results demonstrate a clear improvement on the understanding of the term.
Q13: Define "Extremism."	An action that goes beyond what is considered normal in society (9) Submit to a belief (5) It can be positive or negative (1) Meeting one's goal through violence (1) No themed response (8) Participant(s) who did not answer the question (2)	Extremism is having something done, slightly; beyond the expectation of society (either a negative term or a positive term).	An action that goes beyond what is considered normal in society (12+2) Submit to a belief (9+1) It can be positive or negative (3) Meeting one's goal through violence (1) No themed response (4) Participant(s) who did not answer the question (0)	Literally, "extremism" means the "belief in and support for ideas that are very far from what most people consider correct or reasonable". "Extremism" thus refers to attitudes or behaviors that are deemed outside the norm. This basic dictionary understanding highlights the inherently subjective nature of the term, which can take on different meanings depending on who defines the norm and decides what is acceptable or not accordingly.	We can see a net improvement in the understanding of the term extremism. Originally, the themes that appear in the definitions set by Hedayah/UNESCO appeared 14 times within the answers. After the workshop, 21(+3) themes appeared in the answers. The 'no themed' response halved in the post-workshop survey, showing participants understood the terminology better.

	Pre-workshop Survey: Recurring Theme	During Training: Group Discussions	Post-workshop Survey: Recurring Themes	Definitions set by Hedayah/UNESCO	Analysis
Q14: Define "Violent Extremism."	Meeting one's goal through violent means (11) Action that goes beyond what is considered normal in society (5) Imposing one's ideology (3) Can be political, religious or cultural (3) Creates disturbance in society (3) No themes (6) Participant(s) who did not answer the question (2)	Violent extremism is using violence to make people believe in your ideology.	Meeting one's goal through violent means (20 +2) Imposing one's ideology (12 +1) Action that goes beyond what is considered normal in society (5) Can be political, religious or cultural (4 +1) Creates disturbance in society (5) No themed response (0) Participant(s) who did not answer the question (0)	There is no internationally agreed-upon definition of violent extremism. The most common understanding of the term – which is applied in this Guide –is that it refers to the beliefs and actions of people who support or use violence to achieve ideological, religious or political goals. This includes terrorism and other forms of politically motivated and sectarian violence. Typically, "violent extremism" also identifies an enemy, or enemies, who are the object of hatred and violence. The conceptual core of violent extremism is that it is an ideologically motivated resort to the use of violence, commonly based on conspiracy theories.	There is a clear improvement in the understanding of the term violent extremism. Originally, the themes that appear in the definitions set by Hedayah/UNESCO only appeared 17 times within the answers. After the workshop, 36(+4) notions appeared in the answers. There were also 6 participants who answered outside of the main themes originally, and all of them wrote something within the main themes in the post-workshop survey. We can therefore see the improvement in the understanding of the term.
Q15: Define "Terrorism."	An act/use of violence that causes panic/fear/destruction/death (15) Creates disturbance in society (7) Using harmful means to advance one's ideology (2) Is a criminal act (1) No theme (2) Participant(s) who did not answer the question (2)	Terrorism is life-threatening behavior which is a criminal act intended to destroy in a criminal manner.	An act/use of violence that causes panic/fear/destruction/death (15) Creates disturbance in society (7) Is a criminal act (7) Using harmful means to advance one's ideology (5+2) Creates disturbance in society (5) No theme (0) Participant(s) who did not answer the question (0)	Terrorism: Criminal acts, including against civilians, committed with the intent to cause death or serious bodily injury, or taking of hostages, with the purpose to provoke a state of terror in the general public or in a group of persons or particular persons, intimidate a population or compel a government or an international organization to do or to abstain from doing any act (United Nations Security Council Resolution 1566, 2004)	Although there is still an improvement on the understanding of this term, the participants had less of an improvement on this question. The correct understanding of the definition appeared 23 times in the pre-workshop survey and 27 times in the post-workshop survey. However, we can see an improvement in the understanding that it is a criminal act with only 1 respondent giving this answer in the pre-workshop survey and 7 in the post-workshop survey.

There were some elements that emerged from the discussions in the workshop that were not necessarily reflective of the coded themes in the pre- and post- workshop surveys. For example, the terms "radicalization" and "extremism" were looked at collectively as not necessarily negative—participants indicated that "extremism" could lead to positive belief systems. Despite this change, rejecting others' opinion (which can be categorized as enforcing one's ideas upon someone else) appears as a main theme in the post-survey workshop for the definition of radicalization. The same can be said of the definition of extremism, where the participants retained from this group work that extremism goes beyond the expectations of society. When defining terrorism, it is interesting to note here that in the pre- and post-workshop surveys, there was an increase in the number of times that a "criminal act" was mentioned. This was also reflective of the discussions in the small groups and larger group discussions, where participants emphasized the criminal nature of terrorism as one key difference from the definition of "violent extremism." The use of the themes from the definitions that were created in the group exercises demonstrates the importance that these exercises had on the participants' PVE knowledge.

DEFINITIONS OF KEY TERMS: RETENTION OF KNOWLEDGE

In the semi-structured interviews conducted six months after the workshop, the participants in general retained their knowledge of most of the terms listed above. An analysis of the transcripts from the semi-structured interviews on these terms is provided in the chart below. As with the previous analysis, the main themes are color-coded for easy comparison across the columns.

The highest-ranking themes which appeared in the definitions in the post-workshop for extremism, violent extremism and terrorism remained the same in the answers from the interviews. There were slight differences where some lower ranking themes no longer appeared in the interview results. Despite this, the results show that the level of understanding for these terms was maintained.

As with the previous section, the chart below summarizes the responses based on the coded methodology, and the different colors represent different themes. The definitions provided by Hedayah and UNESCO are included in the chart for easy comparison, and the relevant colors corresponding to the themes are also highlighted in that column.

Radicalization seems to be the one which was least understood, with two participants being unable to define the term during the interview. The theme which was most prominent in the post-workshop survey also no longer appears in the definition in the interviews, which shows that what was retained from the workshop changed over time. These results demonstrate a need to spend more time on this term in future workshops. In this case, those who misunderstood the term spent some time with the consultant who explained it to them after the interview.

Question	Post-Workshop Survey Results	Interview Results from the Respondents (9)	Definitions set by Hedayah/UNESCO	Conclusion and Analysis
Define radicalization	Accepting or using undemocratic/violent means (13+1) Enforcing one's ideas upon someone else (9+1) What happens before the violence (5) No themed response (2) Participant(s) who did not answer the question (2)	Enforcing one's ideas upon someone else (dismissal of other opinions) (4) What happens before the violence (2) Process (4) Process involving a person who feels rejected from society (1) Can be positive or negative (1) Pursuing an idea (1) Unable to answer (2)	Radicalization: A process by which a person to an increasing extent accepts the use of undemocratic or violent means, including terrorism, in an attempt to reach a specific political/ideological objective (Danish Government, 2009 cited in Hedayah, UNESCO, 2017). It is an ambiguous term and often is used as a synonymous with extremism, but is different. According to Cambridge Dictionary, the meaning of term 'radicalize' is 'to make someone become more radical (extreme) in their political or religious beliefs'. As is clear from this definition, radicalization per se is not harmful unless a radicalized person becomes an extremist and uses violence as a tool to achieve certain objectives. In generic terms, radicalization is a term used to describe "what goes on before the bomb goes off" (Sedgwick, 2010, cited in Hedayah, UNESCO,20176) or what happens to someone before becoming a violent extremism.	The highest scoring answer is Enforcing one's ideas upon someone else (dismissal of other opinions). It was the second highest in the post-workshop survey which maintains a certain logic. Interestingly, the highest-ranking score in the post-workshop survey no longer appears in the interviews, demonstrating that their understanding changed since the initial workshop. The reason that one of the 'processes' is excluded from the general 'process' category was due to the participant explaining in detail how an individual enters the process of radicalization due to their place in society, as opposed to the others who mentioned a more general process. 2 participants out of 9 were unable to answer the question. All in all, it could be said that the term was not as well understood as straight after the workshop.
Define extremism	An action that goes beyond what is considered normal in society (12+2) Submit to a belief (9+1) It can be positive or negative (3) Meeting one's goal through violence (1) No themed response (4) Participant(s) who did not answer the question (2)	An action that goes beyond what is considered normal in society (7) "Beyond violent behavior" (1) Can be positive or negative (1) Leads to violent behavior (1	Literally, "extremism" means the "belief in and support for ideas that are very far from what most people consider correct or reasonable". "Extremism" thus refers to attitudes or behaviors that are deemed outside the norm. This basic dictionary understanding highlights the inherently subjective nature of the term, which can take on different meanings depending on who defines the norm and decides what is acceptable or not accordingly.	7 out of the 9 participants answered an action that goes beyond what is considered normal in society. This is consistent with the post-workshop survey answers, showing the participants retained this element of the definition. Submitting to a belief, initially the second highest-ranking score, disappeared from the interviewees' answer. This demonstrates that some aspects of the definition have been lost since then.

Question	Post-Workshop Survey Results	Interview Results from the Respondents (9)	Definitions set by Hedayah/UNESCO	Conclusion and Analysis
Define violent extremism	Meeting one's goal through violent means (20 +2) Imposing one's ideology (12 +1) Action that goes beyond what is considered normal in society (5) Can be political, religious or cultural (4 +1) Creates disturbance in society (5) No themed response (0) Participant(s) who did not answer the question (2)	Meeting one's goal through violent means (5) Creates disturbance in society (5) Imposing one's ideology through violent means (3) Something that goes beyond what society considers normal (3)	There is no internationally agreed-upon definition of violent extremism. The most common understanding of the term – which is applied in this Guide –is that it refers to the beliefs and actions of people who support or use violence to achieve ideological, religious or political goals. This includes terrorism and other forms of politically motivated and sectarian violence. Typically, "violent extremism" also identifies an enemy, or enemies, who are the object of hatred and violence. The conceptual core of violent extremism is that it is an ideologically motivated resort to the use of violence, commonly based on conspiracy theories.	A majority of the participants stated that meeting one's goal through violent means was the definition of violent extremism, remaining the same as with the initial results. One theme though which appeared in the lowest categories initially now appears on par with the above-mentioned theme, surpassing the second-highest ranking score. Once again, this demonstrates that what was retained from the workshop slightly changed.
Define terrorism	An act/use of violence that causes panic/fear/ destruction/death (15) Is a criminal act (7) Using harmful means to advance one's ideology (5+2) Creates disturbance in society (5) No theme (0) Participant(s) who did not answer the question (2)	An act/use of violence that causes panic/fear/ destruction/death (15) Creates disturbance in society (4) Is a criminal act (3) Using harmful means to advance one's ideology (1) It is a group or institution (1)	Terrorism: Criminal acts, including against civilians, committed with the intent to cause death or serious bodily injury, or taking of hostages, with the purpose to provoke a state of terror in the general public or in a group of persons or particular persons, intimidate a population or compel a government or an international organization to do or to abstain from doing any act (United Nations Security Council Resolution 1566, 2004).	8 out of 9 participants explained that terrorism was an act/use of violence that causes panic/ fear/destruction or death, which is on par with the survey answer. A third acknowledged the criminality of terrorism. The results demonstrate that the main understanding of terrorism stayed the same since the workshop.

