

**Learning for Peace:
Narratives from
the Field**

**A compendium
of programme
strategies
2012/2016**

‘Learning for Peace’ is a global education and advocacy initiative to develop social cohesion, resilience, and security by strengthening educational practices and policies in conflict-affected contexts.

This initiative is a partnership between UNICEF, the Government of the Netherlands, governments of 14 other countries and key supporters.

Contents

Abbreviations

7

Key terms

8



1. Introduction

12

- 1.1 Purpose of this compendium
- 1.2 Key points on education and conflict
- 1.3 UNICEF's mandate and commitments to support social services delivery for peacebuilding
- 1.4 Learning for Peace strategies and implications for future programming



2. Measuring peacebuilding results

32

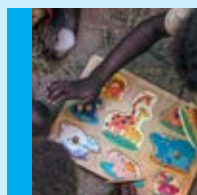
- 2.1 Conducting conflict scans at the project level in Burundi
- 2.2 Monitoring conflict sensitivity and peacebuilding readiness in Rakhine State, Myanmar
- 2.3 Measuring the effectiveness of a social cohesion and resilience programme for children and youth in Pakistan
- 2.4 Developing a population-based survey method in Eastern and Southern Africa



3. Policy and institutional capacity building

60

- 3.1 School-based training for teachers in Sierra Leone
- 3.2 Language of instruction policy and peacebuilding in Myanmar
- 3.3 Youth empowerment and transformative education in Liberia
- 3.4 Conflict-sensitive and risk-informed education sector analysis and plans in West and Central Africa



4. Learning materials and curricula

84

- 4.1 Integration of social cohesion into education materials in Pakistan
- 4.2 Youth-facilitated curriculum consultations in Somalia
- 4.3 Life skills and peacebuilding education curriculum reform in South Sudan



5. Access to conflict-sensitive education and non-formal schooling

110

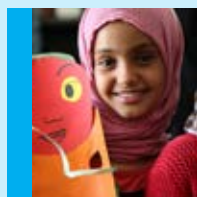
- 5.1 School construction and peacebuilding in Chad
- 5.2 School construction and rehabilitation for pastoralists in Ethiopia
- 5.3 Calligraphy lessons and discussion forums in Pakistan
- 5.4 Youth education in Kenya's Dadaab refugee camp



6. Security and non-violence in schools, learning spaces and communities

140

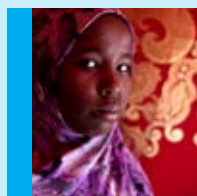
- 6.1 School policy on non-violence in the State of Palestine
- 6.2 Peacebuilding through school-based child-to-child clubs in Somalia
- 6.3 Conflict-sensitive education in the crisis context of South Sudan
- 6.4 Landmine risk education survey in Myanmar



7. Community conflict resolution and communication for peacebuilding

168

- 7.1 Peace clubs in Côte d'Ivoire
- 7.2 Social integration of Pygmies and Bantu in the Democratic Republic of the Congo
- 7.3 Peace education in Kenya's Dadaab refugee camp
- 7.4 Puppet shows in Yemen
- 7.5 Participatory theatre in Burundi



8. Gender

200

- 8.1 Communities Care Initiative in South Sudan and Somalia
- 8.2 Gender socialization in schools in Uganda



9. Early childhood development

222

- 9.1 Early childhood education and peacebuilding in Uganda
- 9.2 Dialogue and collaboration process to deliver ECD services in cross-border communities of Tajikistan and Kyrgyzstan
- 9.3 Multi-ethnic mothers' clubs in Côte d'Ivoire



10. Adolescents and youth

250

- 10.1 Conflict resolution during the Ebola crisis in Liberia
- 10.2 Adolescent skills development in the State of Palestine
- 10.3 Adolescent and youth peacebuilding competencies development in Uganda
- 10.4 Youth peacebuilding forums in Côte d'Ivoire

Endnotes

278

Image credits

301

Acknowledgements

309

Imprint

310



Date: 15/8/2014
We also get our water from rain
Rivers
other ways
get water?



Abbreviations

ABE	Alternative Basic Education
C4D	Communication for Development
ECD	Early childhood development
ECE	Early childhood education
EMIS	Education Management Information Systems
ERW	Explosive remnants of war
ESARO	Eastern and Southern Africa Regional Office (UNICEF)
HATIS	Humanitarian Action and Transitions Section
ICTJ	International Center for Transitional Justice
IIEP	International Institute for Educational Planning
KAP	Knowledge, attitudes and practices
LS+PBE	Life skills and peacebuilding education
LSaZOP	Learning Spaces as Zones of Peace (South Sudan)
MRE	Mine risk education
MTB-MLE	Mother Tongue-Based Multilingual Education
n.d.	No date
NGO	Non-governmental organization
NYSP	National Youth Service Programme (Liberia)
OECD	Organisation for Economic Co-operation and Development
PBEA	Peacebuilding, Education and Advocacy Programme
PEP	Peace Education Programme (Kenya)
SDP	Sports for Development Programme (Kenya)
SFCG	Search for Common Ground
SZOP	Schools as zones of peace
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WCARO	West and Central Africa Regional Office (UNICEF)
YEP	Youth Education Pack

Key terms

¹ (See endnotes on page 278)

Conflict-sensitive education is education programming that responds to an analysis of the context in which the programme is implemented, taking into account the two-way interaction between the programming and the context, such that its activities minimize negative impacts ('do no harm') and maximize positive impacts of education policies and programming on conflict.

Conflict sensitivity is the extent to which a system – including its institutions and how these are managed – reflect and respond to its operating context and the interaction between its interventions and the context, and act upon this to avoid negative impacts and maximize positive impacts on conflict factors.

Key elements of conflict sensitivity for an organization include:

- Understand the context in which it operates;
- Understand the interaction between the organization's interventions and the context;
- Act upon the understanding of this interaction, to avoid negative impacts ('do no harm') and maximize positive impacts; and
- Constantly reflect on the implications of its interventions.

Education for peacebuilding² is an integrated systems-based approach. It works towards addressing the underlying causes and dynamics or 'factors' of violent conflict that can be addressed by the larger education system.

As such, it is essential for education for peacebuilding to be informed by conflict analysis and based on input from stakeholders and partners on the ground. It looks at how the beneficiaries of the entire education system interact at the macro (national/system), meso (community/project) and micro (individual) levels, including:

- Upstream interventions through education policies, sector plans, curriculum frameworks, teacher recruitment policies, governance and distribution of education resources, and peacebuilding policies;
- Systems strengthening through capacity development of ministries, education agencies, religious leaders, community members and education personnel; and
- Individual development through refined teaching methods, extra-curricular activities, facilitated community discussions, and interaction with 'others' through cultural and social events.

Education for peacebuilding utilizes quality education and peacebuilding programming (formal, non-formal and/or extra-curricular) as a channel to engage children, youth, ministry officials, school administrators, teachers and parents in activities that build social cohesion. It also supports the development of the knowledge, attitudes and skills, and enabling environment needed for children and youth to become peacebuilders in their society.

Gender-responsive approaches are informed by an awareness of the effects of gender norms, roles and relations, and take measures to actively reduce those effects that pose barriers to gender equality.

Gender-sensitive approaches acknowledge and highlight existing gender differences, issues and inequalities, and incorporate these into strategies and actions.

Gender-transformative approaches focus on understanding and transforming the entrenched norms and practices that produce unequal gender relations within a given context. Such approaches adopt strategies to promote shared power, control of resources and decision making as a key programme outcome.³

Human security is a concept that emerged during the early 1990s as a paradigm for framing how security is conceptualized, shifting the focus from the sovereign State to the individual and emphasizing security as more than just the absence of violent conflict in light of widespread global poverty and new threats such as interstate wars, genocide, climate change and criminality.

United Nations resolution A/RES/66/290 frames human security as “an approach to assist Member States in identifying and addressing widespread and cross-cutting challenges to the survival, livelihood and dignity of their people” and acknowledges that “all individuals ... are entitled to freedom from fear and freedom from want, with an equal opportunity to enjoy all their rights and fully develop their human potential.”⁴

Peace dividends are visible, tangible results of peace, delivered ideally by the State, but also by international partners, and also accessible beyond the political elite to communities throughout the State and in an equitable manner.

Peace dividends may not necessarily address the underlying causes of conflict, but are nonetheless vital actions that address the consequences of conflict. They help create incentives for non-violent behaviour,

reduce fear and begin instilling confidence in affected populations in their communities and in the legitimacy of their institutions.⁵

The Learning for Peace programme aimed to provide education services not only as peace dividends in the immediate aftermath of a conflict (e.g., construction of learning spaces, distribution of teaching and learning materials), but also to address underlying causes of conflict through policy and institutional capacity-building initiatives.

Peace education has been defined by UNICEF as “the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national or international level.”⁶ This typically consists of formal education and curriculum initiatives that incorporate training in such topics as theories of peace, conflict resolution and tolerance.

Peacebuilding involves a multidimensional range of measures to reduce the risk of a lapse or relapse into conflict by addressing both the causes and consequences of conflict, and by strengthening national capacities at all levels for conflict management in order to lay foundations for sustainable peace and development.⁷

Peacebuilding is multidimensional (including political, security, social and economic dimensions), occurs at all levels in a society (national to community levels), and includes governments, civil society and the United Nations system, as well as an array of international and national partners.

Resilience is the ability of individuals (both children and adults), communities and systems to withstand, anticipate, prevent, adapt and recover from stresses and shocks, advancing the rights of every child, with special attention to the most vulnerable and disadvantaged children.

Resilient development means providing children and families with what they need to better prepare for and better manage crises, including those caused by violent conflict, and recover from them more rapidly. Resilient development requires:

- Addressing the underlying drivers of inequity and fragility that cause environmental, economic and social deprivation and stresses;
- Bridging the arbitrary divide between development and humanitarian assistance, and strengthening the connections between these fields of work in order to make a lasting difference for children;
- Integrating risk factors such as climate change and violent conflict into programming; and
- Strengthening the systems that can anticipate as well as absorb shocks in the event of crises.⁸

Social cohesion is the degree to which ‘vertical’ (a State responding to its citizenry) and ‘horizontal’ (cross-cutting, networked relations between diverse community groups) social capital intersect. The more social capital that exists and is leveraged in a mutually beneficial manner, the more likely a society will be cohesive and thus possess the inclusive mechanisms necessary for mediating/managing conflict.⁹

Peacebuilding interventions can contribute to the re-establishment or strengthening of social cohesion. Under the Learning for Peace programme, in many cases this term was also used to mean ‘peacebuilding’. The use of the term ‘social cohesion’ was necessary given local sensitivities to the words ‘peace’ or ‘peacebuilding’ in some countries where Learning for Peace operated.

Peacebuilding is multidimensional (including political, security, social and economic dimensions), occurs at all levels in a society (national to community levels), and includes governments, civil society and the United Nations system, as well as an array of international and national partners

Chapter 1

Introduction







Education commands high priority in both the initial humanitarian phase of national and international response and in the post conflict rebuilding phase. Every education system has the potential to either aggravate the conditions that lead to violent conflict or to heal them

Jean-Louis Sarbib and Jamil Salmi, World Bank¹⁰

On 25 September 2015, countries around the world adopted the Sustainable Development Goals to end poverty, protect the planet and ensure prosperity for all.¹¹ The preamble to these goals explicitly affirms, “There can be no sustainable development without peace and no peace without sustainable development.”¹² Countries experiencing protracted crises, often caused or exacerbated by violent conflict, face the greatest barriers to achieving these goals.¹³ Overcoming this challenge will require innovative strategies to address conflict at its roots.

The costs of conflict are enormous. In human terms, direct costs include disability, displacement and death, while indirect costs include instability, loss of livelihood and destruction of assets. Furthermore, vulnerable groups, such as children, are frequently the most affected. As of 2011, children who were born in a fragile or conflict-affected country were three times as likely to be out of primary school, twice as likely to be undernourished, and nearly twice as likely to die before their fifth birthday compared to those who were born in other developing countries.¹⁴

In economic terms, a country that experienced major violence during 1981–2005 had a poverty rate 21 percentage points higher, on average, than a country that did not experience major violence; it is also estimated that countries lose 0.7 per cent of their gross domestic product annually for each neighbouring country involved in a civil war.¹⁵ Calculations indicate that most civil wars last for 8 years, and after the war, a country will need 14 years of peace to recover its income growth trajectory,¹⁶ thus interrupting development opportunities for an entire generation.

