Transformative Pedagogy for Peace and Resilience Building and Prevention of Violent Extremism:

Experiences from Malawi

Presented by

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Overview of Peace Education in Malawi

- This has taken many forms such as:
  - Briefing of head teachers, teachers, teacher Trainers by the Malawi National Enesco Commission Office
  - Cascading the training to include all students of schools that participate in Peace Education
  - Students trained in assertiveness and peaceful conflict resolution
  - Establishment of School Peace Clubs engaged in self-help projects
  - Allowing students to initiate projects and work cooperatively to address diverse needs
  - Conducting workshop for teachers and developing training materials in Ethics lessons
Examples of some Peace and ESD Activities in Schools

• Students forming peace clubs and discussing issues that trigger conflicts and how the same could be avoided

• Student teachers from various teacher training colleges in Malawi being trained in how to be change agents in schools towards enhancing peace

• Equipping students in primary and secondary schools in bee keeping and horticultural crops gardening to generate money for self sustenance (Luck of money can trigger youths to be used to trigger violence)
Peace Building Education in Malawi

• Stakeholders were briefed on transformative pedagogies, Peace Building and Resilience

• Participants incorporated issues of peace building when teaching subjects like Life Skills

• Students and teachers sensitized not to use language or do actions that can affect the students (Silencing the guns)
Teachers Training in Peace Building

Teachers being trained at St. Johns Sec. School, Malawi
Pictorial views of some achievements

Maize harvesting by boys and girls led by their teacher, Mpiranjala Primary School, Malawi

Distribution of school materials bought with proceeds from farm sales to some learners
Critical Lessons Learnt in the Process

• Peace Education has to go beyond classroom knowledge and target root causes of conflicts, such as resource deprivation or poverty
• It is possible for schools to initiate self-help income generating activities to fight poverty and lead to self reliance
• Peace through community dialogue meetings can help reduce or eliminate conflict and schools can mediate that
• More strengthened civic education and community engagement processes are needed to enhance peace building at grassroots level
• Involvement of teachers and teacher training colleges is key in entrenching a culture of peace educating amongst both teachers and learners
Challenges

• Covid-19 pandemic reduced contact time between teachers and students hence limiting peace education opportunities

• Inadequate documentation, report writing and information sharing skills among teachers facilitating such projects – need for capacity building in such

• Limited capacity to coordinate, document and report at all levels: national, district and zonal levels on peace education activities

• Inadequate resources to facilitate peace education beyond education institutions especially in none formal education set ups

• Natural disasters like cyclones and floods in some parts of Malawi disturbed educational activities and washed away peoples livelihoods such as chicken and goat houses

• Lack of technical support in agriculture and business projects that can help enhance self sustaining livelihoods
Upcoming Plans/Ideas for the next 3 to 4 years

• Continue to build capacity of teachers and teacher educators to champion peace education activities at both school, colleges and community levels
• Develop teachers’ capacities in initiating, planning for, execution and reporting of the various activities in (Peace Education)
• Lobby for resources that can help to develop and print peace education materials targeting learners in schools and, in as well as out of school youths
• Initiate establishment of Civic Education (Peace Education) Clubs in schools, colleges and universities and communities
• Lobby for and support stakeholders like Ministry of National Unity, Ministry of Education, and the Malawi Institute of Education on the need to re-introduce Civics as a subject in schools to entrench values of Democracy, Peace Education among others
• Establish National, District, and Zonal level offices for coordination, monitoring and reporting of Peace Education and related Civic Education issues and activities
• Establish databases and information sharing platforms for showcasing success stories and best practices