DRIVERS OF RADICALIZATION IN THE LOCALIZED CONTEXT: PRE, DURING AND POST WORKSHOP

One of the workshop goals was to ensure that participants understood the key terms around PVE in a localized context. During the discussions in the workshop itself, participants gave the following examples of violent extremism in the country:

- Rwenzururu, 2016, the killing of people in Kasese based on cultural differences.
- ADF – Tabliqs killing students in Kichambwa Technical Institute based on religious ideology.

Another way of assessing these two sub-objectives of the workshop is through an increased understanding in the terminology associated with

drivers of radicalization, namely "push" and "pull" factors relevant in their own context. For the purposes of the training and for the evaluation of the results, **"push" factors** refer to the structural and environmental factors creating conditions conducive to violent extremism. In turn, **"pull" factors** refer to the individual, personal and psychosocial factors that lead a person to be attracted to a terrorist ideology or group.

During the workshop, 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.

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.

FIGURE 3 | LOCALIZED DRIVERS IN UGANDA

However, at the end of Day 1 of the workshop in Kampala, 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.

While facilitators emphasized that no such "checklist" was possible, general 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 violent extremism but can also lead to a wide range of deviant behaviors. 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 to decrease vulnerability and, ultimately, restore a standard behavioral and emotional spectrum in the classroom. Participants learned that such responses would be beneficial to correct a number of deviant behaviors, including radicalization. The results of this ad-hoc exercise with the suggested PVE-E responses, conducted on Day 2, can be seen in **Annex A**. The exercise has been since developed into a full module to be utilized in future trainings for educators and teacher-trainers.

The pre- and post-workshop survey questions can also provide some insight on whether or not this goal was achieved by the workshop. The below table displays a coded summary of the "push" and "pull" factors identified by participants. The **green** answers represent the answers referring back to the definitions set by Hedayah and UNESCO whereas the **red** answers represent the answers that do not refer back to those definitions.

	Pre-Workshop Survey	Post-Workshop Survey	Conclusion
Please list three "push" factors that can make a young person vulnerable to extremism.	Difficult family background (9) Perceived injustice / political grievance (8) Peer influence (4) Psychological issues (4) Substance abuse (5) Poverty (3) Exposure to violence (2) Lack of a network (3) Propaganda (1) Sense of belonging (1) No themes (1) Inadequate infrastructure (1) Participant(s) who did not answer the question (2)	Perceived injustice/ Political grievances (23 +1) Poverty (6) Inadequate infrastructures (4) Tensions amongst communities/tribes (4) Difficult family background (3) Peer influence (2) Psychological issues (2) Lack of a network (+1) Participant(s) who did not answer the question (0)	The participants seemed to have understood the concept of a "push" factor in terms of the structural and environmental factors creating conditions conducive to violent extremism. While the pre-workshop survey had 30 correct and 12 incorrect answers, the post-workshop survey had 32 correct and 4 incorrect answers.
Please list three "pull factors" that can make a young person vulnerable to extremism.	Societal/political frustrations (14) Poverty (6) Substance abuse (5) Peer influence (3) Family issues (2) Tribalism (2) No theme (2) Seeking revenge/justice (1) Psychological issues (1) Education (1) Propaganda (1) Participant(s) who did not answer the question (2)	Peer influence (14+1) Societal/political frustrations (7+1) Seeking revenge/justice (10) Propaganda (7) Sense of identity/belonging (6) Poverty (3) Psychological issues (1) Lack of favour (1) Participant(s) who did not answer the question (0)	Same as with the previous question, participants seemed to better understand "pull" factors as individual incentives to join a terrorist group. There were 6 correct and 32 incorrect answers in the first survey, whereas there were 39 correct and 12 incorrect answers in the second survey.

A similar assessment was conducted in the semi-structured interviews

Question	Post-Workshop Survey Results	Interview Results	Conclusion
Can you remind us what are some of the push factors that lead to violent extremism within the Ugandan context?	Perceived injustice/ Political grievances (23 +1) Poverty (6) Inadequate infrastructures (4) Tensions amongst communities/tribes (4) Difficult family background (3) Peer influence (2) Psychological issues (2) Lack of a network (+1) Participant(s) who did not answer the question (2)	Perceived injustice (incl. unemployment) (6) Poverty (3) Isolation and neglect (1) Peer pressure/influence (1) Promise of comfort (education) (1) Unclear (2) Participant(s) who did not answer the question (0)	The results show that many of the respondents remembered perceived injustice and unemployment as a push factor but struggled to remember many more, even when the interviewer pressed them upon it. 2 participants gave unclear responses, for example stating "beyond violent behavior" as a push factor.
Can you remind us what are some of the pull factors that lead to violent extremism within the Ugandan context?	Peer influence (14+1) Societal/political frustrations (7+1) Seeking revenge/justice (10) Propaganda (7) Sense of identity/belonging (6) Poverty (3) Psychological issues (1) Lack of favour (1) Participant(s) who did not answer the question (2)	Promise of comforts (education, drinking, drugs, food, employment, security) (4) Peer influence/pressure (3) Unemployment (2) Charismatic leader (2) Poverty (1) "When they work together" (1) Participant(s) who did not answer the question (0)	A new prominent theme appeared in this answer, *promise of comforts (education, drinking, drugs, food, employment, security)* as well as the charismatic leader. Propaganda has disappeared completely from the list, as well as seeking revenge/justice; psychological issues; societal/psychological issues; sense of identity/belonging. As mentioned above, this could be due to the liberty of having more words to describe what a pull factor is as opposed to the way the question was framed in the survey. Propaganda though has disappeared completely from the list, further demonstrating that digital literacy and misinformation was not well remembered 6 months after the workshop.

ROLE OF EDUCATION AND TEACHERS IN PVE

Identifying the roles of teachers and teacher trainers in PVE-E is one component of the broader sub-objective of this workshop. Indicators affiliated with this goal include cognitive changes (recognizing that teachers can play a role in PVE, or identifying specific roles teachers can play) and behavioral changes (indicating a change in teaching style or applying different teaching methodologies).

During the workshop itself, teachers were asked in small groups to brainstorm about what their roles might be in P/CVE. 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.

Another way that this particular component of the objective can be assessed is through feedback given in the semi-structured interviews. Some anecdotal examples of teachers' abilities to identify relevant PVE-E approaches in the classroom are illustrated below. For example, a participant from Yumbe district indicated that the workshop in Kampala changed his teaching methodology in some ways:

> " Personally me and about three of us who went for the training, so far our [teaching] methodology has changed a bit. **Before that we didn't know that it is our role to incorporate other aspect of peaceful way of living in the community regardless of our background that will help in the promotion of violence free environment...** We're all human beings, we all have the same senses, and everything is normal and let it not cause any divisions in the classroom, in teaching learning process I've incorporated in to the lesson (Participant, Yumbe)."

The bold statement in the above suggests that this particular participant recognized that teachers can play a role in PVE (cognitive change), and that the training itself had an impact on their teaching

approaches (behavioral change). This participant also went on to recognize that teachers' own biases play a significant role in how to apply the PVE-E methods outlined in the workshop:

> **Interviewee:**
> " I remember I said, "I am committed to changing my methods of teaching so that they are geared towards building peace." That was my statement, I still recall it very well. Mainly changing methods and truly I feel I've changed my methods."

> **Interviewer:**
> "Yeah, you feel you have achieved your objective."

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> **Interviewee:**
> ❝ Sometimes we all have emotions. Emotions which can be ignited within the environment... within the classroom maybe because a student behavior or can be external, at home you are disappointed or financial all that. But now you...I now realize that yes, **my teaching should not be affected by any of this because if I do it, I'd rather be promoting violence than promoting peace. That's why I said I am committed and truly, I am committed to changing my methods so that they are more of promoting peace than promoting violence extremism..❞**

These anecdotes illustrate that at least for this particular participant, cognitive and behavioral changes for the recipient of the program were applied in a classroom setting after the workshop.

ROLE OF EDUCATION AND TEACHERS IN PVE

This section evaluates another main goal of the workshop, which is regarding the pedagogical approaches to teaching that can assist in PVE-E. The goal, as outlined before the workshop, is described below, and an evaluation of each sub-component follows:

- 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 social and 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.

This goal is assessed through a number of indicators, both quantitative and qualitative, that indicate a cognitive change in the recipients of the program (gaining knowledge) or a behavioral change in the recipients of the program (gaining skills related to these pedagogies). The behavioral changes are also indicated through the application of these skills in a classroom setting after the workshop, and an assessment of how those techniques, if applied, may have an impact on the behavior of students (through observation by the teachers).

The results of an evaluation of these three pedagogical approaches can be summarized as follows:

> The workshop participants demonstrated *increased confidence in the knowledge and skills* associated with the three core pedagogies. There was also a demonstration of *an increase in actual knowledge of the pedagogies* overall and a *demonstration of changes in teaching methods* 6 months after the workshop.

> The workshop participants also demonstrated an *impact of the changes in teaching methods on their students*, and provided anecdotal evidence of *impact of "safe spaces" pedagogies on the reduction of violence in their school*, measured through the indicator of reduced destruction of property in the school setting.

There was little direct evidence that teachers significantly increased their knowledge of SEL techniques from before to after the workshop. However, anecdotal evidence provided above notes *positive behavioral changes of the teacher to better implement SEL,* as well as the *behavioral change of the students to overcome problems related to community conflict and violent extremism.* In this regard, it could be said that in the context of Uganda, the ability for teachers to influence behavioral changes in their students related to integration of different tribes and working together towards national values *may contribute to the reduction of violence and violent extremism* in the community.

With respect to digital and critical literacy pedagogies, there is limited evidence to support a change in knowledge after the workshop. However, anecdotal evidence also reveals *positive behavioral change in the teachers in terms of applying these skills,* as well as a *potential positive impact on students in the cognitive processes associated with evaluating news and information*.

GENERAL ASSESSMENT OF PEDAGOGICAL APPROACHES

The next part of this report assesses the change in knowledge and skills of the three pedagogical approaches overall. Part of this assessment drew from the pre- and post-workshop surveys. For a question asking participants to "Rate your knowledge about appropriate pedagogies for building resilience in schools and classrooms," the average score increased by 2.2 points (10 point scale), which was shown to be statistically significant by a Wilcoxon Signed-Rank Test (Z = -3.910, p <0.0001). For another question asking participants "How confident are you in applying appropriate pedagogies for building resilience in schools and classrooms," participants showed an average increase of 2.6 points (10 point scale), which was also determined to be statistically significant (Z = -3.844, p=0.0001). This reveals that after the workshop there was at least an increased confidence in knowledge and skills learned.

For the first question, the standard deviation was 2.0 during the pre-survey and 0.9 on the post-survey. Whereas, for the second question, the pre-survey had a standard deviation of 2.1, while the post-survey had a standard deviation of 0.5. This highlights that there was a greater similarity of the participants' confidence in their knowledge and skills after completing the workshop.

The qualitative responses to the survey questions also indicate an overall trend of increased knowledge and skills from the workshop. An analysis of the coded comments from the open-ended questions related to classroom practice are summarized in the following chart. The highlighted themes indicate the top three to four themes found in the post-workshop survey as compared to the pre-workshop survey.