Patterns of conflict are often cyclical, bringing about repeated devastation. During the first decade of this century, 90 per cent of civil wars took place in countries that had already experienced civil war during the previous 30 years.¹⁷ Stopping this recurrent cycle of damage will require new investments in



peacebuilding on multiple levels, with a significant focus on the younger generations. As stated in 2014 by the Organisation for Economic Co-operation and Development (OECD):



Today, one-third of the world's poor live in fragile countries; by 2018 that share is likely to grow to one-half, and in 2030 to nearly two-thirds. The proportion of young people in those states is approximately twice that in non-fragile countries, and the populations of these states are growing roughly twice as fast¹⁸

1.1 Purpose of this compendium

In recognition of the costs of violent conflict and education's transformative potential, UNICEF implemented the Peacebuilding, Education and Advocacy (PBEA) programme – Learning for Peace – during 2012–2016, supported by generous funding from the Government of the Netherlands.

Five outcome areas formed the basis for developing programme activities:

1. Policy integration, whereby education policies/curricula encompass a focus on peacebuilding and education is utilized as a strategic entry point for peacebuilding.
2. Development of institutional capacities to deliver equitable, conflict-sensitive education services, including a focus on enhancing emergency preparedness and strengthening rule-of-law mechanisms in the education sector.

'Learning for Peace Narratives from the Field' discusses a wide range of emerging conflict-sensitive and peacebuilding strategies. The primary sources reflect experience in remarkably diverse country contexts and were often developed in situations of crisis, from civil unrest in Burundi to the escalation of conflict in Yemen

3. Building the capacity of individuals and communities through the promotion of adolescent and youth civic participation; support for early childhood, primary and non-formal education that contributes to peacebuilding; and institutionalization of community-based dispute resolution mechanisms to increase tolerance for diversity and promote peace.
4. Increasing access to conflict-sensitive education and investment in equitable education services delivery and management, with an emphasis on reaching the most marginalized.
5. Generating evidence and knowledge to close current knowledge gaps in education and peacebuilding.

Learning for Peace Narratives from the Field touches upon all these objectives while it explores the nature of conflict as a barrier to development and the potential of education as a bridge to peace. Designed for the benefit of education and peacebuilding practitioners, as well as other social service providers, it discusses a wide range of emerging conflict-sensitive ('do no harm') and peacebuilding ('do more good') strategies. These strategies and the associated documentation were developed through diverse partnerships in the 14 core countries: Burundi, Chad, Côte d'Ivoire, the Democratic Republic of the Congo, Ethiopia, Liberia, Myanmar, Pakistan, Sierra Leone, Somalia, South Sudan, the State of Palestine, Uganda and Yemen.

Learning for Peace research and knowledge sharing extended to more than 30 other country offices, facilitated through support from the UNICEF regional offices for Central and Eastern Europe and the Commonwealth of Independent States, East Asia and the Pacific, Eastern and Southern Africa, the Middle East and North Africa, South Asia, and West and Central Africa – as well as headquarters sections and divisions, including Adolescent Development and Participation, Communication for Development (C4D), Child Protection, Division of Communication, Early Childhood Development (ECD), Education, Gender and Development, the Humanitarian Action and Transitions Section (HATIS), the Evaluation Office and the Office of Emergency Programmes.

Learning for Peace explores the nature of conflict as a barrier to development and the potential of education as a bridge to peace

In response to the lack of evidence on links between education and peacebuilding at its outset, Learning for Peace stakeholders produced 16 conflict analyses/needs assessments, five evaluation reports, 96 case studies, 43 research reports and 10 knowledge, attitudes and practices (KAP) surveys by the end of the programme in 2016. Although the purpose, scope, methodology, rigour and utilization of the findings varied, country work plans were designed on the basis of conflict analysis findings. In addition, case study research was conducted with the overarching goal of closing the knowledge gap to strengthen the education policies and practices that can contribute to peacebuilding.

This compendium has been developed on the basis of these resources, and offers a select group of strategies summarized from programme documents, with additional insights gleaned from external sources. Chapter introductions and strategy summaries cover the following topics:

Learning for Peace core countries and regional offices



- Overview of the context;
- Underlying causes and dynamics of conflict;
- Theory of change and programme strategies; and
- Emerging results and implications for future programming.

The primary sources reflect experience in remarkably diverse country contexts and were often developed in situations of crisis, from civil unrest in Burundi to the escalation of conflict in Yemen. It is important to note that this compendium of strategies describes emerging results that indicate where further research will be necessary to make broader claims. It is our hope that this exploration provides a valuable resource for practitioners aiming to leverage their social service domains for the promotion of social cohesion, resilience and peace.

1.2 Key points on education and conflict

The equitable and inclusive delivery of social services, including education, is seen as a crucial component of addressing the basic needs of communities, strengthening state legitimacy, and ensuring that peace dividends are gained by a majority rather than the few. Fundamental concepts that deserve to be highlighted in this regard are outlined below.

Violent conflict is a barrier to education for all. By the end of 2014, conflict, persecution, generalized violence or human rights violations had forced 59.5 million people from their homes. Not only is this the highest number on record, it represents an increase of 8.3 million over 2013, the highest recorded increase in a single year. Furthermore, 51 per cent of all refugees were children, up from 41 per cent in 2009 and the highest figure in more than 10 years.¹⁹

On a global basis, children's access to education has greatly improved. In the world's low-income countries, the proportion of children who never attended school was reduced from 32 per cent in 1992 to 14 per cent in 2008. In conflict-affected countries, however, 36 per cent of primary-school-age children were not in school as of 2012.²⁰ By 2016, of the 124 million children of primary and secondary school age who were not in school, an estimated 30 per cent live in countries affected by conflict.²¹

Refugee children are five times less likely to attend school than their counterparts in more stable situations – only 50 per cent of refugee children are enrolled in primary school, and less than 25 per cent are enrolled in secondary school. Girls living in conflict-affected countries are disproportionately affected by the lack of


access to education, and are two-and-a-half times more likely to be out of school than boys in the countries affected by conflict.²²

In many countries affected by conflict, students, teachers and other education personnel are the direct targets of violence that has caused injury, displacement and death, and school buildings have been destroyed, damaged or occupied as bases or barracks. The Global Coalition to Protect Education from Attack found that armed forces and groups were reported to be using education institutions in at least 26 countries during January 2005–March 2015, including nine Learning for Peace countries: Chad, Côte d'Ivoire, the Democratic Republic of the Congo, Myanmar, Pakistan, Somalia, South Sudan, the State of Palestine and Uganda.²³ In Yemen, 720 incidents between 2009 and 2012 involved force or violence that affected schools; in Côte d'Ivoire, during 2011 alone, at least 477 schools were destroyed, damaged, looted or used by armed groups during post-election violence.²⁴

Unless the causes of conflict are redressed and peace is promoted, millions of children will continue to be denied their right to education.

Education can exacerbate conflict. Education is inherently a political, economic and social system, and therefore a powerful mechanism that can polarize and fuel divisions, as well as promote peace.²⁵ Education policies, such as those regarding language of instruction or treatment of religion, can intentionally or unintentionally exclude groups of children.

Curricula, and the processes through which they are developed, can perpetuate prejudice, hostility and biased historical narratives. Irrelevant curriculum, exclusionary language of instruction policies or inequitable provision of education can also cause people to lose confidence and trust in the political



At the most fundamental level, UNICEF's commitment to peacebuilding is rooted in the founding principles of the United Nations and guided by the Convention on the Rights of the Child

system. Unequal distribution of education services can widen cleavages between groups, for example, when temporary learning spaces are provided only to the displaced in areas where the host population is also in need. In addition, children and youth unable to access quality education may be more vulnerable to recruitment to violent groups and miss the opportunity to learn important peacebuilding competencies through school.²⁶

Rising inequalities in education can increase the risk of violent conflict, and consequently, experiencing violent conflict can exacerbate pre-existing education inequality. In research commissioned by UNICEF under Learning for Peace and conducted by FHI 360, education, conflict, wealth, demographics and country profile data were collected from more than 200 public databases for more than 100 countries, from 1960–2013, enabling the development of unprecedented data sets.²⁷

Among the key findings, during the decade beginning in 2000, the likelihood of violent conflict more than doubled for countries with high levels of inter-group inequality in education, after controlling for known conflict risk factors such as wealth, political regime and geography.²⁸ Greater education equality between male and female students, on the other hand, decreases the likelihood of violent conflict by as much as 37 per cent.²⁹


During conflict, education inequality increases, especially disparities associated with wealth and gender, and does not return to the initial level of inequality after the end of conflict. As stated in an FHI 360 Policy Brief:



The longer the conflict, the harder it becomes to return to pre-conflict levels of inequality, and the more relapses to conflict there are, the gap between post-conflict inequality and pre-conflict inequality becomes larger and larger³⁰

Education services can contribute to peacebuilding. Although education may underpin the causes of conflict, it can also play a significant role in transforming conflict and building peaceful societies at the systems, community and individual levels. At the broad level of national systems, post-conflict investment in social services, such as education, can be a peace dividend – a tangible benefit of peace that reduces incentives for people to engage in violent behaviour.³¹

One approach in this regard has been developed by the Research Consortium on Education and



Refugee children are five times less likely to attend school than their counterparts in more stable situations - only 50 per cent of refugee children are enrolled in primary school, and less than 25 per cent are enrolled in secondary school

Peacebuilding, a UNICEF-funded partnership with research centres at the University of Amsterdam, the University of Sussex and Ulster University (2014–2016). The ‘4 Rs’ framework – illustrated in Figure 1 – proposes that education can contribute to building sustainable peace through: redistribution (fair distribution of education access, resources, opportunities); recognition (respecting diversity and identity through education); representation (ensuring equitable participation in decision making); and reconciliation³² (leveraging education to deal with legacies of past human rights violations, or addressing historical or contemporary injustices).³³ The framework can also be used as a diagnostic tool to analyse education’s potential to redress both the drivers and legacies of conflict.

Education can be a means for strengthening social cohesion. The Learning for Peace approach to social cohesion recognizes the importance of both *vertical cohesion* (fostering trust between citizens and their government) and *horizontal cohesion*, as shown in Figure 2.

Through conflict-sensitive education policies, governance systems and curriculum reforms that reflect or address issues of redistribution, recognition, representation and reconciliation, governments can foster respect, model and motivate processes of peaceful civic engagement, and ultimately strengthen vertical cohesion. Equitable provision of relevant education services can lessen grievances that might otherwise trigger violence. Governments can earn the trust of young citizens by providing opportunities for previously marginalized youth to engage in the labour force.

At the community and individual levels, formal and non-formal education can connect people across groups, thus promoting horizontal cohesion. ECD programmes, for example, can bring together multi-ethnic groups of parents based on the shared value of the well-being of young children. The school can provide a venue to pilot, and model for the community, social integration of students from dominant and marginalized groups. Non-formal education programmes – such as sports, participatory theatre and peer

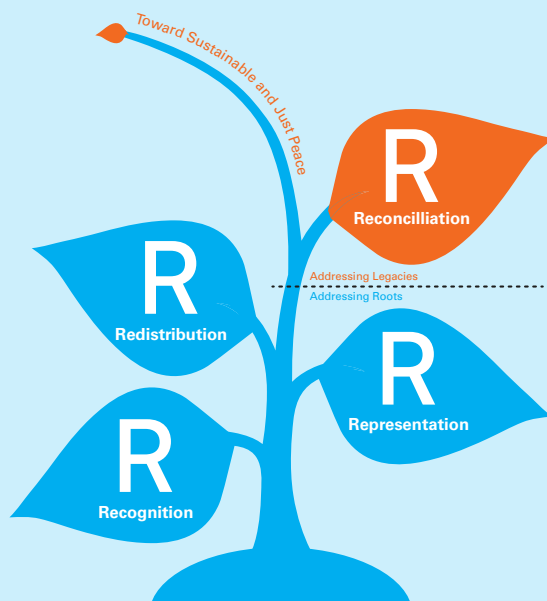
Figure 1. **Sustainable peacebuilding in education:
The '4 Rs' analytical framework**

Redistribution

- Equitable access to services
- Equitable distribution of resources
- Equitable outcomes (qualifications, employment opportunities)
- Analysis of reforms/ policies to see if they are redistributive

Recognition

- Language of services
- Recognition of cultural diversity in and through services
- Place of religious and cultural identity and freedom in services
- Citizenship and civic participation as a means of state-building
- Analysis of the way policy manages the tension between unity/diversity



Reconciliation

- Addressing historic and contemporary economic, political, and cultural injustices
- Analysis of how services strengthen/weaken social cohesion
- Acknowledgement and public debate about the past and its relevance to the present and future
- Levels of trust—vertical (in government and services it provides at all levels) and horizontal (between groups)

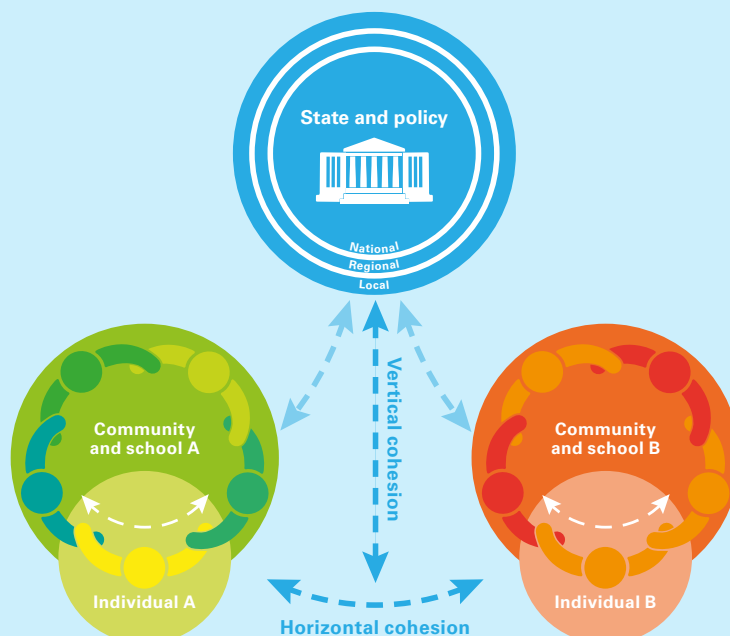
Representation

- Extent to which policy/reforms involve stakeholders' participation in design and decision-making at local, national, global levels
- Analysis of political control/representation through administration of services
- Multiple stakeholders involved in local governance of services and decision-making processes (incl. families, communities, etc.)
- Extent to which the services support fundamental freedoms

Source: Novelli, Lopes Cardoso and Smith³⁴

Infographic: Adrián Cerezo

Figure 2. **Basic elements of the Learning for Peace
approach to social cohesion**




Infographic: Adrián Cerezo

education clubs – are opportunities to impart peacemaking competencies, such as tolerance and respect for difference.

Education can also empower youth to become champions of peace by administering community conflict prevention and resolution programmes. Reform processes that include members of the community in a participatory way can ensure that education curricula, pedagogy and materials are relevant, respectful and inclusive of diverse groups of learners. This can also strengthen practices of peaceful civic engagement.

The peacebuilding potential of education services has yet to be fulfilled. Although there is an increased recognition that the equitable provision of education, as well as other social services, in its multiple dimensions and across the '4 Rs' can contribute to addressing the underlying causes and dynamics of violent conflict, education's full potential in peacebuilding has not yet been realized.³⁵ Peacebuilding policies have not always sought to capitalize on education's potential contributions to building peace, and education policies have not always maximized education's role in reducing tensions and promoting peace.

To reduce the devastating effects of violent conflict, education's full transformational potential as a social service for building social cohesion must be realized. This compendium offers many examples of the efforts of UNICEF and partners towards this end.



The UNICEF Technical Note on conflict sensitivity and peacebuilding advises that all programmes in conflict-affected and fragile contexts should be informed by conflict analysis, should be conflict-sensitive, and should take a more explicit and systematic approach to peacebuilding, where appropriate

1.3 UNICEF's mandate and commitments to support social services delivery for peacebuilding

UNICEF is committed to delivering results for children living in the most difficult circumstances: Of the 310 humanitarian crises responded to globally in 2015, 63 were sociopolitical crises, including conflict and civil unrest.³⁶ Due to its multi-pronged humanitarian, development and human rights mandate, UNICEF is present in countries before, during and after conflict. In all circumstances, the organization delivers an array of social services, including education, at the national, sub-national and local levels.

The commitment to delivering social services in ways that are conflict-sensitive and contribute to building peace is demonstrated in several key documents. The UNICEF Technical Note on conflict sensitivity and peacebuilding advises that all programmes in conflict-affected and fragile contexts should be informed by conflict analysis, should be conflict-sensitive, and should take a more explicit and systematic approach to peacebuilding, where appropriate.³⁷

As stated in the Strategic Plan 2014–2017, UNICEF is committed to “strengthening its involvement in systematic reduction of vulnerability to disaster and conflicts through risk-informed country programmes that help build resilience.” The plan also notes that “systemic attention to risk analysis and mitigation is particularly important to effectively addressing the specific needs of children living in fragile and conflict-affected contexts.”³⁸

At the most fundamental level, UNICEF's commitment to peacebuilding is rooted in the founding principles of the United Nations. Article 1 in the Charter of the United Nations articulates the mission “to maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace.”³⁹ The mandate specific to education and peace is enshrined in article 26(2) of the Universal Declaration of Human Rights,⁴⁰ which states:



Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace



Within the broader peacebuilding United Nations family, the fundamental mission of UNICEF includes the mandates to:

- Advocate for the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential;
- Ensure special protection for the most disadvantaged children – including survivors of war, disasters, extreme poverty, all forms of violence and exploitation, and children with disabilities; and
- Work with all its partners towards attainment of the sustainable human development goals adopted by the world community and the realization of the vision of peace and social progress enshrined in the Charter of the United Nations.⁴¹


Throughout its work to fulfil these commitments, UNICEF is guided by the Convention on the Rights of the Child, and particularly in regard to peacebuilding, the Optional Protocol on the involvement of children in armed conflict⁴² – both of which articulate concern for the harmful and widespread impact of armed conflict on children and the long-term consequences it has for durable peace, security and development.

1.4 Learning for Peace strategies and implications for future programming

As a unique and unprecedented education for peacebuilding programme, Learning for Peace offers valuable insights. Key implications for future work in this field that can be drawn from the summaries in this compendium and the wider library of programme reports and evaluations include the following:

Using education for delivering peacebuilding results is a good choice. This is affirmed in the Learning for Peace global outcome evaluation, which also noted that the programme’s pilot approaches to working in and on conflict achieved satisfactory results given the limitations of time and resource.⁴³

UNICEF advocates for the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential



Entry points for peacebuilding can be found in all spheres of education. Opportunities to contribute to the foundations of peace are abundant in both formal and non-formal education programmes and systems

Take conflict analysis as the starting point. Conflict analysis and subsequent monitoring are vital components of education for peacebuilding programming, specifically, as well as for any programme that aims to ‘do no harm’ in a conflict-affected context.⁴⁴ As found by the outcome evaluation report, this emphasis on conflict analysis leads to responsive, context-specific programmes that can contribute to peacebuilding.⁴⁵ Examples highlighted in this compendium include the Burundi ‘conflict scan’ approach to systematic monitoring of conflict dynamics, and the project-level assessment of conflict sensitivity and peacebuilding readiness in Myanmar.

For education programmers seeking to link programmes to peacebuilding, the ‘4 Rs’ can be used as a diagnostic tool to inquire into the conflict factors of social systems, and for analysing education’s potential to redress both the drivers and the legacies of conflict (*see Figure 1, Section 1.2*).

Flexibility is a necessity in conflict-affected and fragile contexts. These contexts are dynamic, resulting in constantly changing environments for programme implementation. The reorientation of focus in South Sudan after the outbreak of conflict in 2013 is one example of the need to be agile in programming, ready to analyse the new context and readjust accordingly.


Delivering and capturing peacebuilding outcomes requires solid conceptual understanding of the connections between peacebuilding and education as well as other areas such as gender, adolescent development and ECD. Along with articulating theories of change and correlating assumptions, this requires defining terms such as ‘social cohesion’ and the differences between ‘education for peacebuilding’ and ‘peace education’. It further necessitates determining a project-level, context-appropriate results framework, with measurable indicators at each level, and cross-sector collaboration in carrying out the project cycle.⁴⁶

‘Peacebuilding’ is a term that sometimes evokes resentment and suspicion. Conflict analysis and peacebuilding programme design will only be endorsed by government counterparts if there is sufficient trust between the implementing agency and the government. In some contexts, the word ‘peacebuilding’ is resented, and terms such as ‘social cohesion’, ‘resilience’ or ‘learning to live together’ are possible alternatives that recognize the importance of strengthening and transforming inter-group relationships.


Entry points for peacebuilding can be found in all spheres of education and capacity development endeavours. Opportunities to contribute to the foundations of peace are abundant in both formal and non-formal education programmes and systems. This compendium includes examples ranging from calligraphy courses in Pakistan to ECD and mothers’ clubs in Côte d’Ivoire and curriculum reform in Somalia.

Regardless of the level of intervention – individual, community/project or national/system – participatory and inclusive processes are crucial. Involving a variety of stakeholders can build trust, break down barriers, encourage future collaboration and reduce risk of disagreements that can lead to violence. The feasibility and utility of inter-group collaboration are illustrated, for example, in the development of an education policy on multilingual instruction in Mon State, Myanmar, which included facilitated conversations between government representatives, non-state actors and community stakeholders.

Individuals – from a child or adolescent to a parent, teacher or policy leader – can be powerful champions of peace. The initiative involving conflict resolution during the Ebola crisis in Liberia illustrates how organized youth networks can facilitate peaceful responses at the community level, as long as interventions are managed in a conflict-sensitive manner. Peace club participants in Somalia, meanwhile, reached out to children in their community who were out of school, invited them into schools, and raised funds for uniforms for the newly enrolled students.



Involving a variety of stakeholders can build trust, break down barriers, encourage future collaboration and reduce risk of disagreements that can lead to violence



Although education may underpin the causes of conflict, it can also play a significant role in transforming conflict and building peaceful societies at the systems, community and individual levels

Strong systems and leadership are fundamental. Innovative programmes such as Learning for Peace require agency-level commitment with a clear, long-term vision of the agency's role and contribution to peacebuilding, and accompanying integration across the agency and its sectors, including staff, strategies, policies, key messages, and leadership and management structures.

Effective peacebuilding programming must be inclusive and systemic. Because peacebuilding is complex, a multi-level approach of mutually reinforcing strategies has the best chance of success. In the State of Palestine, for example, a package of strategies –national education policy leadership and guidance, school and community project implementation, and individual student mobilization and commitment – was used to support transformation across multiple levels of society.

Building sustainable peace takes time and investment. Peacebuilding is a long-term endeavour, and investments in related programming require ongoing measurement of processes, milestones and programme adjustments.⁴⁷ As highlighted throughout Chapter 2, analysis and reflection should be carried out systematically to assess what is working, or not, along with changes in the context and new opportunities. Despite the challenges of measuring peacebuilding results, it is only through the application of systematic processes and methodologies that best practices may be learned, replicated and brought to scale.

**Using education
for delivering
peacebuilding results
is a good choice**

Chapter 2

Measuring

peacebuilding results







Measuring peace is notoriously difficult and starts with a clear, simple definition of peace ... there is a continuing need to keep reviewing our approach

Steve Killelea, Founder, Institute for Economics and Peace⁴⁸

As the role of social services in peacebuilding garners increased attention,⁴⁹ methods for monitoring and evaluating peacebuilding programmes that focus on social services are in the nascent stages. Standard tools and processes can be labour- and cost-intensive, and they are not always conflict-sensitive or responsive to the concerns of government counterparts, local communities and other partners.

Peacebuilding through education takes time, and it is difficult to measure the ‘intangible’ product of changes in attitude and behaviour, or to separate programme results from the unsettled dynamics of a conflict-affected context.