Question	Pre-Workshop Survey	Post-Workshop Survey	Conclusion
Q18: List 4 characteristics of effective classroom practice (within the context of this workshop).	Create trustworthy environment (trust between teacher and learner) (12) Lesson planning/guidance/use of materials (10) Promote participation (9) Respecting diverse backgrounds (4) Freedom of speech (3) Rewards/assessment/feedback (2) Good time management (2) Using democratic skills (1) Using open questions (1) Creation of rules and regulations (0) No themes (1) Participant(s) who did not answer the question (2)	Respecting diverse backgrounds (18 +1) Creation of rules and regulations (13 +1) Promote participation (11) Freedom of speech (9) Create trustworthy environment (trust between teacher and learner) (7+1) Using open questions (4) Rewards/feedback/assessment (3) Lesson planning (+1) Using democratic skills (1 +1) Good time management (2) Participant(s) who did not answer the question (0)	This question shows a net difference between the pre- and post- workshop survey results. Respecting diverse background became much more prominent in the post-workshop survey results, as well as the creation of ground rules which was not present in the pre-workshop surveys. As will be seen below, the creation of ground rules is a theme which appears constantly throughout the survey.
Q19: Describe an activity that will help to build trust in a classroom.	An activity that: Promotes participation (9) Establishes a trustworthy environment by assuring confidentiality between teachers and learners (7) Holds an open dialogue/listens to all students/views (5) that is well explained/well prepared (4) Shared responsibilities (3) between teachers and students (1) ensure freedom of speech (1) Evaluation/feedback (1) Participant(s) who did not answer the question (3)	An activity that: Holds an open dialogue/listens to all students/views (9) Establishes a trustworthy environment by assuring confidentiality between teachers and learners (8+ 1) Promotes participation (5) that establishes clear ground rules (2 +2) that is well explained/well prepared (4) Shared responsibilities (3) Addresses diversity (2) Evaluation/feedback (1) Participant(s) who did not answer the question (0)	The main themes in this question remained the same in both the pre- and post-workshop surveys, although the number of times the theme appeared changed slightly. Unlike the previous answers, it can thus not be concluded whether their thoughts on this subject changed greatly.
Q20: How do you engage students with difficult topics?	Open dialogues (11) Using experiences that are familiar to the learners (6) Have relevant material handy that can be used (5) Through researching the subject (4) Assessment (2)	Open dialogues (16 +1) Have relevant material handy that can be used (6) Using experiences that are familiar to the learners (5) Accepting diversity (2)	The main themes in this question remained the same in both the pre- and post-workshop surveys, although the number of times the theme appeared changed slightly. An open and honest dialogue became more prominent in the post-workshop survey.

Question	Pre-Workshop Survey	Post-Workshop Survey	Conclusion
	Accepting diversity (1) Being supportive (teacher-learner and learner-learner) (1) No theme (2) Participant(s) who did not answer the question (2)	Through researching the subject (2) Ground rules (1) No theme (1) Participant(s) who did not answer the question (1)	
Q21: **How can you ensure that pupils engage in useful debates and dialogues? What strategies could be used to support this?**	Encourage an environment where they can speak openly/ debate respectfully (8) Selection of topics that are interesting to them / get their opinion on which ones to select (7) Teach them how debates are carried out (4) Offer peaceful resolutions & reflection (3) Using methods such as games to stimulate participation (2) Research/ Preparation (2) Setting ground rules (0) No themes (2) Participant(s) who did not answer the question (3)	Encourage an environment where they can speak openly/ debate respectfully (12 +2) Setting ground rules (5 +2) Selection of topics that are interesting to them / get their opinion on which ones to select (4 +1) Teach them why and how debates are carried out (3) Offer peaceful resolutions & reflection (3) Research / Preparation (1) No theme (2) Participant(s) who did not answer the question (0)	As was mentioned above, setting ground rules became an important factor in many of the participants' responses. From 0 answers, 7 people deemed it an important factor when engaging in debates. Encouraging an environment in which students can speak openly remained the most important theme, but with an additional 4 (+2) participants adding it to their pre-workshop answer.

Several questions during the semi-structured interview also assessed how the teacher-trainers retained the knowledge related to the different pedagogies. The interviews were coded and arranged by theme. The results of the interviews by each of the themes under the pedagogies are displayed below.

Interview Results, July 2018	Conclusion
Safe spaces for discussion Respect other's opinions (8) Offer counseling and guidance (8) Freedom of speech / open dialogue (7) Encourage group activities and participation (6) Avoid judgment / make them feel comfortable (6) Promote relationships in schools (3) Accept to be accountable and receive critical feedback (2) Foster a 'peer support' approach: students are encouraged to support each other like in a family (2) Respect of property / physical safety in the class (1) Create a sense of belonging (1)	8 out of 9 of the participants stated respect of other's opinions as well as offering counseling and guidance as the most important themes in creating safe spaces for discussion. This is consistent with the post-workshop surveys results where these 2 themes are prominent in two questions.
Social and Emotional Learning Awareness of emotions, perception, strengths, weaknesses (6) Effective decision-making (3) Respecting the values and beliefs of people of different races, religions, ethnicities and cultures (6) Show empathy (2) Self-management, motivation and control (5) Communication and team work (5)	Awareness of emotions, perception, strengths and weakness was highlighted as another main theme in the semi-structured interviews as different than the post-workshop surveys.
Digital and Critical Literacy Do extensive research / critical thinking (5) Check source of information (4) Consult other sources (3) Check the evidence (3) Don't circulate if unsure (1) Discuss it with several people (1)	The top 2 main themes in the interview results remained consistent with the answers from the interviews. This demonstrates that the participants maintained the same level of understanding on this subject between the training and the follow up trip. However, 4/9 still mentioned it was challenging for them to distinguish between real and fake news and struggled to tell their students how to tell the difference.

Objectives 3.1 & 3.2: Safe Spaces and SEL

Safe spaces for discussion and social and emotional learning were combined in the interviews, leaving some room for participants to mix their answers. From the interviews, it becomes clear that the participants still remembered the same main themes on how to create a safe space for their students. In fact, from the interviews, it seemed that these topics were those that the participants most understood and remembered.

The theme that was most prominent throughout the interview and seemed to have been applied across all of the participants was 'respecting the values and beliefs of people of different races, religions, ethnicities and cultures.'

The second most prominent theme in the post-workshop survey, 'creation of rules and regulations', should be dismissed as all the

participants were prompted to discuss these during the interview. It would thus be wrong to assume they would have mentioned it without the question. Interestingly, although all of the participants used at least one socio-emotional technique in their practices, 6 out of 9 of them were then unable to relate it back to the term 'socio-emotional learning.' Therefore, when asked 'what are some social-emotional techniques', respondents answered: "this one let me leave for a while, it is difficult"; "Social & emotional learning techniques. I would need to interpret the terms so that I can come up with"; "this one we go to the next question."

Objective 3.3: Digital and Critical Literacy

The participants seemed to have the same level of understanding on how to distinguish between real and fake news in the results. 4 out of 9 of the participants though mentioned that they themselves struggled with the topic and therefore were unclear on how to teach it to their students. The results were less significant than in the surveys, with no theme standing out above the others when asked how to distinguish between 'real' and 'fake' news. This, combined with the inability to mention propaganda as a pull factor, demonstrates a need to spend more time on this topic in future trainings.

The importance of digital literacy as a whole was acknowledged by all the participants interviewed although the majority of those interviewed struggled to make a clear link between radicalization and digital illiteracy. A majority also mentioned that one could not verify that information received was accurate when one is digitally illiterate, making that person dependent on others for information. Not one of the participants was able to name propaganda as a pull factor, which they were able to do after the workshop. This reflects the above results in which the participants struggled to give a definition to the term radicalization.

More elaborate and specific examples evaluating these pedagogies are provided in more detail in the section below. In particular, the below sections look at both the changes in knowledge from before to after the workshop, but also the implementation of their knowledge and application of the new skills through the lesson plans developed at the workshop and how the new skills were applied after the workshop.

EVALUATION OF "SAFE SPACES FOR DISCUSSION" APPROACH

For this particular approach, two main workshop activities contributed to this pedagogical skill: 1) creating Ground Rules in the classroom for discussion, and 2) practicing facilitation methods for difficult topics. During the workshop, 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; and
- Promote relationships in schools.

In the second exercise during the workshop, 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, feelings and strategies to overcome those challenges/feelings during facilitation of difficult topics. A summary of the main challenges/feelings and strategies for overcoming them are listed in the chart that follows.

FEELINGS

- Biases of teachers and educators;
- Emotions and passion from students;
- Discomfort;
- Emotional reactions based on real-life experiences;
- Sense of shame.

STRATEGIES

- Re-directing conversations;
- Providing opportunities to open-up;
- Assigning different roles;
- Including others;
- Adopting a learner-centric approach;
- Posing leading questions to trigger a conversation;
- Encouraging respect for each other's viewpoints;
- Emphasizing the benefit of self-control and calmness.

During one of the practical exercises at the workshop, participants were also requested to produce a PVE-E lesson based on one of the 3 core pedagogical approaches of the training. This lesson plan is illustrative of several key learning points discussed during the workshop and incorporates good practices as identified by the facilitators' guide under the implementation of "safe spaces" for discussion. The lesson plan produced by participants incorporates the following components, color-coded and highlighted in the lesson plan itself:

- The lesson is interactive and involves students into their own learning process;
- The lesson helps students to identify and take ownership of creating a safe space for learning (both physically and mentally);
- The lesson aims to develop relationships between students and school staff that encourages safe learning.

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

This example demonstrates that this particular group was able to apply the appropriate knowledge of approaches to "safe spaces" by developing a lesson plan that incorporates core concepts in the classroom setting. It should also be noted that this lesson is simple and practical to implement, especially in the context of Uganda, where there are limited resources available for schools, and large class sizes, which may make implementing certain lessons more difficult.

In addition to the workshop discussions, the pre- and post-workshop surveys provide insight into the changes in knowledge and skills with respect to approaches to developing "safe spaces." An evaluation of the relevant open-ended survey questions are displayed below:

Question	Pre-Workshop Survey	Post-Workshop Survey	Conclusion
Q24: **Explain how you set and implement ground rules in your classroom.**	Ensure the students are involved in the setting of the ground rules (18 +1) Discuss the advantages of following them/having penalties if not (4) Regularly refer back to them (5) Place rules in classroom (4) Leader to enforce them (2) Develop rules according to what has happened in class (2) Participant(s) who did not answer the question (3)	Ensure the students are involved in the setting of the ground rules (20 +3) Discuss the advantages of following them/having penalties if not (4) Regularly refer back to them (3) Develop rules according to what has happened in class (1) place rules in classroom (1) leader to enforce them (1) no theme (1) Participant(s) who did not answer the question (1)	The main themes in this question remained the same in both the pre- and post- workshop survey results, although the number changed slightly. Unlike the previous answers, it can thus not be concluded whether their thoughts on this subject changed greatly
Q25: **What do teachers/my trainees need to be aware of when discussing sensitive issues with their pupils?**	Be respectful of numerous cultural/religious/socio-economic backgrounds (15) Avoid judgment/make them feel comfortable (4) Conscious of the needs of each pupil (2) Use of appropriate vocabulary (1) Understanding that discussing these topics can have Consequences (1) Importance of this discussion (0) Confidentiality (0) no theme (5) Participant(s) who did not answer the question (2)	Be respectful of numerous cultural/religious/socio-economic backgrounds (14) Avoid judgment/make them feel comfortable (4 +2) Confidentiality (4) Use of appropriate vocabulary (2) Conscious of the needs of each pupil (1) Importance of this discussion (1) Understanding that discussing these topics can have Consequences (1) no theme (1) Participant(s) who did not answer the question (0)	The first 2 themes changed slightly, but the factor which was not present in the first survey was the notion of confidentiality, and ensuring those students know they can discuss their thoughts in a safe environment. We can therefore see that the results are consistent with those seen above; creating a safe environment where students feel free to speak openly.

Finally, the semi-structured interviews that took place 6 months after the workshop can provide some insight as to how the "safe spaces" approaches were applied in the local context. While the direct link to reducing violent extremism is difficult to measure, it is possible to project some impact in terms of violent extremism by assessing the influence of these lessons on the students, according to the teacher-trainers interviewed. As anecdotal support for the increased knowledge and skills gained by these teacher-trainers, several examples illustrate that the learning points were taken into consideration. One participant from Arua (northwest Uganda) indicated the below regarding "ground rules" in the classroom:

> **"** We had to put a debate and we put up class rules and regulations. So we put our class rules, it is there in the classroom. We put 10 of them. One rule was **respect of each other's views by everyone**, 2 was **keeping everyone's property safe**, then another one which I remember is participating in all class activities and then… **everybody should take a role in group discussions, so they rotate. When they have a group discussion you lead and then the next time the other person will lead**, like that.
>
> […]
>
> For my class, **we used to have a lot of destruction of, like, property**. Somebody would not care about the other person's property, even the school's property, but these days, I don't see it because I have not yet got any report. We normally go to review our rules and regulations. We normally review it every Friday. We go down and say 'OK, can we review our rules and regulations'. Now, when they see me with the list, they laugh. They say 'now number 1, how is it going? How is it being implemented? Is there any problem? Do we need to amend it?' and they say 'no, that one is still OK'. 'OK, 2, is it ok? Yes. 3, are we violating this?' **Then they will keep on giving their comments.** So we find that, the interaction is OK, even how we keep our things, are now OK. **"**
>
> *- Participant, Arua District, Uganda*

This example illustrates several learning points that were emphasized in the workshop during the lesson of ground rules. The relevant learning points are highlighted above in different colors, and correspond to the below color-coded themes:

- Addressing the problem of violence through an assessment of the needs of the classroom (destruction of property) and developing a localized solution (ground rules);
- Involving students' regular feedback in the implementation of ground rules;
- Ensuring students interaction and active ownership in the implementation of ground rules.

Importantly, this example starts to show some level of impact on students of the approach of creating a safe space for discussion. Specifically, it reveals a shift in cognitive processes, observed by the teacher in this case, of the reduction of violence measured through the indicator of a destruction of property in the school setting. In this case, while it is not possible to assess the actual impact of this particular workshop on reducing radicalization and recruitment to violent extremism, it is possible to say that the example of creating ground rules may contribute to the reduction of violence in the classroom through less destruction of property.

EVALUATION OF "SOCIAL AND EMOTIONAL LEARNING" APPROACH

With respect to this pedagogical approach, participants learned about social and emotional learning (SEL) techniques and theory as a way to build resilience in the classroom. As part of this module, participants also enhanced self-awareness of their own identity, with an underlying intention to identify inherent biases that may affect their teaching style.

An increase in knowledge and skills pertaining to this classroom approach is revealed through several indicators. First, the pre- and post-workshop survey questions (scaled self-ratings) indicated a relative increase in knowledge and confidence of social and emotional learning techniques. When asked to "Rate your knowledge of social emotional topics and how to teach them," participants noted a 2.8 point (10 point scale) difference between the pre-workshop and post-workshop surveys. Similarly, when asked "How confident are you of teaching social and emotional learning topics in an age-appropriate manner," participants indicated a 2.6 point (10 point scale) difference. This suggests that participants gained confidence in knowledge and skills related to social and emotional learning at the workshop.

Moreover, the pre- and post-workshop survey contained several questions that assessed the changes in knowledge and skills related to social and emotional learning. An evaluation of those results is indicated in the chart below:

Question	Pre-Workshop Survey	Post-Workshop Survey	Conclusion
Q27: How should teachers react when students from different backgrounds (ethnic, cultural, etc.) are stigmatized?	Guidance and counsel (7) Show empathy towards them (7) Teach children about accepting diversity (5) Acknowledge different backgrounds (5) Reserve judgment (1) Sensitize children on the dangers of stigmatization (1) Create a friendly and trustworthy environment (1) Penalties (1) no theme (3) Participant(s) who did not answer the question (2)	Guidance and counsel (11) Show empathy towards them (7 +1) Teach children about accepting diversity (8) Sensitize children on the dangers of stigmatization (3 +1) Reserve judgment (1 +2) Acknowledge different backgrounds (3) Create a friendly and trustworthy environment (2) Penalties (0) no theme (1) Participant(s) who did not answer the question (0)	The main themes in this question remained the same in both the pre- and post- workshop survey results, although 'guidance and counselling' became more important in the post-workshop survey results.
Q29: What teaching strategies might be useful to foster respect for diversity?	Activities which are participatory / group activities (12) Open discussions and dialogue (8) Cater for the individual (4) Promote activities which lead to an understanding of identity and foster respect (2) Create an enviro that promotes freedom of speech (2) Ground rules (1) equal treatment of every student (0) no theme (4) Participant(s) who did not answer the question (2)	Activities which are participatory / group activities (13 +2) Open discussions and dialogue (14) Promote activities which lead to an understanding of identity and foster respect (5 +1) Ground rules (2) Equal treatment of every student (2) Create an environment that promotes freedom of speech (1) cater for the individual (+1) Participant(s) who did not answer the question (0)	'Promoting activities which lead to an understanding of identity and foster respect' was acknowledged to be much more important in the post-survey workshop. The 'no themes' also disappeared in the post-workshop survey results, showing that they had a greater understanding of the subject.

As noted in the chart above, it is difficult to ascertain if the workshop changed the participants' knowledge of SEL techniques, since most of the main themes were already present in the workshop. From the lesson plans developed by the groups at the end of the workshop, several other themes also emerged. Group 1's lesson plan provides an example of how social and emotional learning was understood and applied by the recipients of the program. In the below lesson plan, this particular group illustrated several key learning points that were present in the good practices of the facilitator's guide for the workshop:

- Fostering an understanding of diverse viewpoints and identities;
- Creating opportunities to foster respect between different viewpoints and identities.

TOPIC:	SOCIAL AND EMOTIONAL LEARNING		
Age: Not indicated		Lesson Duration:	60 minutes
Subject:	Social Science, History or Religion	Timing	Beginning of year; beginning of new semester/quarter
Lesson Objectives/Outcomes: The aim of the lesson is to help learners identify and appreciate the value of religion in their own society. The learner identifies different religions in class, discusses the different values of the religions in class, and discusses how different religions can live in harmony with each other.			
TIME	KEY POINTS	INSTRUCTIONAL TECHNIQUE	
5 minutes	Storytelling	The teacher introduces the lesson by telling a story or fable from the local context about religion or religions.	
15 minutes	The teacher asks students to identify different religions. Some examples include: • Christian (Catholic, Protestant, Seventh Day Adventist) • Islam • Hinduism	In groups of 4-5 members, students identify different religions, referring back to the story as well as their own context. The teacher identifies or clarifies different religions in their classroom if none are identified.	
30 minutes	The teacher discusses different values of religion as a whole (unity, good morals, respect and tolerance, prayers).	Learners discuss how different religions pray, and participate in a prayer together.	
10 minutes	Evaluation and assessment of lesson (including homework).	Teacher tasks learners with a discussion with their parents at home of the different values of religion in their society, and record their discussions on a task sheet and homework for review by their teachers.	

Materials:

1. Information or story on different religions in local community
2. Task sheet (homework)

Take Home Task: Discussion of different religions with their parents.

In the context of Uganda, which contains a diversity of religious cultures and practices, this lesson is particularly applicable. One of the main challenges identified by participants of the workshop was regarding integrating different religions and cultures through the inclusion of refugees in the education system. This particular lesson would aide teachers in overcoming that challenge and undermining potential biases and stereotypes between religious cultures in that context. In this respect, even if the workshop did not increase participants' knowledge of SEL techniques, it can be said that participants' knowledge of SEL was reinforced by the workshop.

From the semi-structured interviews, there were also some anecdotes that reflected the implementation of social and emotional learning in schools in Uganda that are correlated with the workshop itself. For example, one participant from Yumbe District illustrates how a teacher was able to implement a technique to deal with stigmatization between students. A second anecdote from another participants in the Yumbe District illustrates the importance of accepting alternative viewpoints.

Related to the pedagogical approach of social and emotional learning, these two anecdotes reveal several main themes and learning points that were present in the facilitator's guide. The themes are color-coded in the anecdotes that appear below, as they correspond to these three points:

- Incorporating counseling and mentorship to students to reflect on emotions and behaviors;
- Promoting acceptance of individuals from other tribes;
- Illustrating strengths in working together and advantages of cooperation with others.

" But a situation came when we had a workshop here, some refugees, some South Sudanese refugees were here, and we were facilitating a workshop for them and that situation came. That somebody would not want to go and be put up in the same dormitory with the people of the other tribe. It is this tribe who caused a lot of suffering to us there at home, so I cannot share a dormitory with them. So, really that situation was there, and I encountered it. So, after it, I had to call the partners, and together with this person to give him a counseling, saying we are here now in a different environment and here we are promoting now harmony and belief in one another and the purpose for this workshop, of course, is to bring us together and we are together building our nation so we cannot continue again living in disharmony with one another. One person cannot... We brought an expression of putting four sticks together, and so you try to break... The person try to break one, it breaks easily. If you are alone, you cannot manage but together we can be strong, even with this person who you think is a bad person. "

>>

Interviewer:
"[and how did the student react? Did he end up sharing the dormitory or did he react quite well?]"

"Yeah, after that he responded well, and I hope he will continue responding to it in the camp also. So, from there he responded well. He accepted to do that in the dormitory"

- Participant, Yumbe

"Just around two to three weeks ago we received a set of the Sudanese Care Givers, the care givers handling the [...] center for refugee settlements [...]. This care giver, because he felt he was the only Dinka, a Dinka is a small tribe within the Sudanese community, he felt he was the only Dinka in the classroom and the rest of the people were from different tribes. You know, their perception because of their conflict in their country, he transferred into another class.