Summary: Chapter 2

Theory of change

IF research and development on ways to monitor and evaluate the impact of education on peacebuilding lead to new conflict-sensitive and effective methods, → THEN agencies that implement social services programming will contribute to generating evidence that will feed into policies and practices to strengthen the role of education in peacebuilding.

Programme strategies

- **Conducting conflict analyses**
- **Developing theories of change and logical frameworks**
- **Monitoring and evaluation, documentation and reflection**

Despite the challenges, it is crucial – and feasible – to choose and apply a range of tools, methods and approaches to analyse conflict, develop a monitoring and evaluation plan, and build capacities among staff and other stakeholders.⁵⁰ Chapter 2 begins by outlining common methods for measuring programme outcomes, followed by summarized reviews of strategies carried out in Burundi, Myanmar and Pakistan, and concluding with discussion of a survey methodology used in four countries of the Eastern and Southern Africa region.


Measurement approaches

‘Evaluation’ has been defined as “the systematic acquisition and assessment of information gathered on specific questions to provide useful feedback for a program, organization or individual” for the mutually reinforcing purposes of learning and accountability.⁵¹ While techniques for assessing the UNICEF Learning for Peace programme varied, the following components were implemented throughout:

- **Conflict analysis** – Efforts to contribute to the transformative processes of peacebuilding and education began with an analysis of the actors, causes and underlying dynamics of conflict in the geographical area targeted for change.
- **Theory of change** – Informed by the conflict analysis, explicit assumptions about how change will happen were mapped at the project, national and global levels.
- **Logical framework** – Building from the theory of change, the logical framework detailed the causal pathways of the change-process hypothesis, identifying activities, outputs, outcomes and assumptions.
- **Monitoring** – UNICEF offices developed their own activity, output and outcome indicators, compatible with the unique context and to be reported against annually.
- **Evaluation, documentation and reflection** – Systematic and objective reviews of implementation and emerging results were conducted, documented, and used to inform programming.

When measuring the nexus of education and peacebuilding, the process involves both disciplines, which each have ‘traditional’ objectives. Educators, for example, seek to measure processes aimed to achieve access to quality education, while peacebuilders seek to measure processes to achieve social cohesion and durable peace. The development of theories of change, logical frameworks and output/outcome indicators therefore requires cross-disciplinary collaboration that connects the two sectors.

Because education for peacebuilding occurs in conflict-affected and fragile environments, measurement of



Evidence shows that when programmes focus only on change at the individual level, without regard to how these may be translated to other levels, they inevitably fall short of impacting on the larger goals

its effectiveness entails distinctive considerations, including: analysis of the conflict context; the need to be flexible and adaptable to dynamic security environments, sensitivities regarding data, and gaps and inaccuracies in existing data; and, importantly, ensuring that programme activities do not contribute to the existing tensions.

There have been few studies of the cause-and-effect dynamics between education interventions, such as vocational training, and decreased levels of violence.⁵² In effect, measurement of education for peacebuilding programming is testing unique hypotheses in unique and ever-changing contexts.

The foundations of peace, such as vertical and horizontal cohesion, occur at multiple levels of society – individual, community/project and national/system (*see Figure 2, Section 1.2*). Evidence shows that when programmes focus only on change at the individual level, without regard to how these may be translated to other levels, they inevitably fall short of impacting on the larger goals⁵³. Measurement of education for peacebuilding programmes should therefore take an interconnected approach to cover all three levels.

Measurement methods


UNICEF and partners in Learning for Peace employed an array of methods to measure the programme's impact, including routine monitoring, randomized controlled trials, large-scale population surveys, small-scale qualitative studies and 'most significant change' participatory evaluation. These assessments covered multiple levels, and ranged from exploratory to descriptive, theory-based and analytical. Details on various research and evaluation strategies appear in summaries throughout this compendium, and sample approaches are outlined below.

Conflict scan (project level) – Due to the shifting dynamics in conflict-affected environments, it may be necessary to follow the initial conflict analysis with periodic, systematic surveys of the context throughout the project cycle. This was done in Burundi using the ‘conflict scan’ action-oriented methodology developed by Search for Common Ground (SFCG).⁵⁴ Through surveys and focus group discussions, the scan collected information on perceptions and relationships in order to provide a snapshot of the evolving context in multiple provinces where projects were implemented (*see 2.1*).

Conflict sensitivity and peacebuilding readiness assessment (state level) – In conflict-affected contexts, it is necessary to monitor how programme activities interact with the conflict dynamics. This was the approach taken in Myanmar’s Rakhine State, in response to perceptions that aid delivery was contributing to inter-group grievances. The study did not examine programming results, but rather used qualitative methods to collect a ‘snapshot’ of conflict sensitivity and peacebuilding potential regarding UNICEF activities (*see 2.2*).

Social cohesion survey (provincial level) – To measure change in this key performance indicator, UNICEF, the Lahore University of Management Sciences and SFCG used mixed methods of quantitative and qualitative research to gauge various domains of social cohesion among children and youth participants in the Social Cohesion and Resilience programme in Pakistan. The formative evaluation included data collection in three provinces, with end-line data collected in four provinces, through focus group discussions and a survey measuring context-specific domains of social cohesion (*see 2.3*).

Social cohesion and resilience survey (national level) – Education for peacebuilding ultimately aims to contribute to peace at the national level, which is a challenging relationship to measure. As part of a four-country study partnership with the Harvard Humanitarian Initiative, UNICEF Uganda implemented a national-level, population-based survey on the domains of resilience, social cohesion and human security, and their interaction with education (*see 2.4*).



In conflict-affected contexts, it is necessary to monitor how programme activities interact with the conflict dynamics

Implications for future programming

Learning for Peace explored a variety of methods to measure the process and emerging results of programme strategies described in this compendium. Cumulative evidence in the global outcome evaluation indicates that the most substantial and verifiable results, at the greatest scale, were achieved when the programme cycle included:

- Identifying and addressing conflict factors;
- Articulating an overarching theory of change;
- Recruiting staff who have peacebuilding expertise;
- Sensitizing stakeholders;
- Designing a programme management cycle using participatory practices in all planning and data gathering processes; and
- Building the organization's and partners' capacities.⁵⁵

Drawing on lessons learned from current literature and practices in peacebuilding and education, research conducted by SFCG outlines several points for measuring the results of education for peacebuilding programmes. Pertinent highlights are summarized below.⁵⁶

Tools and methods must be conflict-sensitive. This encompasses being responsive to the context throughout the project cycle, including design and implementation of strategies, the logistics of data collection, the selection of data to be gathered and shared, and the disaggregation of results. In fragile contexts where preventing harm can be complicated by the dynamics of conflict, it is particularly important to make sure that the collection of data and its subsequent analysis will do no harm to participants.

Education for peacebuilding ultimately aims to contribute to peace at the national level, which is a challenging relationship to measure

Indicators, both qualitative and quantitative, must be feasible, reliable and lead to informed decision making. Indicators should be derived from the conflict analysis and the objectives of the planned activity or programme, take the project's capacities and resources into account, and result in information that enhances understanding of how change occurs.

It is vital to make effective use of the information gleaned through monitoring and evaluation. A key way to achieve this is by implementing improved feedback loops to monitor incremental progress towards outcomes and the effectiveness of achieving change and to refine the theories of change and programme strategies. While an evaluation provides analysis of results and project achievements, thus serving as a core programme document, it also provides a learning tool for the project itself, and for other similar ongoing and future programming in education for peacebuilding.

2.1 Conducting conflict scans at the project level in Burundi



Summary based on: Search for Common Ground, 'Burundi: Conflict scan', *Report 1* (SFCG and UNICEF, March 2015), *Report 2* (SFCG, November 2015) and *Report 3* (SFCG, March 2016); and UNICEF Burundi, *PBEA Programme Report 2015, 2016*

Since establishing its independence in 1962, Burundi has experienced several waves of violent conflict, including inter-ethnic conflict among the Hutu and Tutsi during the early 1970s–1980s, the civil-ethnic war in the 1990s, and a political, economic and security crisis in 2015.

With the country's high population density, majority agrarian lifestyle, and large returnee and displaced populations, land is at a premium and central to the perpetuation of conflict. Ethnic groups, residents and returnees continue to be challenged by disputes over land rights and ownership – compounded by aid distribution favouring returnees and excluding residents, government efforts at land redistribution, high poverty, low levels of education and literacy, and lack of trusting relationships between groups.

While these broad conflict factors have been explored through several conflict analyses conducted in Burundi by UNICEF and others, Learning for Peace sought to understand more specific details on the conflict dynamics and their relationship to projects in its intervention areas. To fulfil this goal, a quarterly conflict scan was created to improve implementation of the conflict sensitivity and 'do no harm' principles applied in SFCG, UNICEF and partner interventions.

Among key findings noted in the first conflict scan report, fights over land ownership and domestic disputes were found to be the two most common types of conflict. As a result of large numbers of returnees to the provinces covered in the scans, conflicts over land ownership were recognized as having escalated significantly

Based on a methodology developed by SFCG, the fast and ‘lightweight’ conflict scans covered seven provinces (one commune in each province) that were purposively sampled to correspond with key intervention Learning for Peace areas: Bujumbura Mairie (Kamenge), Bujumbura Rural (Isare), Bubanza (Mpanda), Cibitoke (Rugombo), Kirundo (Busoni), Makamba (Nyanza-Lac) and Rumonge (Rumonge).⁵⁷ Three conflict scans were carried out during 2015–2016, with reports published in March 2015, November 2015 and March 2016, respectively.

Two focus group discussions were held in each province: one with youth aged 15–28, the other with ‘influencers’ – parents, teachers and community leaders. Each focus group typically included 12 participants. For the first conflict scan, 394 Burundians were randomly surveyed; 420 were randomly surveyed for the second and third scans.

The research framed ‘conflict’ as any dispute, violent or non-violent, between two or more parties. Among key findings noted in the first conflict scan report, fights over land ownership and domestic disputes were found to be the two most common types of conflict. As a result of large numbers of returnees to the provinces covered in the scans, conflicts over land ownership were recognized as having escalated significantly. Domestic disputes encompassed such issues as infidelity, polygamy and living in non-marital relationships, which were said to be a problem that has always existed at the community level.

The high levels of conflict, and the growing security concerns led to a high level of distrust. The first surveys revealed, for example, that 52 per cent of respondents did not believe that the members of their



Burundi




community trust one another, usually due to political differences or conflicts over land.⁵⁸

Regarding discrimination, the first focus group discussions found that women were discriminated against for opportunities in community administration and leadership, and due to conflicts caused by inheritance policies.

Ten per cent of survey respondents reported being discriminated against due to their political affiliation. An overwhelming majority of discussions, however, indicated that political discrimination is common across the provinces, particularly when it comes to jobs, promotions, access to administrative leadership and impunity in legal cases.

In the third report, it is noted that perceived levels of discrimination based on ethnicity (2 per cent), religion (3 per cent) and gender (4 per cent), all remain low, showing little change since the first and second conflict scans. However, political discrimination (6 per cent) dropped significantly since the second scan (14 per cent) and has returned to levels lower than the first (10 per cent). This was also supported in focus group discussions.⁵⁹

In the first round, 76 per cent of survey respondents expressed a perception that youth attract problems, particularly with their involvement in political parties, though it is often accepted that the youth are being manipulated by politicians for personal interests, made easier by the high level of economic insecurity caused by poverty and high unemployment rates.⁶⁰ In the second and third scans, the perception that youth attract problems dropped from 51 per cent to 33 per cent. Additionally, those reporting high levels of trust in youth increased in every province.⁶¹



The research framed 'conflict' as any dispute, violent or non-violent, between two or more parties. Among key findings noted in the first conflict scan report, fights over land ownership and domestic disputes were found to be the two most common types of conflict

Education services were perceived as improving students' abilities to resolve disputes without violence, according to 67 per cent, 56 per cent and 69 per cent of respondents in the first, second and third scans, respectively.⁶² The most commonly noted resource within the education system for improving skills in conflict resolution was the weekly civics class.

Capacities to resolve conflicts peacefully were revealed to be low, with only 4 per cent of respondents to the first surveys indicating that if someone called them a bad name they would talk to them to resolve the conflict, in favour of options such as fight them, yell at them, go to a third party or ignore them. Focus group discussions revealed that adults and youth perceive that they are lacking in opportunities to promote peace as well as opportunities for constructive dialogue.

Regarding influential community members, *bashingantahe* (traditional leaders) are often the most highly respected parties working to reduce conflict at the community level, and are most likely to play the role of mediator.⁶³

Most respondents to the focus group discussions indicated that they would refer to *bashingantahe* if they had a conflict. Other influential community members included local authorities, parents, associations, police, religious leaders, neighbours, peers and families.

Among the key implications for future programming, the work in Burundi indicates that conflict scans provide a quick and inexpensive opportunity for education programmers wishing to leverage conflict-sensitive and peacebuilding-relevant programming in order to identify conflict dynamics and to measure their significance in the programming context over time.

A vital component of monitoring in conflict-affected contexts is examination of how well the programme applies 'do no harm' principles. The conflict scan methodology provides an example of how a quarterly scan of the context can serve to validate or correct assumptions about the causes, actors and dynamics of conflict.

Conflict scans are a useful method for identifying 'dividers' as well as connectors and entry points for peace promotion, which in the case of Burundi, could be working with the traditional leaders or the civics class in schools. The case is also a reminder that fragile contexts require flexible measurement plans, illustrated in adapting the scope and timing of the second conflict scan in response to unfolding events.

2.2 Monitoring conflict sensitivity and peacebuilding readiness in Rakhine State, Myanmar

- ▶ Summary based on: UNICEF Myanmar, *Case Study: Reviewing the conflict-sensitivity and peacebuilding potential of UNICEF education activities in Rakhine State, 2016*
- ▶ UNICEF's partners: Government – Rakhine State Education Department, and Sittwe, Minbya and Mrauk U Township education offices; organizations – Lutheran World Federation, Plan International, Rakhine Women's Network, Save the Children; and the United Nations Development Programme

Myanmar is a young and diverse country with 135 officially recognized ethnic groups. Among the country's 14 states, Rakhine is the second poorest region,⁶⁴ and has been affected by more than 50 conflicts since Myanmar's independence in 1948. As of 2013, the state was hosting an estimated 140,000 displaced people,⁶⁵ including 84,000 children.⁶⁶ After the 2012 conflict, education has been compromised, mostly out of concerns for not establishing long-term provision of education, which might entrench divides among communities.

Underlying factors of conflict in Rakhine State include restricted mobility and lack of citizenship for the Muslim displaced population⁶⁷, the host communities' perceptions that humanitarian aid has disproportionately supported the Muslim community, and the ethnic Rakhines' feeling of limited control over their own resources, leading to a sense of systematic discrimination. All of these factors are compounded by poverty and inequitable access to basic services such as education.

In this context, and alongside such efforts as the Myanmar Comprehensive Education Sector Review, also supported by UNICEF through the Quality Basic Education Programme, Learning for Peace aimed to reduce inequality and inequity of participation in education, and mitigate the potential for conflict, by increasing access to quality education for the most vulnerable children.

Programme activities in Rakhine during 2013–2016 included conflict analysis, rehabilitation of temporary learning spaces, recruitment of and training for volunteer teachers, establishment of school committees, and development of non-formal education on life skills, communication and safe behaviour.

During 2014 and 2015, UNICEF commissioned a study to assess the conflict sensitivity of its programmes



Myanmar




in Rakhine to date, and the readiness for education programming that would help build peaceful societies. Rather than examining programme results, the study focused on taking a ‘snapshot’ of conflict sensitivity and peacebuilding potential to inform future strategies.

The study methodology utilized qualitative-dominant, rapid appraisal methods, including desk reviews, key informant interviews and focus groups. Quantitative data were drawn from the desk review to validate information. Sampling was two-tiered purposive, first by criterion (location) and then convenience (available individuals).

The assessment revealed that education agencies in Rakhine State, including the government departments, coordinate their roles and responsibilities across townships to ensure state-wide coverage. Coordination around standard protocols for hiring and procurement, for example, served as a mechanism for increasing conflict sensitivity by reducing grievances due to disparate pay rates. The study also found that the widely documented view that international aid had been biased against the Rakhine population could not be verified: Nearly all interviewees agreed that resources were distributed equally.

It is important to note that the current situation in Rakhine presents a difficult dilemma for achieving the humanitarian principles of ‘do no harm’.

While vital education services have been provided for children, sociocultural factors, the history of inter-communal violence and legal restrictions on mobility have led to a short-term and far from ideal method of delivery – in which aid agencies, including UNICEF, have been providing parallel but separate support to the ethnic Rakhine and Muslim communities.



It is crucial to establish formal monitoring mechanisms for both government and implementing partners. Among the important indicators, these mechanisms should aim to assess how aid delivery is upholding the principles of conflict sensitivity

Although previously integrated, children in these groups now attend separate schools, take entrance exams in separate classrooms, and learn from teachers from their own group. Aid agencies operating in this environment are challenged to balance conflict sensitivity and the desire to minimize disrupting children's education in the context of displacement. Five key implications for education programming in Rakhine can be drawn from the study findings:

1. Because coordination is identified as an effective way to ensure that programming avoids doing harm, the international community should strengthen multilateral engagement and harmonization of efforts across relevant agencies, organizations and sectors. In this environment, aid can be quickly politicized and groups might suspect favouritism towards one side or the other. Improved coordination not only ensures more efficient and equitable distribution of support, but can circumvent perceptions that one group of beneficiaries is favoured over another.
2. Due to the existing separate delivery of education services/support to the ethnic Rakhine and Muslim communities, the international community should take care to continue to address education needs equally, especially regarding secondary school, as well as monitor potential peacebuilding entry points such as integrated training for teachers. Additionally, opportunities for students to constructively interact and engage are needed, thus making use of opportunities for strengthening community cohesion.
3. Considering that parallel support may have entrenched the divide between groups and supplanted government responsibilities for delivering education, UNICEF and implementing partners should agree on whether/how this should continue.
4. Simultaneously, it is necessary to continually engage in proactive advocacy with the Government of Myanmar to remedy the current situation and work towards a more long-term solution and, ideally, the reintegration of education service delivery for the Muslim and Buddhist Rakhine communities in the future.
5. As the current education programming requires such a delicate balance, it is crucial to establish formal monitoring mechanisms for both government and implementing partners. Among the important indicators, these mechanisms should aim to assess how aid delivery is upholding the principles of conflict sensitivity. The data that are generated from the assessments should be used to inform plans to move from emergency to development strategies.

Overall, the study provides strong evidence that, even in conflict-affected contexts, it is feasible to systematically assess the conflict sensitivity of education programming, and further, that such studies can provide valuable instruction for future education and peacebuilding approaches.

2.3 Measuring the effectiveness of a social cohesion and resilience programme for children and youth in Pakistan

- ▶ Summary based on: Rebecca Herrington, Bosun Jang and Veronica Lee, *Social Cohesion of Children and Youth in Pakistan: UNICEF Pakistan Social Cohesion and Resilience Programme*, UNICEF, 2015
- ▶ UNICEF's partners: SFCG, Balochistan Boy Scouts Association, Pakistan Fisherfolk Forum, Pakistan Institute of Labour Education and Research, Right to Play, Sarhad Rural Support Programme and the Strengthening Participatory Organization

Multiple interlinked conflict factors have jeopardized development in Pakistan. Insecurity, armed conflict, political patronage, and competition for jobs, land and resources have become part of everyday life in many communities. Recognizing the deterioration of social cohesion and the pivotal role of education in strengthening it, UNICEF Pakistan launched the Social Cohesion and Resilience programme in conflict-affected districts in the provinces of Punjab, Balochistan, Khyber Pakhtunkhwa and Sindh.

The programme theory of change made explicit assumptions that one's sense of belonging and community would broaden through opportunities to interact with individuals of different communities, age groups, gender, education and work status, and languages. The exchange activities engaged children and youth, including those who were out of school, in sports, recreation and life skills-based activities designed to foster a culture of tolerance and peaceful coexistence.

Working together, UNICEF and Search for Common Ground (SFCG) developed survey tools to capture a key performance indicator: percentage of children reporting a positive change in their own ability to prevent, reduce and cope with conflict and promote peace after participating in the exchange activities. For the purpose of the survey tools, 'social cohesion' was defined as the degree to which vertical (a responsive State to its citizenry) and horizontal (cross-cutting networked relations among diverse communal groups) social capital intersect.⁶⁸



Pakistan



Table 1 outlines the ‘social cohesion score’, an aggregate index of five domains of social cohesion, developed by the partners to gauge social cohesion among children and youth participants in the programme.

Between mid-2013 and January 2015, 70,593 children and youth aged 5–17 living in conflict-prone and conflict-affected areas from Balochistan, Khyber Pakhtunkhwa and Sindh Provinces participated in the weekly activities. In mid-2014, UNICEF Pakistan administered a social cohesion survey among beneficiaries, which was followed by a participatory focus group discussion. For this formative evaluation, a sample of 860 programme participants, aged 5–17, was selected from the three provinces for the survey and discussion. Purposive quota sampling, by gender and school status, ensured parallel distribution between the total programme and the sample populations.

The results of the formative evaluation compose a snapshot of progress and trends, test assumptions underpinning the intervention theory, and build lessons learned to strengthen future social cohesion and resilience programming. For each of the domains, the following findings emerged:

1. **Belonging and inclusion** – Participation in school and community activities, including those facilitated by the programme, contribute to building one’s sense of belonging within their community. However, deliberate efforts to balance intra-communal and inter-communal cohesion may also be necessary.
2. **Participation** – Community activities outside the home, such as those facilitated by the Social Cohesion and Resilience programme, provide young people with opportunities to build relationships with and develop respect for others.
3. **Tolerance** – Participants of programme activities have a moderate appreciation for diversity and respect for others, but they do not necessarily equate tolerance to the full acceptance of differences.
4. **Trust** – Participating in the activities was found to be setting the foundation for building trust, but the contribution to solidifying this positive change remains to be seen, as trust requires long-term investments in behavioural change.
5. **Recognition and legitimacy** – It remains unclear whether the programme contributed to increasing young people’s sense of recognition and legitimacy. Findings show that achieving a sense of empowerment and influence within their communities does not necessarily lead to recognition and legitimacy in other communities.⁶⁹

Table 1. Operational definitions for the five social cohesion domains in Pakistan⁷⁰

Domain	Operational definition
1. Belonging and inclusion	Having a common vision and a sense of being part of a wider community, in all facets of life – cultural, social and economic – and those from different backgrounds having equity and equal access to opportunities.
2. Participation	The involvement of an individual in social activities for school, community, political and civic life. This requires both the wider group to promote participation and the individual to demand participation, recognizing both the will and responsibility for involvement in civic life.
3. Tolerance	The ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with. It is a first step towards, and minimum requirement for, promoting diversity and respect, and developing strong, positive relationships among people from different backgrounds.
4. Trust	The belief in the reliability, truth, ability or strength attributed to relationships among and within social groups (families, friends, communities, etc.). ‘Trust’ has been widely studied as an element of building social capital, and is a key domain for constructing the foundations of a socially cohesive society, especially where violent conflict persists.
5. Recognition and legitimacy	‘Recognition’ involves valuing the diversity of people’s different backgrounds, respecting differences by all groups, protection from discrimination and harassment, and a sense of safety – with ‘legitimacy’ residing in the capacity and mandate of institutional arrangements to recognize and foster these elements.