On seeing that he's the only one, he just stood up, the facilitator was facilitating, and shouted, "I do not want to be in this class!" When the facilitator struggled to know why, he said it is personal he'll never tell it even to God [giggles]. So, he was let to go but immediately I came in I heard about the whole thing. I requested that student not to be let free because he is going to handle children of different backgrounds. Possible if he is let to go like that without talking to him he is going to cause some kind of division among the children [...] So I engaged a kind of discussion among the partners under whom they are serving. Then we caught the student, we talked to him. But generally immediately.....before we talked to the student we were to organize a special session to talk to the rest of the trainees because each of them had come from different backgrounds. Though we.... all of them...we were Africans, but people came from different backgrounds. And we embarked on the fact that their division in the country that has led to the war shouldn't really be transferred here because the purpose for which we are training them to handle the children without any kind of differences because the child wants to learn. We used the group approach to reach first of all the rest of the people because we were a little scared that if we don't reach the majority who will remain there, possibly somebody can also get the confidence to again say I don't want to be in this class. So, at the end of the day everybody will not want to be in the class. [laughs]"

Interviewer:
"[...] Was it solved?"

> **"**Yes. It was solved. And everybody was happy and we changed the sitting position to make sure that people of the same background don't sit together. They sit regardless of which faith, which background, which ethnic background you come from. And it was successful, they were very happy. They created friendship later on**"**
>
> *- Participant, Yumbe*

While the preceding evaluation does not necessarily lead to a conclusion that the workshop had a significant impact on the increase in knowledge of SEL techniques, the anecdotal evidence provided above notes **behavioral changes of the teacher to better implement SEL**, as well as the **behavioral change of the students to overcome problems related to community conflict.** In this regard, it could be said that in the context of Uganda, the ability for teachers to influence behavioral changes in their students related to integration of different tribes and working together towards national values **may contribute to the reduction of violence and violent extremism in the community.**

EVALUATION OF "DIGITAL AND CRITICAL LITERACY" APPROACH

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.

The pre- and post-workshop surveys provide quantitative and qualitative evidence on how the participants improved their learning about digital and critical literacy in the classroom. When asked to "Rate your knowledge of how to improve your students' critical literacy," participants showed a **1.8 point** (10 point scale) increase from pre-workshop to post-workshop results. In asking participants, "How confident are you of helping students to develop critical literacy," responses showed a **2.7 point** (10 point scale) increase. Notably, the difference between the two scores are larger than the other questions, potentially indicating that while participants may not have gained significant knowledge of helping students to develop critical literacy skills, that they were more confident in applying the skills that they did gain in the workshop.

Question	Pre-Workshop Survey	Post-Workshop Survey	Conclusion
Q30: What is the best manner to distinguish true information from fake information?	Do extensive research / critical thinking on the news information (9) Checking source of information (8) Check the evidence (6) Discuss it with several people (4) Don't circulate the information/ take action on it if you're not sure it's real No theme (5) Participant(s) who did not answer the question (3)	Do extensive research / critical thinking on the news information (14 +3) Checking source of information (8 +1) Don't circulate the information/ take action on it if you're not sure it's real (5) Check the evidence (2) Discuss it with several people (1) no theme (2) Participant(s) who did not answer the question (0)	An important point which appeared in the post-survey workshop was the idea of not circulating information / taking action on it without ensuring the information is true, which is a good achievement. Furthermore, there were less 'no themes', showing a greater understanding of the subject by all participants.
Q31: How might teachers and students identify propaganda and fake news?	Checking source of information (9) Through research before acceptance / critical thinking (7) Inconsistency in statements (5) Continuity of statements from different sources Contradictory information (2) Baseless information (2) no theme (5) Participant(s) who did not answer the question (3)	Checking source of information (12 +1) Through research before acceptance / critical thinking (10 +2) Continuity of statements from different sources (1) Inconsistency in statements (1) Contradictory information (1) Baseless information no theme (5) Participant(s) who did not answer the question (0)	Although the main themes remained the same, the numbers changed between the pre- and post- survey results, showing the importance of checking sources of information and thinking critically grow.

Notably, in the lesson plans created by the teacher-trainers at the end of the workshop, three (of ten groups) identified digital and critical literacy as the main theme of their group's plan. However, none of those lesson plans provided by the groups demonstrate a clear understanding of the key themes of the module on digital and critical literacy. This is consistent with the semi-structured interviews (see below) that this particular pedagogy was difficult for the teacher-trainers, and perhaps additional training is needed on this concept.

Despite a general challenge with the terms related to "digital and critical literacy," and a request for further support on this theme, there were some examples of the implementation of this lesson for students in schools that emerged through the semi-structured interviews. For example, one participant from the Arua district noted the challenges faced when implementing this particular approach in the classroom, but also demonstrated a good example of how they adapted digital and critical literacy to their own context and created an activity for their school.

The example illustrates several key learning points important to the lesson on digital and critical literacy, and those points are color-coded in the anecdote below:

- Emphasizing the teacher's ability to question information and not accept it at face value;

- Emphasizing students' ability to question information and not accept it at face value;
- Investigating the source of the information, and consulting other sources to verify or confirm the information;
- Implementing a "critical literacy" exercise in the classroom with students.

"Recognizing fake news from real news, this is very challenging. You know us, first time when you listen to a news, it appears to be real news. But what we always tell students, personally it sometimes disturbs me, myself, because how do I know that this is fake, and how do I know that this is real? Sometimes it challenges me. But therefore, I keep asking questions. Can it be real? Then I go into digging more information about that. If this is the news, how does it connect with this other issue? Then I also consult other people, I also consult other sources. If it is coming from digital one, I go deeper to look for that information, if it coming from social media, then probably I will look for other sources and consult other people... From that training I came to learn that you don't just look at the news from the face. You go deeper, you look deeper and try to understand it. Whether this is print media or it is on digital, whatever... But now to know when the news comes to know this is fake this is real, we still have challenge. People still have challenge. Both staff and, even myself. It takes time for me to dig out and find whether it is real. Some people will start rushing to spread it even before understanding and this is very common with our students."

[So have you spoken about this to your students?]

Yes, we have talked to them, several times. Even giving examples. In every assembly, we even give them examples.... there was a time I even faked a news. Trying to see how they can spread it. Just a simple news I said 'By this date, we shall close the school and people go home'. [and did it spread?] It spread! It spread! But later on, I came to ask, was there a reason given for the closure? People said no. Can people close schools without reasons? Then the people said: 'eh?! So we were not given the reason why', I said, 'yes, you have to ask questions about the news when you get that'. That's when I learnt that people have challenge, still, analysing whether it is fake news or it is real news.

The implementation of this particular learning point (critical literacy) conducted with the students showed that this participant understood the purpose of the lesson and was able to adapt it in their own context. This individual was able to "fake" a news story and then utilize the fact that the rumor was started as a lesson for students on questioning sources of information. In this case, the above example shows some impact that the PVE-E workshop potentially has in contributing to the critical thinking of students and their ability to process "fake news."

There is some evidence to support an increase in knowledge of digital and critical literacy skills

before and after the workshop. However, in the retention of knowledge of these approaches, most participants were confused and needed further clarification and mentorship on these points. However, as the anecdotal example above suggests, there does seem to be a *behavioral change in the teachers in terms of applying these skills*, as well as a *potential impact on students in the cognitive processes associated with evaluating news and information.* While this evidence is limited, it may suggest that some of the confusion more lies within the terminology, rather than the implementation of the skills associated with it.

CONCLUSIONS AND NEXT STEPS

Based on the evaluation of this program, overall participants increased their knowledge and skills related to activities and approaches to PVE-E in the classroom to some degree. However, there continue to be several challenges that teachers in Uganda face with respect to the theme of PVE that this training did not entirely address. These challenges include:

•   Rowdy and violent youth that destroy property and organize violent protests;
•   Large classroom sizes of diverse backgrounds, including refugees from South Sudan, create educational environments that could easily shift to discrimination if not managed properly;
•   Difficulty in facilitating discussions as students easily go off track & become rowdy, limiting the facility of creating safe spaces for discussion for the teacher.

Additionally, it is recommended to ensure ongoing support and mentorship to all the participants as well as further capacity-building trainings for teacher-trainers and teachers in Uganda. This would be necessary to continue to reinforce concepts of those trained as well expanding the

pool of individuals trained. Further training should factor in the challenges that Ugandan teachers face, as listed above. Moreover, additional training should consider:

•   Further clarification on radicalization process & how it applies to teachers in the classroom setting;
•   Further activities and resources on digital and critical literacy, especially those that do not have access to technology (still need to be able to address rumors in the classroom);
•   Additional clarification on the terminology affiliated with PVE-E, and how it directly applies to teaching methods and activities; and
•   Practical examples of PVE-E for teachers in the classroom, including lesson plans and activity books.

Hedayah, UNESCO and UNESCO IICBA will continue to be available to support the Ministry of Education and Sports of Uganda in implementing PVE-E techniques where it can. In addition, a Teacher's Activities Book for PVE-E in the Classroom for the East African context will be developed and distributed to teachers towards the end of 2018.

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

ANNEX A:

EXERCISE DEVELOPED ON LOCAL DRIVERS OF RADICALIZATION AND PVE-E SOLUTIONS IN UGANDA

GUIDING QUESTIONS:

PUSH FACTORS	PULL FACTORS
• Structural conditions, surrounding environment.	• Individual incentive, ideological and psychological appeal.
• What's lacking in the surrounding environment or situation?	• What attracts an individual to violent extremism?
• What are the main grievances of the community?	• What appeals to their emotional or psychological nature?
• What frustrations are expressed by the community?	• What can they achieve by participating in violent extremism?

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

Facilitators asked participants to generate a list of "push" factors and "pull" factors for Uganda, and particularly those affiliated with students or in a classroom setting. The guiding questions given to participants for discussion are above. The results of the discussions are listed below in Figure 3.

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.

From the list of "push" and "pull" factors generated by participants, the facilitators drafted a list of potential "signs of vulnerability" and possible PVE responses for teachers. The important point to emphasize here is according to the "do no harm" approach, if "early warning signs" are identified, teachers also need to be equipped with appropriate responses to handle those signs. The PVE responses were shared with participants for their feedback—to assess the appropriateness and feasibility in the classroom setting. The final results of this exercise are displayed below.

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	PVE RESPONSE FOR TEACHERS

• 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;
	• 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	PVE RESPONSE FOR TEACHERS

• 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;
	• 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;

ANNEX B:
MONITORING, MEASUREMENT AND EVALUATION MATRIX

TITLE OF PROJECT

National Workshop for Preventing Violent Extremism through Education (PVE-E) in Uganda

THEORY OF CHANGE

IF teachers increase their knowledge of approaches (pedagogies), skills and activities that build resilience to violent extremism in the classroom; AND teachers are given sufficient tools to apply this knowledge in the classroom environment; AND the knowledge and skills gained are applied effectively in the classroom environment in Uganda; THEN the emergence of violent extremism will be prevented in the local community BECAUSE students will be equipped with the knowledge, skills and abilities needed to resist violent extremism.