An end-line study was conducted in the fourth quarter of 2015 to measure changes over time and assess achievements of the Social Cohesion and Resilience programme. Because the end-line study and the formative evaluation used different methods for measuring results and involved different respondent groups, there are challenges to making comparisons of the results. However, preliminary findings from the end-line study are promising and demonstrate the following:

- Compared to non-treatment groups, the overall effect of the social cohesion and resilience activities was positive and significant in four of the five domains of social cohesion (all except 'tolerance').
- The social cohesion and resilience score was positive in 8 of 10 surveyed districts, though variations existed across regions, gender and types of schools.
- Qualitative evidence suggests that participating children developed relationships across ethnic, regional and linguistic boundaries and, in some cases, maintained relationships beyond the project activities.
- Initial results support validation of the programme's theory of change that "one's sense of belonging, self-confidence, trust and respect for the others would broaden through opportunities to interact with individuals from different communities, age groups, school status, gender and language."⁷¹

These emerging end-line findings suggest that the changes the programme aimed to achieve require time,

The results of formative evaluation compose a snapshot of progress and trends, test assumptions underpinning the intervention theory, and build lessons learned to strengthen future social cohesion and resilience programming

moderation and fulfilment of basic conditions. Both the formative evaluation and end-line report suggest that broader thinking in programme design and implementation should be encouraged to recognize the larger system in which young people operate. Of particular interest is the role of the adults, who not only hold influence and power within larger society and public institutions that affect young people, but also – according to the focus group discussions – grant young people their due recognition and legitimacy.

Understanding the interconnectivity between the five social cohesion domains and the theory of change is crucial to avoid causing unintended consequences, such as exacerbating rather than lessening tensions, and to ultimately ensure that the theory of change is valid and produces the desired programme results. The initiative demonstrates that preventing unintended consequences requires dedicated resources and planning for building trust between organizations and programme participants, as well as among the participants themselves.

2.4 Developing a population-based survey method in Eastern and Southern Africa

- ▶ Summary based on: United Nations Children’s Fund, *UNICEF’s Learning for Peace: Measuring peacebuilding results* (internal document), 2016.
- ▶ UNICEF’s partners: Search for Common Ground and Harvard Humanitarian Initiative

In its work through Learning for Peace, UNICEF found that monitoring and evaluation of development and peacebuilding programming generally focused on the activity and output levels, often falling short of sufficiently measuring outcomes and impacts, specifically at the scale of the target population. The 2013 programme assessment, for example, highlighted the need to improve measurement of progress and to strengthen monitoring systems and baselines relevant to peacebuilding and resilience outcomes.⁷²

Table 2 outlines the key domains developed by UNICEF to address this ‘measurement gap’ and bring coherence to the global Learning for Peace approach to monitoring and evaluation.

As country-level strategies and work plans needed to reflect the unique characteristics of each context, so too did the approach to monitoring and evaluation. During a collaborative workshop involving UNICEF country offices with support from the Eastern and Southern Africa Regional Office (ESARO), participants reviewed possible strategies and each country office identified the approach best fit for its context.

Table 2. Key domains of measurement in the Learning for Peace programme

Social cohesion

- Trust between communities and towards the State
- Tolerance among groups and respect for diversity
- Civic and social participation (horizontal cohesion)
- Inclusion in governance processes, quality/satisfaction of social services (vertical cohesion)
- Relevance of social services
- Constructive dispute resolution
- Inequities across group lines

Resilience

- Ability to withstand shocks
- Support mechanisms
- Vulnerability to shocks
- Empowerment in decision-making processes
- Positive coping strategies
- Outlook and confidence
- Relevance of social services


This summary focuses on an approach led by the Harvard Humanitarian Initiative, which was piloted in Burundi and Uganda and later extended to Côte d'Ivoire and the Democratic Republic of the Congo. The Harvard Humanitarian Initiative facilitated the following participatory processes that were adapted to contextual realities in each of the four countries as necessary:

- **Problem statement** – During this phase, country teams identified the scope, key objectives and knowledge gaps to be addressed.
- **Plan and design** – Through repeated rounds of exploration, the study teams developed the study design, sampling frame and methods, and instruments.
- **Implementation** – This included training for enumerators and on data collection, with special attention for logistics and quality control.
- **Data process and analysis** – The study team cleaned the data, identified outliers for additional follow-up, and created a first descriptive analysis. This analysis was validated through a participatory workshop, in which results were interpreted and context provided. Subsequently, a final report with corresponding visuals was drafted.



Uganda and Burundi





The population-based survey design and subsequent results can be used to document place and time of past violent conflict events, and to flag themes for future qualitative research. At the programme inception stage, they can be paired with the conflict analysis as a baseline and to inform robust programme design

Using the experience in Uganda as an example, the baseline study⁷³ was guided by the Learning for Peace overarching theory of change, assessing domains of resilience, social cohesion and human security – and their interaction with education. Specific indices were developed to measure the relationships between teachers, parents, students and community members, and for the following social cohesion factors: trust, social relationships, civic and social participation, inclusion and attitudes towards social services, and constructive dispute resolution.

The population-based sample involved 2,079 randomly selected respondents in Uganda, stratified based on a nationwide sample of 1,024, and four additional sub-samples totalling 1,055 individuals aged 14 years and older. The four sub-samples were drawn from the programme areas in Acholi, Karamoja, South West and West Nile. The analysis identified key trends and interactions between education, social cohesion and resilience. The maps highlighted regional, gender and age differences; a sample is shown in Figure 3.

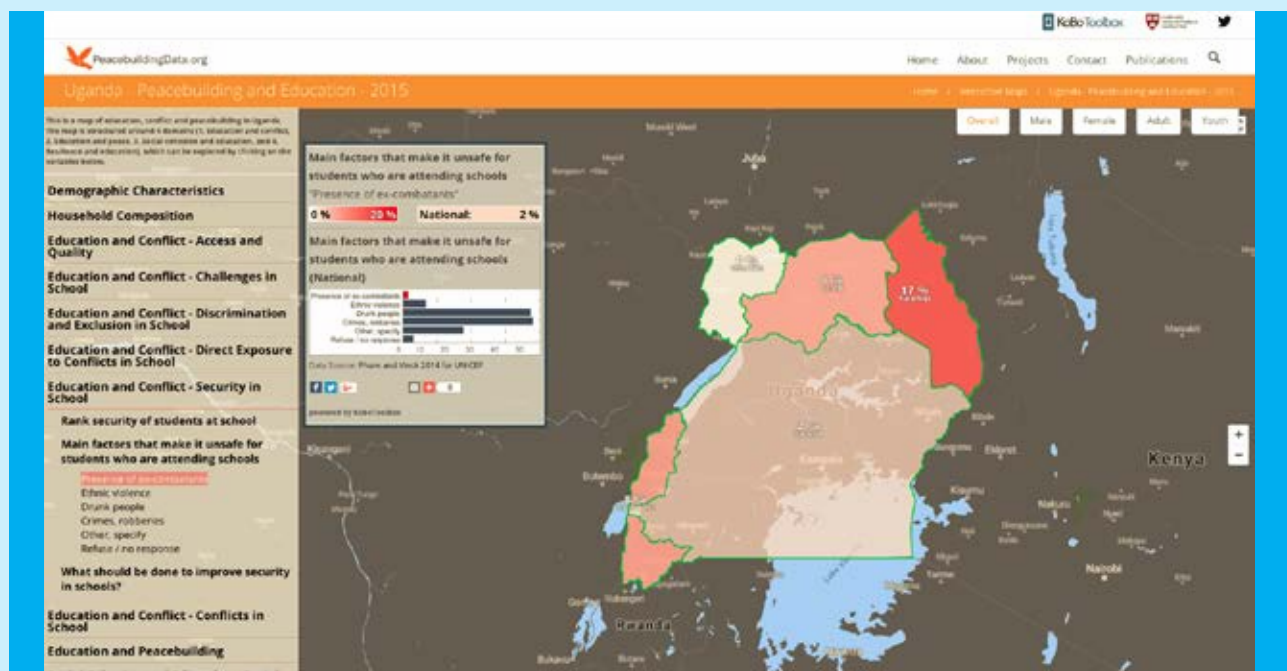
The Uganda study results illustrate the type of findings feasible through this methodology. Overall, the study confirmed the potential of education to enhance social cohesion and build resilience and showed that the contribution of education to building peace cannot be isolated from broader peacebuilding and development goals. Specifically, the study found that violence and discrimination still negatively affect some children's experience of education in Ugandan schools, with discrimination being more prevalent.

Regarding education-related relationships, the study revealed poor perceptions of relationships across the board, possibly associated with tensions at the school level. Respondents indicated relatively higher levels


of comfort interacting with people from other religious, political and ethnic groups, but they also expressed low levels of trust for some ethnic groups and for authorities. Levels of civic and social participation were also low, indicating an opportunity for education to do more to encourage positive relationships in this regard. Poverty and lack of social support were identified as the greatest barriers preventing children from attending and staying in school beyond the primary level.

It is difficult to measure attribution of social service delivery, such as education, to peacebuilding. One reason is the fluctuation of uncontrolled elements in fragile contexts – such as the breakout of violent conflict, changes in political regimes, natural disasters and economic shocks – which may also influence the causal chain. This case demonstrates, however, that it is possible to measure and document an ‘association’ of social services such as education and peacebuilding.

Figure 3. **Sample map based on UNICEF study in Uganda (2015):**
Main factors that make it unsafe for students who are attending school.
Presence of ex-combatants⁷⁴



Several steps are necessary, including: identifying and building consensus around the key domains of change to be measured; establishing a baseline; and conducting standardized, periodic monitoring over time. When this method is applied, the population-based survey design and subsequent results can be used for multiple purposes: They can document place and time of past violent conflict events, helping to predict where there may be conflict in the future, and to compare the varying levels of social cohesion in particular regions. They can also be used to flag themes for future qualitative research. At the programme inception stage, they can be paired with the conflict analysis as a baseline and to inform robust programme design.



Overall, the study confirmed the potential of education to enhance social cohesion and build resilience and showed that the contribution of education to building peace cannot be isolated from broader peacebuilding and development goals

**Take conflict analysis
as the starting point**

Chapter 3

Policy and institutional capacity building







What is taught in schools, how it is taught, and how education is financed and delivered are all policy areas in which government decisions have both an early and lasting impact, for better or for worse

UNESCO⁷⁵

In regard to peacebuilding, system-level policies and capacities create the framework and enabling environment for effective programme strategies at the national and sub-national levels.

Chapter 3 explores how policies can be transformed and government capacities strengthened to address causes of conflict – inequitable provision of education services, curricula and pedagogy that are not relevant to youth, corporal punishment in schools, inadequate youth capacity development, and neglect of representation for minority groups – and support equitable inclusion and civic engagement as precursors to peace.

Summary Chapter 3

Underlying causes and dynamics of conflict

- Inequitable provision of education services
- Unaddressed root causes of conflict, leading to persistent insecurity
- Irrelevant curricula/teaching methods that fail to meet learners' needs or are not conflict-sensitive

Underlying causes and dynamics of conflict

IF education policies and strategies systematically include peacebuilding considerations,
 → THEN allocation of resources and efforts to build capacities in the education sector will maximize the contribution of education towards mitigation of the root causes of conflict

Programme strategies

- Conflict analysis
- Integrate peacebuilding and conflict sensitivity into education policies, and education into peacebuilding policies
- Build capacity of institutions to conduct conflict analysis, integrate conflict sensitivity into policies and programmes
- Strengthen training colleges and universities to increase professional development opportunities for teachers

The summaries are based on documentation of experiences in Sierra Leone, Myanmar and Liberia, and a regional summary discusses conflict-sensitive policy development for multiple countries in West and Central Africa.

Underlying causes and dynamics of conflict

Education policies can exacerbate or fail to reduce violent conflict in ways that are often interrelated. Policies resulting in inequitable provision of education can lead to grievances as groups recognize their relative disadvantage and find the government responsible. The Myanmar and Pakistan conflict analyses, for example, both identified inequality in access to education as a barrier to social cohesion, and thus an underlying cause of conflict. Mistrust of the military, police and government can exacerbate tensions and threaten vertical cohesion – and policies that do not address the root causes of conflict may heighten insecurity – as has been identified in conflict analyses carried out in Burundi, Pakistan, Sierra Leone, the State of Palestine, Uganda and Yemen.

Education policies and processes that result in irrelevant curricula and teaching methods have also been linked to conflict. ‘Irrelevance’ can refer to curriculum content that does not match labour market demands, or that alienates youth from their background culture while failing to prepare them for integration in the broader society. It may also refer to teaching that is biased against pastoralist and/or other minority group children.⁷⁶ Education stakeholders in Sierra Leone identified the irrelevance of what is learned in schools, coupled with a lack of qualified teachers and the resulting unequal service provision, as key underlying factors in conflict.⁷⁷

Theory of change and programme strategies

The theory of change predicted that if education policies and strategies are informed by conflict analysis and systematically consider peacebuilding, then allocation of resources and efforts to build capacities in the education sector would maximize the contribution of education towards mitigating the root causes of conflict. This is consistent with long-standing guidance from global peacebuilding and education experts on the importance of addressing structural conflict dynamics in order to promote sustainable development.⁷⁸

In 2001, the United Nations Secretary-General’s report on prevention of armed conflict, as well as subsequent progress reports, noted the importance of conducting ‘common country assessments’ in close

cooperation with national governments to analyse the socio-economic and development situation and identify issues.⁷⁹ In 2015, the International Institute for Educational Planning (IIEP) of the United Nations Educational, Scientific and Cultural Organization (UNESCO) advised that:



With regard to conflict prevention and peacebuilding, a critical aspect of the policy review process is to conduct a ‘conflict-sensitive’ review of existing education policies and management practices. In general, policies that are conflict-sensitive focus on:

- **Equitable access of different regions and identity groups to all levels of education;**
- **Curricula that make respect for others a key value, and do not marginalize traditional or nomadic lifestyles;**
- **Appropriate language policies, including undertaking to ‘do no harm’.**⁸⁰

One of the ways to pursue these goals is by supporting policies that help prevent conflict through the delivery of services that address redistribution, representation, recognition and reconciliation gaps (see *Figure 1, Section 1.2*) and are therefore likely to mitigate conflict risks. One of the reasons to focus on policy, as well as interventions at the school or community level, is that the formulation and implementation of conflict-sensitive and peacebuilding-relevant education policies is likely to impact a broad segment of society.⁸¹

Throughout Learning for Peace, the work on policy development/reform was founded on conflict analysis and tailored to address the conflict factors identified in each country. To address chronic insecurity in Burundi, the State of Palestine, Uganda and Yemen, UNICEF facilitated the design and/or adoption of non-violence in schools policies. In Liberia, the Government was supported to include transformative education, youth empowerment, social justice and social cohesion in its Strategic Roadmap for National Healing, Peacebuilding, and Reconciliation, June 2012–July 2030,⁸² and to secure funding for the National Youth Service Programme.

In the Central African Republic, Chad, the Democratic Republic of the Congo, Guinea-Bissau, Guinea, Kenya, the Niger and Mali, conflict dynamics were examined through the national education system analyses. Some countries, such as Uganda, integrated peacebuilding into policies for other sectors, for example, in

the Conflict and Disaster Risk Management Guidelines, as well as the national strategy, action plan and reporting guidelines to protect children from violence.

Participatory workshops, community events, facilitated dialogues and other activities to build capacities go hand in hand with strategies for revising education and peacebuilding policies. The programme and its partners engaged as moderators and facilitators of in-country processes with a broad range of actors, and at all levels of government.


Beyond improving policy, the participatory approach aimed to strengthen state-society interaction and accountability, aligning with OECD policy guidance.⁸³ Dialogue with multiple stakeholders from government and civil society organizations in Myanmar, for example, helped build broad consensus on language of instruction policies and increase trust between citizens and government entities.

Emerging results and implications for future programming

Emerging results to date reflect multiple milestones in reaching the programme's objectives for policy reform and capacity building, including:

- Institutionalizing conflict analysis as standard practice for development and humanitarian programming;
- Leveraging education policy as an entry point for peacebuilding; and
- Equipping education stakeholders – from government officials to classroom teachers – with the knowledge and skills required to deliver education services that are at least conflict-sensitive and ideally help mitigate drivers of conflict.

Participatory workshops, community events, facilitated dialogues and other activities to build capacities go hand in hand with strategies for revising education and peacebuilding policies



Conflict analysis results have provided valuable insights that were subsequently integrated into education and peacebuilding policies at the country level

Conflict analysis results have provided valuable insights that were subsequently integrated into education and peacebuilding policies at the country level. In Sierra Leone, guidelines for teachers' training now mandate the provision of learning materials and strategies to resolve disputes and create peaceful classroom environments.

Seeking out and making the most of entry points to influence policies towards peacebuilding has also been a successful strategy. In Myanmar, the Comprehensive Education Sector Review was an opportunity to advocate for Mother Tongue-Based Multilingual Education.

In West and Central Africa, UNICEF, UNESCO-IIEP and the Global Education Cluster worked together to develop draft guidance notes for integrating conflict and disaster risk reduction into education sector plans.⁸⁴ Not only was this an opportunity for ensuring that education plans are conflict- and disaster-sensitive for improved risk preparedness and response, but the work also contributed to inputs for a series of guidelines later published by IIEP.⁸⁵

Because exclusion, social fragmentation and civic marginalization continue to be major causes of conflict across diverse contexts, the process of policy reform should aim to utilize inclusive engagement and foster cohesion. In Liberia, for example, the process for influencing the National Youth Service Programme highlighted the importance of bringing advocates from multiple stakeholder agencies together to agree on a framework and work plan.

Overall, it is important to recognize that although full implementation of policies and systemic capacity building may not come to fruition within the duration of a particular initiative or programme, influencing the policy discourse and contributing to institutional capacity building can be a vital part of establishing the foundations for peace.

3.1 School-based training for teachers in Sierra Leone



Summary based on: UNICEF Sierra Leone, 'Peacebuilding Teacher Training: Emerging lessons learned on cascade vs. school-based models in Sierra Leone', 2016; and UNICEF, *PBEA Programme Report 2012–2016*, 2016

Since the end of the war in 2002, Sierra Leone has held two national elections without any large-scale violence. But many of the conflict dynamics that spurred the civil war in 1991 are still present, as identified in the 2012 Learning for Peace conflict analysis and subsequent updates.

Potential conflict factors include failures of governance, tribal and regional sectarianism, youth alienation, exploitation of natural resources for private gain, inadequacies and inequalities in social services, and irrelevance of services, especially regarding what is taught in schools and higher education institutions.⁸⁶

Lack of qualified teachers was identified as one of the major barriers to the provision of adequate, equal and relevant education. Corporal punishment in schools was also highlighted, in recognition that school culture can promote healthy, violence-free relationships,⁸⁷ or fail to reduce violence. In a UNICEF 'action research' collaborative survey conducted in May 2014, for example, 49 per cent of students in 40 Child-Friendly Schools pilot sites reported that corporal punishment was used sometimes, or all the time, in their schools.⁸⁸

In this context, Learning for Peace supported the Government of Sierra Leone in strengthening the country's teacher training colleges and universities to promote more relevant, effective courses, and to increase opportunities for school-based continuous professional development. This initiative was founded on the following theory of change:



IF teachers and other education stakeholders received training in basic teaching skills and on issues addressing human rights, civics and democracy, gender, health and environment,—> THEN they would have the necessary knowledge and tools to improve education quality and to build social cohesion, challenge divisive behaviour and enhance alternative means of addressing conflict



Sierra Leone



As an initial step, technical support was provided to colleges to develop a new training manual with a focus on child-centred teaching and active instruction based on students' knowledge and skills. The content included conflict management, non-violent conflict resolution, and peaceful classroom management, such as alternatives to corporal punishment. Support to the Ministry of Education focused on the development of a new model for teachers' training.

Before the initiative took place, teacher training followed a cascade model, in which one group of teachers trained another, who trained another, and so forth. Although cascade training could be delivered quickly, there were several disadvantages to the model:

- Trainers did not always understand the national curriculum and were required to transmit content that was difficult to adapt to local needs.
- As trainers passed their knowledge to the next link in the chain of participants, messages could easily be distorted.
- The selection of trainers was vulnerable to bias or favouritism, bearing the risk of sparking resentment among teachers.
- Training was not extended to the community teachers who were not paid by the Government.

In the new model, all teachers – both community and government funded – engaged directly with training experts, increasing the chances of sustainable outcomes because all teachers received a coherent message first hand. Rather than externally imposing the national curriculum, teachers collaborated with the experts in adapting the content to their local context. In addition, the system was perceived to be more equitable.

More than a thousand primary school teachers (470 female, 542 male) participated in training, to the benefit of an estimated 203,400 students. Further, this pilot proved to be more cost-efficient: Due to savings on transportation and lodging for trainees, costs were reduced from \$428 per teacher for the cascade training to \$272 for the school-based training.

Rather than externally imposing the national curriculum, teachers collaborated with the experts in adapting the content to their local context

Although further research is needed to identify the long-term impacts of the teachers' training intervention in Sierra Leone, early findings indicate positive results for the school-based training model. The revised manuals enabled teachers to employ more child-centred methods and identify strategies to resolve disputes and create peaceful classroom environments. Monitoring visits reported that some teachers were applying new skills of peaceful conflict management and non-violent discipline in the classroom, and peacebuilding competencies were integrated across core subjects and reflected in demonstration lessons.

This case demonstrates the potential of school-based teacher training as an appropriate strategy for conflict-affected contexts for delivering both education and peacebuilding results. Through school-based training, teachers receive higher quality, first-hand training on active learning and child-centred pedagogy. The model provides equitable training to all teachers within and outside the formal education system (community teachers are not on the government payroll), and enables teachers to adapt tools to their local context. The process of school-based training also avoids potential triggers for violence, such as biased selection of trainers/trainees.

3.2 Language of instruction policy and peacebuilding in Myanmar

- ▶ Summary based on: UNICEF Myanmar, 'Development of an Inclusive Language in Education Policy in Mon State, Myanmar', 2015
- ▶ UNICEF's partners: University of Melbourne and Shalom

Language in education is an important tool for both learning and peacebuilding, particularly in ethnically diverse countries such as Myanmar, which has 135 officially recognized languages. Whether or not children

Technical support was provided to colleges to develop a new training manual with a focus on child-centred teaching and active instruction. The content included conflict management, non-violent conflict resolution and peaceful classroom management

are taught in their mother tongue is closely linked with learning as well as opportunities for social, citizenship and economic advancement.

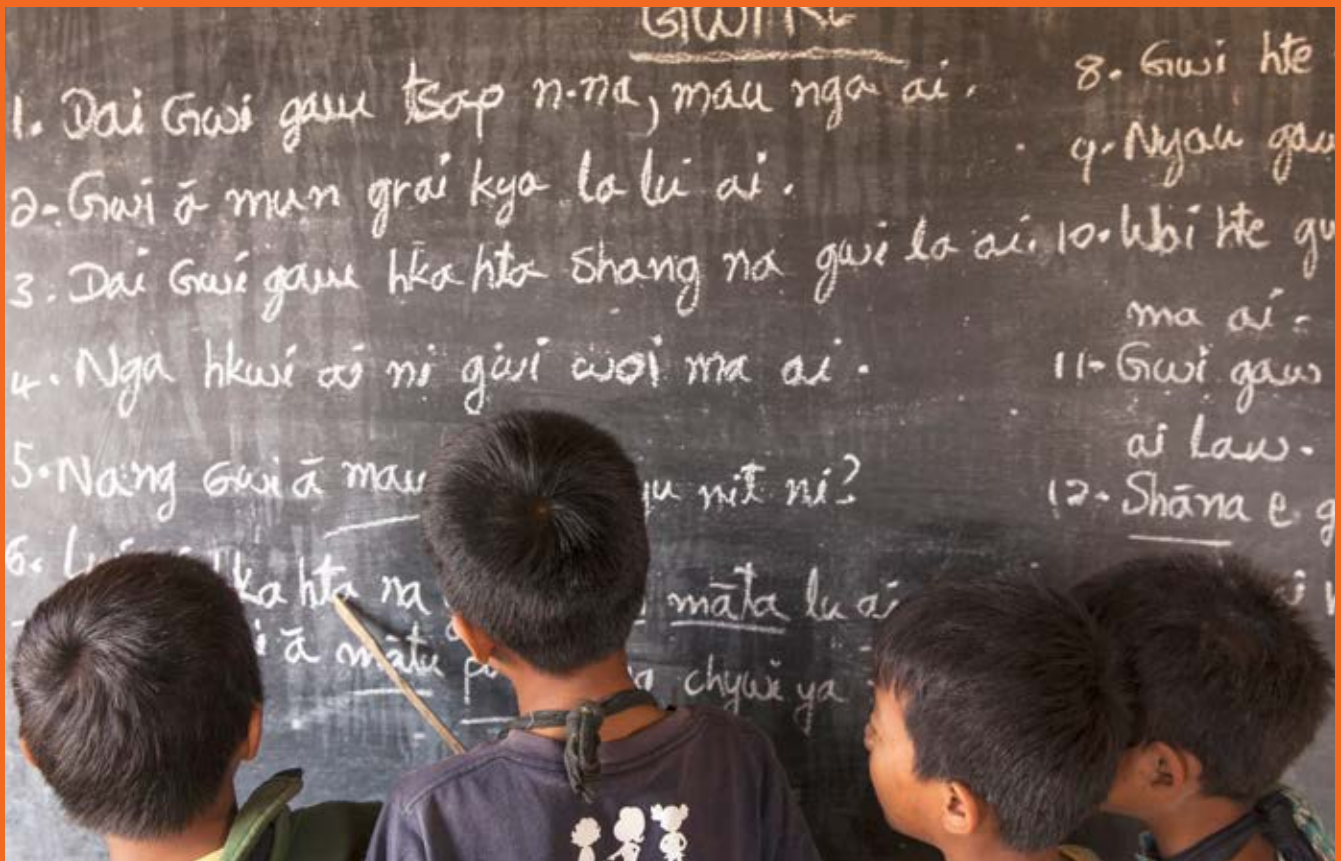
The lack of minority language rights has been a persistent cause of tension between ethnic minority groups and the Government of Myanmar. In response to this dynamic, UNICEF Myanmar has worked with state and non-state actors, since 2011, through the Comprehensive Education Sector Review⁸⁹ to enrich existing education services and enable greater use of multilingual teaching approaches and methods at the state, district and township levels.