Goals and Objectives of the Project	Key Indicators and Measures	Collection Methods and Tools	Collection Methods and Tools	Capacity and Resources/Limitations
A. Build 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.				
A.1 **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**	• Level of knowledge of terminology: extremism, violent extremism, radicalization and terrorism • Quality of knowledge of terminology: extremism, violent extremism, radicalization and terrorism • Change in perception on role teacher can play in PVE • Change in behavior related to role teacher can play in PVE	• Pre/Post workshop survey- quantitative self-ranking • Pre/Post workshop survey- qualitative answer; post-workshop interviews- quality of answers (coded) • Post-workshop interviews, assessing anecdotal evidence of changes in behavior	• Limited time and staff capacity to code and assess the pre/post workshop surveys • Limited time and staff capacity to conduct post-workshop interviews - NOTE: Albany Associates took on this role on Hedayah's behalf • Sufficient funding to support pre/post workshop design, printing, and collection • Sufficient funding to support post-workshop interview trip.	• General increase in knowledge of terminology from pre/post workshop on extremism, violent extremism, radicalization and terrorism. • Difficulty retaining information 6 months after workshop, although some indication of knowledge still present.
A.2 **Improved understanding of PVE terminology and language in more depth, and contextualized to the local community;.**	• Level of knowledge of terminology: push and pull factors • Quality of knowledge of terminology: push and pull factors	• Pre/Post workshop survey- quantitative self-ranking • Pre/Post workshop survey- qualitative answer; post-workshop interviews- quality of answers (coded)	• Same as above	• General increase in knowledge of terminology from pre/post workshop on push and pull factors. • Good retaining of knowledge of some specific push and pull factors after six months
B. Enhance knowledge of teacher trainers to transfer the knowledge on PVE-E to teachers in their respective regions.				
B.1 **Improved understanding of pedagogical approaches: Creating safe spaces for classroom dialogue about challenging topics, including violent extremism;**	• Level of knowledge gained (confidence) on safe spaces • Qualitative assessment of knowledge gained on safe spaces	• Pre/Post workshop survey (self-ranking) • Pre/Post workshop survey (open-ended questions, coded)	• Same as above + • Limited staff to assess quality of lesson plans	• General increase in confidence of approaches. • Demonstrated understanding of approaches through ground rules exercise.

B.1 – contd.	• Change in behavior of implementing 'safe spaces' pedagogy post-workshop	• Photos of lesson plans from the workshop • Observations during the workshop • Post-workshop interview (semi-structured), coded		• Demonstrated retention of understanding of safe spaces through activities implemented in schools. • Anecdotal stories of safe spaces pedagogies applied in schools, with some potential impact on students.
B.2 **Improved understanding of pedagogical approaches: Enhancing social and emotional learning that assists in building more resilient students;**	• Level of knowledge gained (confidence) • Qualitative assessment of knowledge gained on social and emotional learning • Change in behavior of implementing 'social and emotional learning' pedagogy post-workshop	• Pre/Post workshop survey (self-ranking) • Pre/Post workshop survey (open-ended questions, coded) • Photos of lesson plans from the workshop • Observations during the workshop • Post-workshop interview (semi-structured), coded	• Same as above	• General increase in confidence of approaches. • Demonstrated understanding of approaches through lesson plan evaluation. • Anecdotal stories of social and emotional learning pedagogies applied in schools, with some potential impact on students.
B.3 **Improved understanding of pedagogical approaches: Developing an understanding of critical and digital literacy skills, and pedagogical approaches to critical and digital literacy;**	• Level of knowledge gained (confidence) on digital literacy • Qualitative assessment of knowledge gained on digital literacy • Change in behavior of implementing 'digital and critical literacy' pedagogy post-workshop	• Pre/Post workshop survey (self-ranking) • Pre/Post workshop survey (open-ended questions, coded) • Photos of lesson plans from the workshop • Observations during the workshop • Post-workshop interview (semi-structured), coded	• Same as above	• General increase in confidence of approaches. • Indication of challenges with this pedagogy in both post-workshop survey and through interviews. Technical terms were difficult to remember. • Anecdotal stories of digital and critical literacy pedagogies applied in schools, with some potential impact on students. • Request for additional resources on this subject from teachers.

ANNEX B:
STATISTICAL ANALYSIS AND GRAPHICAL REPRESENTATION OF DATA

TITLE OF PROJECT

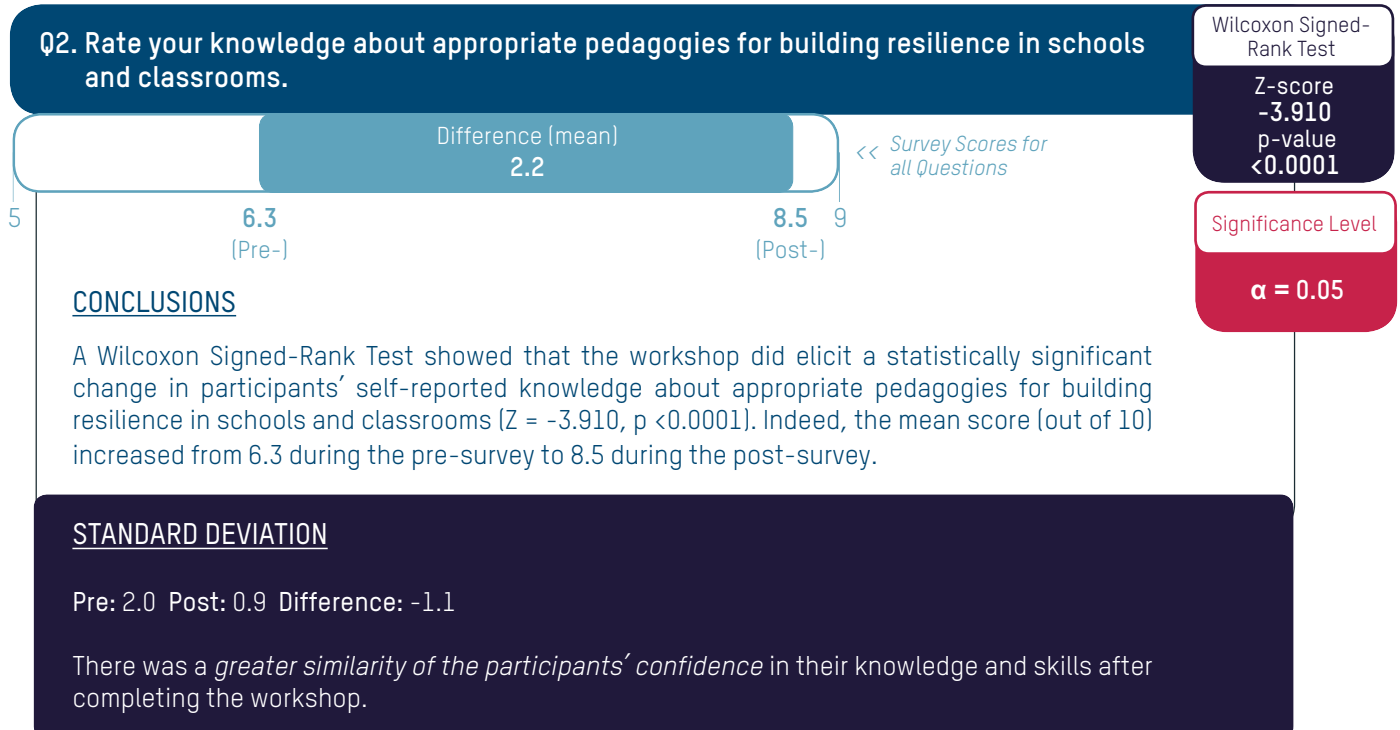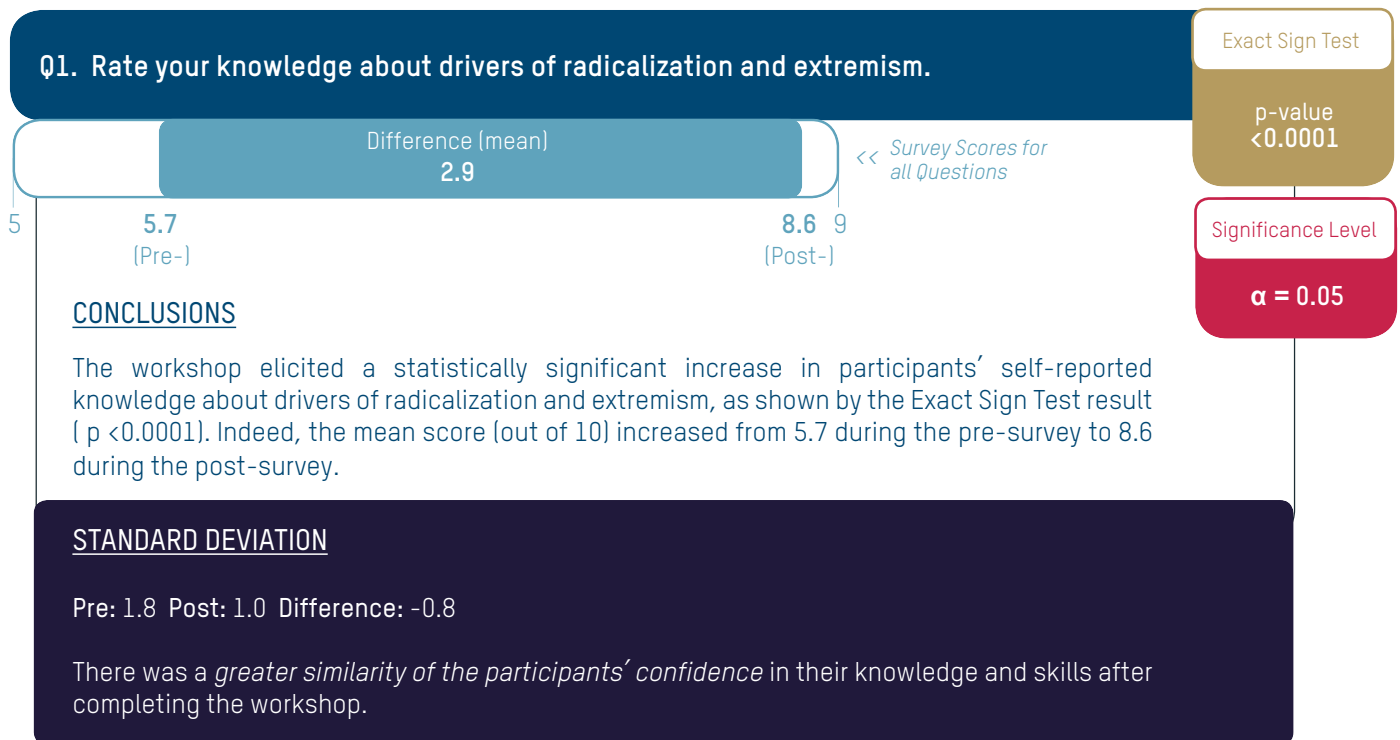National Workshop for Preventing Violent Extremism through Education (PVE-E) in Uganda
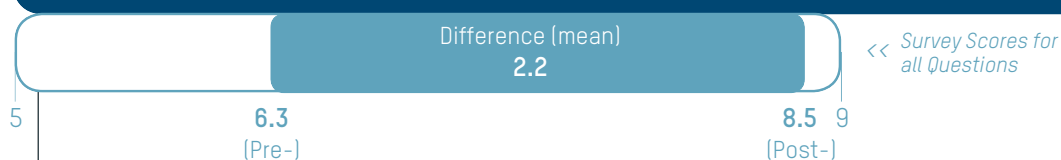
THEORY OF CHANGE

The following data and analysis represents the Likert scale data collected during the pre- and post-surveys. The same survey was presented both times. The participants were asked to rate their own capacities in 11 areas. In total, 24 pre-workshop surveys and 26 post-workshop surveys were completed and analyzed.

SCORES ON PRE- AND POST- SURVEYS FOR ALL QUESTIONS (OUT OF 10)

Q1. Rate your knowledge about drivers of radicalization and extremism.

Difference (mean)
2.9

<< *Survey Scores for all Questions*

5   **5.7** (Pre-)   **8.6** 9 (Post-)

Exact Sign Test

p-value
<0.0001

Significance Level

α = 0.05

CONCLUSIONS

The workshop elicited a statistically significant increase in participants' self-reported knowledge about drivers of radicalization and extremism, as shown by the Exact Sign Test result (p <0.0001). Indeed, the mean score (out of 10) increased from 5.7 during the pre-survey to 8.6 during the post-survey.

STANDARD DEVIATION

Pre: 1.8 **Post:** 1.0 **Difference:** -0.8

There was a *greater similarity of the participants' confidence* in their knowledge and skills after completing the workshop.

Q2. Rate your knowledge about appropriate pedagogies for building resilience in schools and classrooms.

Difference (mean)
2.2

<< *Survey Scores for all Questions*

5   **6.3** (Pre-)   **8.5** 9 (Post-)

Wilcoxon Signed-Rank Test

Z-score
-3.910
p-value
<0.0001

Significance Level

α = 0.05

CONCLUSIONS

A Wilcoxon Signed-Rank Test showed that the workshop did elicit a statistically significant change in participants' self-reported knowledge about appropriate pedagogies for building resilience in schools and classrooms (Z = -3.910, p <0.0001). Indeed, the mean score (out of 10) increased from 6.3 during the pre-survey to 8.5 during the post-survey.

STANDARD DEVIATION

Pre: 2.0 **Post:** 0.9 **Difference:** -1.1

There was a *greater similarity of the participants' confidence* in their knowledge and skills after completing the workshop.

Q3. How confident are you in applying appropriate pedagogies for building resilience in schools and classrooms?

Wilcoxon Signed-Rank Test

Z-score
-3.844
p-value
0.0001

Difference (mean)
2.2

<< *Survey Scores for all Questions*

Significance Level

α = 0.05

5   **6.3**   **8.5** 9
     (Pre-)   (Post-)

CONCLUSIONS
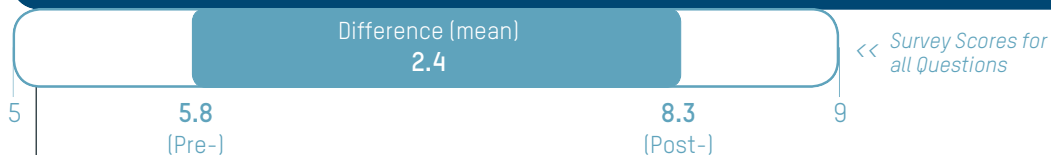
A Wilcoxon Signed-Rank Test showed that the workshop did elicit a statistically significant change in participants' self-reported confidence to apply appropriate pedagogies for building resilience in schools and classrooms (Z = -3.844, p=0.0001). Indeed, the mean score (out of 10) increased from 6.3 during the pre-survey to 8.5 during the post-survey.

STANDARD DEVIATION

Pre: 2.1 **Post:** 0.8 **Difference:** -1.3

There was a *greater similarity of the participants' confidence* in applying appropriate pedagogies after completing the workshop.

Q4. Rate your knowledge of how to improve your students' critical literacy.

Wilcoxon Signed-Rank Test

Z-score
-3.302
p-value
0.0001

Difference (mean)
1.8

<< *Survey Scores for all Questions*

Significance Level

α = 0.05

5   **6.8**   **8.6** 9
     (Pre-)   (Post-)

CONCLUSIONS

A Wilcoxon Signed-Rank Test showed that the workshop did elicit a statistically significant change in participants' self-reported knowledge of how to improve your students' critical literacy (Z = -3.302, p =0.001). Indeed, the mean score (out of 10) increased from 6.8 during the pre-survey to 8.6 during the post-survey.

STANDARD DEVIATION

Pre: 1.8 **Post:** 1.0 **Difference:** -0.8

There was a *greater similarity of the participants' confidence* in their knowledge and skills after completing the workshop.

Q5. How confident are you of helping students develop critical literacy?

	Difference (mean) 2.4	

<< *Survey Scores for all Questions*

5   6.5 (Pre-)   8.8 9 (Post-)

Wilcoxon Signed-Rank Test
Z-score **-3.844**
p-value **0.0001**

Significance Level
α = 0.05

CONCLUSIONS

A Wilcoxon Signed-Rank Test showed that the workshop did elicit a statistically significant change in participants' self-reported confidence to develop students' critical literacy (Z = -3.598, p =0.0003). Indeed, the mean score (out of 10) increased from 6.5 during the pre-survey to 8.8 during the post-survey.

STANDARD DEVIATION

Pre: 2.1 Post: 1.0 Difference: -1.2

There was a *greater similarity of the participants' confidence* in their ability to help students develop critical literacy after completing the workshop.

Q6. Rate your knowledge of socio-emotional topics and how to teach them.

	Difference (mean) 2.4	

<< *Survey Scores for all Questions*

5   5.8 (Pre-)   8.3 9 (Post-)

Wilcoxon Signed-Rank Test
Z-score **-3.089**
p-value **0.0002**

Significance Level
α = 0.05

CONCLUSIONS

A Wilcoxon Signed-Rank Test showed that the workshop did elicit a statistically significant change in participants' self-reported knowledge of socio-emotional topics and how to teach them (Z = -3.089, p =0.002). Indeed, the mean score (out of 10) increased from 5.8 during the pre-survey to 8.3 during the post-survey.

STANDARD DEVIATION

Pre: 2.5 Post: 1.3 Difference: -1.2

There was a *greater similarity of the participants' confidence* in their knowledge and skills after completing the workshop.
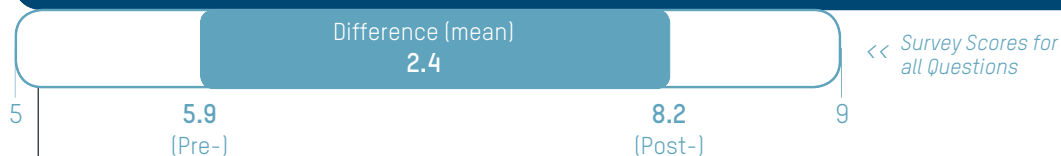
Q7. How confident are you of teaching socio-emotional topics in age-appropriate manner?

Wilcoxon Signed-Rank Test

Z-score
-3.276
p-value
0.001

Difference (mean)
2.4

<< *Survey Scores for all Questions*

5   **5.9**   **8.2**   9
(Pre-)   (Post-)

Significance Level

α = 0.05

CONCLUSIONS

A Wilcoxon Signed-Rank Test showed that the workshop did elicit a statistically significant change in participants' self-reported confidence to teach socio-emotional topics in an age-appropriate manner (Z = -3.276, p =0.001). Indeed, the mean score (out of 10) increased from 5.9 during the pre-survey to 8.2 during the post-survey..

STANDARD DEVIATION

Pre: 2.1 **Post:** 1.2 **Difference:** -1.0

There was a *greater similarity of the participants' confidence* in teaching socio-emotional topics after completing the workshop.
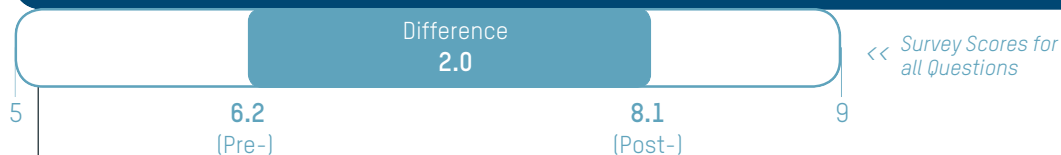
Q8. Rate the extent to which you/your school have a positive influence on your pupils' values, attitudes and actions?

Exact Sign Test

0.004

Difference
2.0

<< *Survey Scores for all Questions*

5   **6.2**   **8.1**   9
(Pre-)   (Post-)

Significance Level

α = 0.05

CONCLUSIONS

The workshop elicited a statistically significant change in participants' self-rating of the extent to which they or their school have a positive influence on your pupils' values, attitudes, and actions, as shown by the Exact Sign Test result(p = 0.004). Indeed, the mean score (out of 10) increased from 6.1 during the pre-survey to 8.1 during the post-survey.

STANDARD DEVIATION

Pre: 2.4 **Post:** 1.4 **Difference:** -0.9

There was a *greater similarity of the participants' confidence* in their positive influence on their pupil's values, attitudes and actions after completing the workshop.

Q9. Rate your knowledge of priority areas for intervention within your school.

Difference
2.5

<< *Survey Scores for all Questions*

5   5.7
(Pre-)   8.2
(Post-)   9

Exact Sign Test

p-value
0.0002

Significance Level

α = 0.05

CONCLUSIONS

The workshop elicited a statistically significat increase in participants' self-reported knowledge about drivers of radicalization and extremism, as shown by the Exact Sign Test result (p =0.0002). Indeed, the mean score (out of 10) increased from 5.7 during the pre-survey to 8.2 during the post-survey.

STANDARD DEVIATION

Pre: 2.3 **Post:** 1.7 **Difference:** -0.6

There was a *greater similarity of the participants' confidence* in their knowledge and skills after completing the workshop.

Q10. Rate your capacity to adapt lessons and your curriculum to meet the outcomes of this workshop

Difference
2.5

<< *Survey Scores for all Questions*

5   6.3
(Pre-)   8.8 9
(Post-)
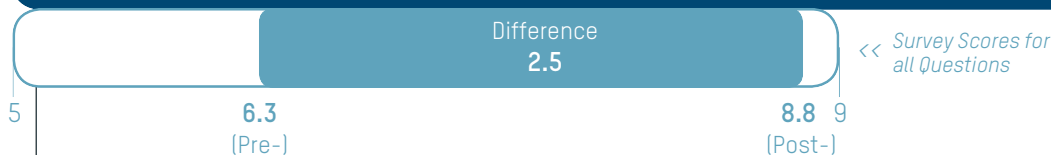
Wilcoxon Signed-Rank Test

Z-score
-3.939
p-value
<0.0001

Significance Level

α = 0.05

CONCLUSIONS
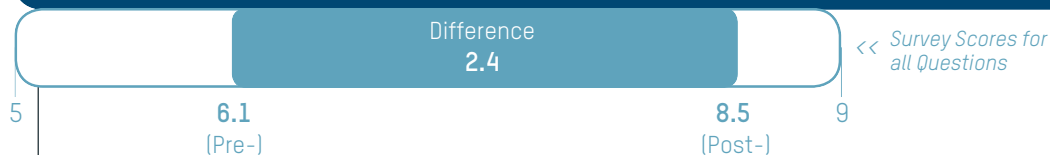
A Wilcoxon Signed-Rank Test showed that the workshop did elicit a statistically significant change in participants' self-reported capcity to adapt lessons and curriculum to meet the outcomes of this workshop (Z = -3.939, p < 0.0001). Indeed, the mean score (out of 10) increased from 6.3 during the pre-survey to 8.8 during the post-survey.

STANDARD DEVIATION

Pre: 2.0 **Post:** 0.9 **Difference:** -1.1

There was a *greater similarity of the participants' confidence* in their skills to adapt lessons and curriculum after completing the workshop.

Q11. Rate your confidence and knowledge to incorporate the UNESCO Resources into your classroom teaching.

Wilcoxon Signed-Rank Test

Z-score
-3.732
p-value
0.0002

Difference
3.5

<< Survey Scores for all Questions

5 **5.2**
(Pre-)

8.7
(Post-)

9

Significance Level

α = 0.05

CONCLUSIONS

A Wilcoxon Signed-Rank Test showed that the workshop did elicit a statistically significant change in participants' self-reported confidence and knowledge to incorporate the UNESCO Resources into their classroom teaching (Z = -3.732, p = 0.0002). Indeed, the mean score (out of 10) increased from 5.2 during the pre-survey to 8.7 during the post-survey.

STANDARD DEVIATION

Pre: 2.3 **Post:** 1.1 **Difference:** -1.2

There was a *greater similarity of the participants' confidence* in their knowledge and skills after completing the workshop.

OVERALL

Exact Sign Test

p-value
<0.0001

Difference
2.4

<< Survey Scores for all Questions

5 **6.1**
(Pre-)

8.5
(Post-)

9

**Significance Level**

α = 0.05

CONCLUSIONS

The workshop did elicit a statistically significant change in all of the self-reported responses in the pre- and post survey, as shown by the Exact Sign Test result (p <0.0001). Indeed, the mean score increased from 6.1 during the pre-survey to 8.5 during the post-survey.

STANDARD DEVIATION

Pre: 2.1 **Post:** 1.1 **Difference:** -1.0

There was a *greater similarity of the participants' confidence* in their knowledge and skills after completing the workshop.

AVERAGE (MEAN) SCORES ON PRE- & POST- SURVEYS OF ALL QUESTIONS (out of 10)

Pre- | Post-
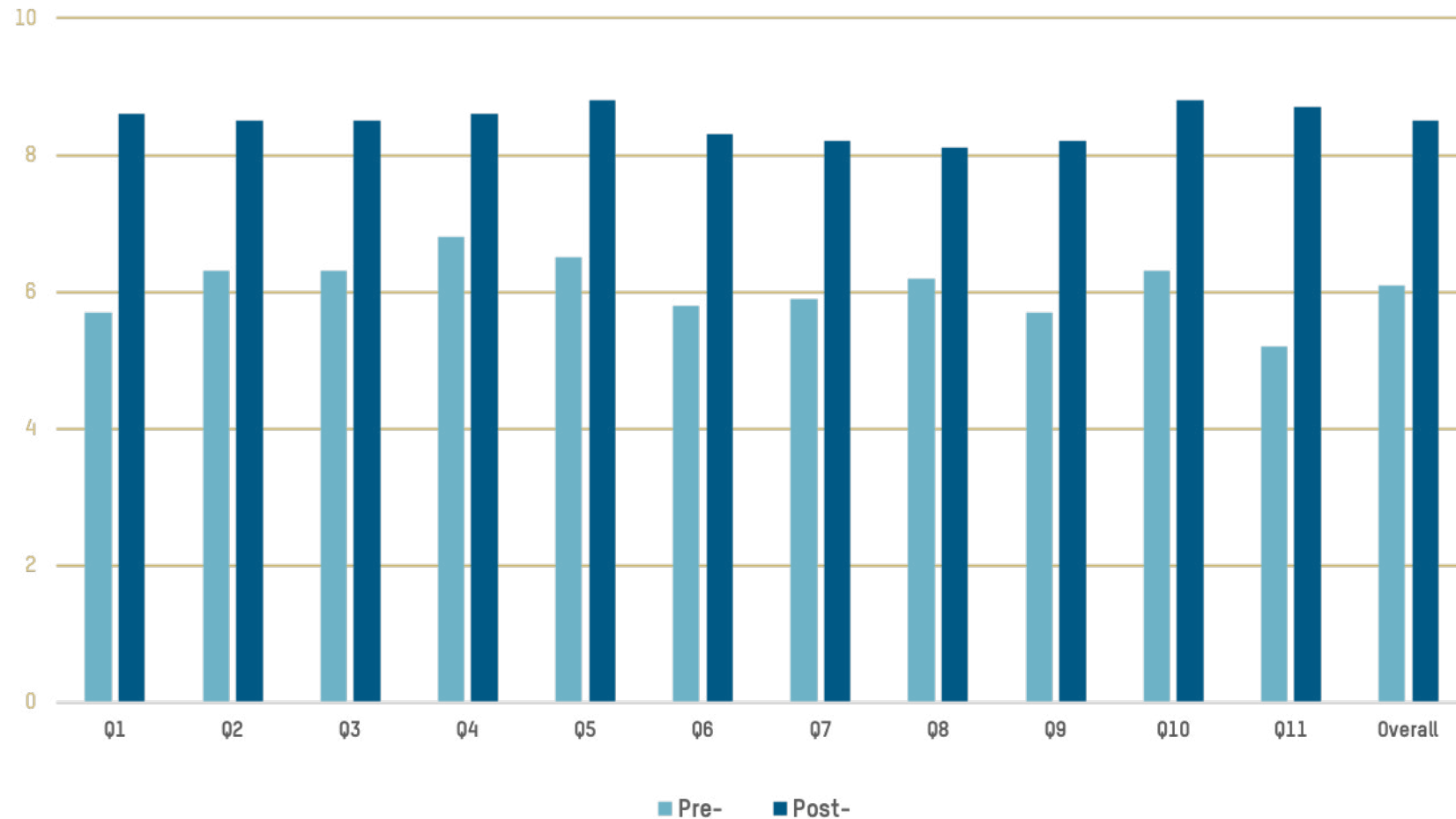
Q1. Rate your knowledge about drivers of radicalization and extremism

Q2. Rate your knowledge about appropriate pedagogies for building resilience in schools and classrooms.

Q3. How confident are you in applying appropriate pedagogies for building resilience in schools and classrooms

Q4. Rate your knowledge of how to improve your students' critical literacy.

Q5. How confident are you of helping students develop critical literacy?

Q6. Rate your knowledge of socio-emotional topics and how to teach them.

Q7. How confident are you of teaching socio-emotional topics in age-appropriate manner?

Q8. Rate the extent to which you/your school have a positive influence on your pupils' values, attitudes and actions?

Q9. Rate your knowledge of priority areas for intervention within your school.

Q10. Rate your capacity to adapt lessons and your curriculum to meet the outcomes of this workshop.

Q11. Rate your confidence and knowledge to incorporate the UNESCO resources into your classroom teaching.

GRAPHIC REPRESENTATION OF THE DIFFERENCE BETWEEN SCORES ON THE PRE- AND POST-SURVEYS FOR EACH QUESTION AND PARTICIPANT
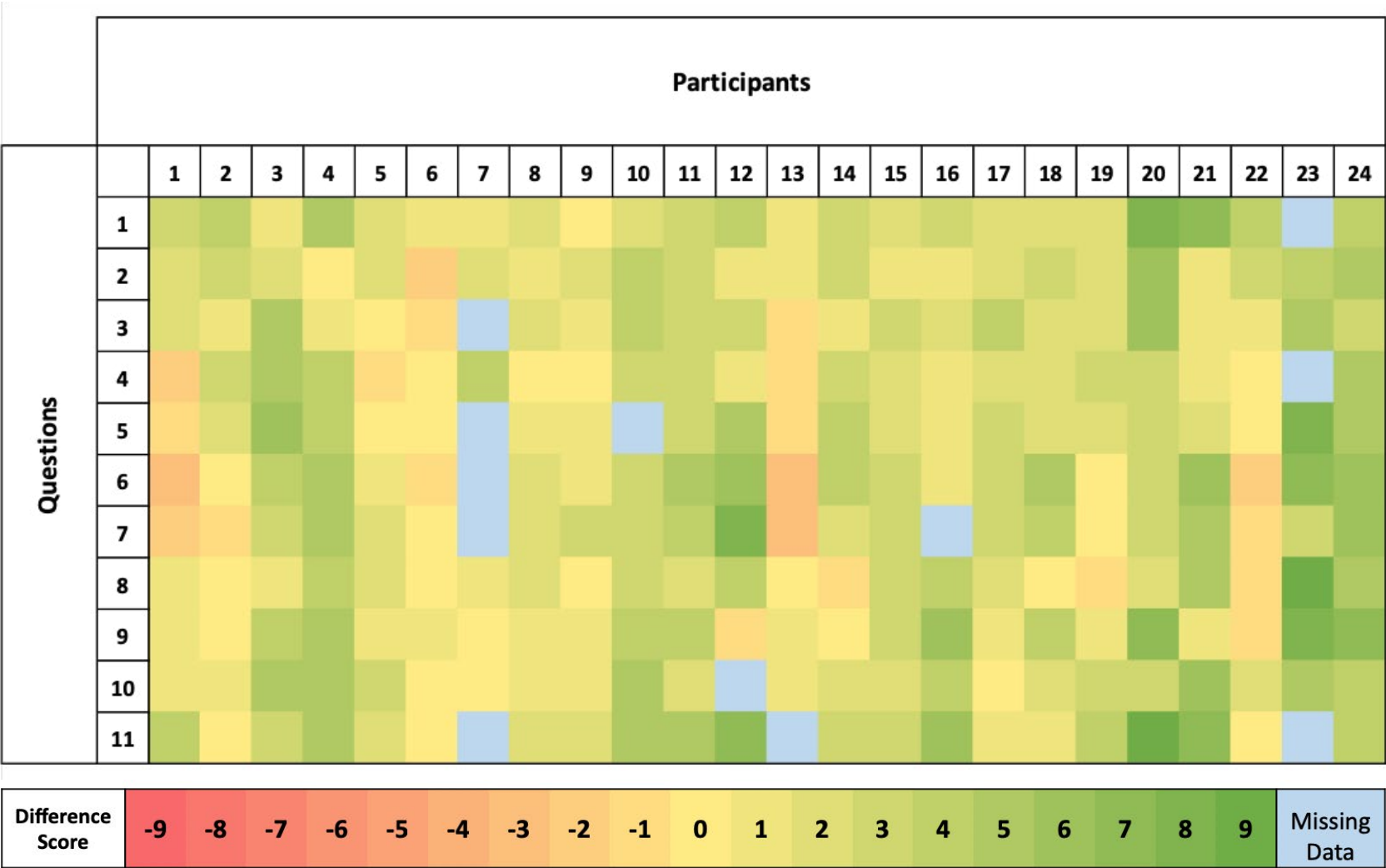
The above color scale represents the change in scores between pre- and post- workshop surveys for all participants who responded in both surveys. A Difference Score of "-9" represents a self-reported score of 10 on the pre-survey and a score of 1 on the post-survey, in other words a major decrease in self-reported knowledge/understanding. Whereas, a Difference Score of "9" would represent a score of 1 on the pre-survey and 10 on the post-survey; a major increase in self-reported knowledge/understanding. A Difference Score of "0" would represent no change between the pre- and post-survey scores, and therefore no change in self-reported knowledge/understanding. The predominance of shades of green in the above graphic highlights the overall positive impact the workshop had on participants' self-reported knowledge and understanding.