At the state level, Learning for Peace supported the development of a Mother Tongue-Based Multilingual Education (MTB-MLE) approach in Mon State – where a bill passed in 2015 allows for the use of Mon language in state-run schools for the first time in more than 50 years. Following this, UNICEF supported the Mon state-level government to develop a ‘language in education’ policy and implementation plan for both the state and national levels.

The main methodology consisted of facilitated evidence-based dialogues among high-level officials from the Government of Myanmar and Mon State; non-state actors of the New Mon State Party and its education branch the Mon National Education Committee; development partners; and other stakeholders, including teachers and universities. Each meeting built on the previous one, from the initial agreement on the objectives of the Technical Advisory Committee on Multilingual Education to the establishment of subcommittees, and drafting and endorsement of principles and a preamble for a national language policy.

All sessions were facilitated by an outside expert on language policies; UNICEF Myanmar coordinated and documented the process. The use of structured observations and semi-structured key informant interviews made it possible to capture and analyse the dynamics among meeting participants – including key areas of agreement, contention, and intended or unintended neglect – as well as sentiments emerging from the meetings, such as sincerity behind commitments and understanding of benefits and risks. Given the history of tensions between various stakeholder groups, this process was a crucial part of determining how to facilitate exchanges constructively and effectively during the sessions.

The method of facilitated dialogues by external, unbiased experts has shown that it is possible to achieve a high level of agreement about language education goals in a relatively short period of time – if discussions are guided by research, evidence, professional mediation and good will. Although there were disagreements regarding the degree to which Mon language should be mainstreamed, implications



Myanmar



The method of facilitated dialogues used in Myanmar shows that it is possible to achieve a high level of agreement about language education goals in a relatively short period of time – if discussions are guided by research, evidence, professional mediation and good will


for teachers' training and learning materials development, risks on students' academic achievement and performance on exams, and contingencies introduced by the lack of trust among government entities, participants were eager to advance the agenda towards one goal: to develop and implement MTB-MLE.

For the benefit of children's learning and recognition of the Mon heritage and culture, high-level officials, junior government representatives, development partners and community members together uncovered the various issues that needed to be addressed and key principles for MTB-MLE. During a meeting in November in 2014, for example, it was established that a language policy should:

- Support the unity of the country through Myanmar literacy and support diversity so ethnic minority communities can pass on their language and culture;
- Improve social cohesion by promoting inclusion and participation;
- Improve equitable access to education, employment, services such as health and legal systems, and international trade, employment and travel; and
- Include people who are deaf or blind as full citizens.

By the end of each meeting, buy-in from key stakeholders was established, dedicated committees with defined roles and responsibilities were formed, and a date was set for the next meeting set to ensure continuity. The first of its kind, the facilitated dialogues helped build trust between government entities and between government and citizens.

Among the implications for future programming, the role of an external, unbiased facilitator is critical, both in terms of framing the conversation if it digresses from the key topic or meeting objective, and in distributing opportunities to speak across participants so that everyone is equally represented. Future

 The first of its kind, the facilitated dialogues helped build trust between government entities and between government and citizens

external facilitators must be mindful of the hierarchical culture of Myanmar and the larger South-East Asia region, and be able to diplomatically bring a balance across senior participants, junior participants and international actors, including UNICEF.

In addition to the Mon State government's commitment to advance the MTB-MLE agenda, it is important to note that Mon has a unique enabling environment for this type of dialogue. It is relatively wealthy and unified, with less linguistic, ethnic and religious diversity compared to other parts of the country; usually fares better than the national average on social development indicators; and students from Mon often achieve top results in the national board examinations taken at the end of secondary school.

UNICEF Myanmar will continue to leverage opportunities to solidify the MTB-MLE policy in Mon, and plans to expand the facilitated dialogue approach to Kachin, Kayin and Shan States – as well as the national Government – to engage in the development of a draft of the national language in education policy.

3.3 Youth empowerment and transformative education in Liberia

 Summary based on: UNICEF Liberia, 'Supporting the Government of Liberia to Transform "Youth Empowerment" into a Funded Programme', 2015

Liberia launched the Strategic Roadmap for National Healing, Peacebuilding, and Reconciliation, 2013–2030 after celebrating a decade of peace. Three of the thematic components identified in the Roadmap – conflict prevention and mediation, children and youth recovery and empowerment, and a transformative education system⁹⁰ – were included in the Roadmap as a result of UNICEF's advocacy and technical support for stakeholders.

Young people represent a large percentage of the population that has missed out on education, skills training and livelihoods. As noted in the Agenda for Transformation:



In Liberia, the age of youth is defined as between the ages of 15 and 35, reflecting the great obstacles that young people face when transitioning into adulthood in a complex environment characterized by fragility, underdevelopment, and the legacy of war⁹¹

Empowering Liberia's young people in a holistic manner has transformative potential to overcome this legacy, particularly if programmes aim to reach them as both beneficiaries and agents of change.

In recognition of this context, UNICEF advocated with the Government of Liberia and partners in the United Nations Peacebuilding Commission to transform the Roadmap's 'youth empowerment' thematic component into a fully fledged programme. The theory of change posited that if Learning for Peace supported the Government in operationalizing the thematic areas of youth empowerment and transformative education, the effectiveness of government efforts to contribute to national healing, peacebuilding and reconciliation would increase.

Based on this premise, advocacy included the following activities:

- Participation with ministry partners in key forums, such as the United Nations Peacebuilding Fund Joint Steering Committee and related working groups for the Liberia Peacebuilding Priority Plan, to consistently advocate for social cohesion through youth empowerment and transformative education.
- In partnership with the Ministry of Youth and Sports, development of consistent, clear messaging regarding the definition of 'youth empowerment', the reasons for its importance, and links between conflict factors, theories of change and intended outcomes.
- In coordination with government counterparts, leadership for developing the National Youth Service Programme (NYSP) proposal submitted to the Peacebuilding Fund – which eventually resulted in mobilization of 375 youth to serve in rural communities and community schools in marginalized rural areas of 13 counties across Liberia (*see 10.1*).

As a result of these activities, conflict prevention and youth empowerment were incorporated into the Liberia Peacebuilding Priority Plan. The NYSP programme proposal succeeded in securing US\$1.5 million for the youth empowerment component for August 2013–August 2015 from the Peacebuilding Fund.



Liberia



Despite efforts to secure a larger donor pool, the Peacebuilding Fund became the primary donor for implementing the Roadmap, with the Government of the Netherlands providing support through Learning for Peace to ensure that ‘transformative education’ programming was developed and implemented. Collaboration with the Ministry of Youth and Sports contributed to a strong partnership that would help ensure effective implementation of the NYSP.

To inform future advocacy for transformative education, UNICEF analysed the ‘success factors’ leading to funding of the NYSP. Key actions included those taken to:

- Appoint focal points in UNICEF and the partner ministries, including the Ministry of Youth and Sports, the Ministry of Internal Affairs and the Ministry of Education, to discuss and agree on definitions, messages and a work plan, and represent the issue of youth education at appropriate forums.
- Create clear advocacy messages regarding what transformative education is, why it is important, and how to implement it in Liberia.
- Analyse and apply lessons learned from similar programmes and use this evidence in the advocacy messaging.
- Develop capacities of the ministries by partnering with them through all stages of the advocacy response – conceptual design of the programme, theory of change, interventions, implementation strategy, and monitoring and evaluation.

Young people represent a large percentage of the population that has missed out on education, skills training and livelihoods. Empowering Liberia’s youth in a holistic manner has transformative potential to overcome this legacy, particularly if programmes aim to reach them as both beneficiaries and agents of change

3.4 Conflict-sensitive and risk-informed education sector analysis and plans in West and Central Africa

- ▶ Summary based on: Chad, Côte d'Ivoire, Democratic Republic of the Congo education sector analyses, and Democratic Republic of the Congo, Guinea and Niger education sector plans
- ▶ UNICEF's partners: Ministries of Education in the countries cited above; Pôle de Dakar (IIEP-UNESCO)

West and Central Africa has been affected by numerous humanitarian crises during the past decades, including violent and protracted conflicts, flooding, epidemics, and large-scale food insecurity and malnutrition. Several countries are facing multiple, complex and overlapping crises, including the Democratic Republic of the Congo, Mali and Nigeria. Of the region's 24 countries, 15 are classified as 'fragile' or in situations of fragility, and 79 per cent of the population lives in these countries.⁹²

Children under age 18 represent half of West and Central Africa's total population. Although there has been significant progress in school enrolment, primary completion rates remain below 75 per cent in all but three countries, and on average, 27 per cent of primary-school-age children are out of school.⁹³

A country's education sector plan, inherently a national policy document developed under the government's responsibility in consultation with education stakeholders, is intended to provide a long-term vision for the education system and to outline a coherent set of practicable strategies. However, most education sector plans to date have been 'conflict-blind'. To address this significant gap, UNICEF's West and Central Africa Regional Office (WCARO), UNESCO-IIEP and the Global Education Cluster jointly developed draft guidance notes for integrating conflict and disaster risk reduction into education sector plans. A revised version of the guidance was published in 2011 after consultation with multiple stakeholders.⁹⁴

Since 2012, through Learning for Peace, WCARO has provided technical assistance to several countries for policy-level work on strengthening the resilience of education systems in the face of adversity, and to contribute to risk mitigation and social cohesion. Among other programme strategies, the UNICEF regional office partnered with UNESCO-IIEP's Pôle de Dakar to integrate a new chapter in national education sector analysis documents that specifically covers risk and conflict. This chapter is designed to support governments in analysing relevant factors, including:

- Risks and conflict dynamics, and their effects on education;
- The relationship between education, conflict and peacebuilding; and
- Strengths and weaknesses of the education system in terms of risk mitigation and conflict transformation.

Several methodologies for implementing this analysis were tested, including: conducting a retrospective district-level survey on the impact of crises on education in Chad; developing a composite risk index in Côte d'Ivoire; and applying a scale of risks to analyse key education indicators in the Democratic Republic of the Congo. In all three countries, key findings of the Learning for Peace conflict analysis were directly used to inform the education sector analysis. In addition, WCARO provided support to the Central African Republic and Mali to carry out a conflict analysis of their education systems, with a view to integrating the findings in their education sector analysis launched in 2016.

Based on this experience, WCARO is currently leading the development of one of four new chapters for the third volume of the *Education Sector Analysis Methodological Guidelines*, jointly developed by UNICEF, UNESCO, the World Bank and the Global Partnership for Education.⁹⁵ This chapter – on analysis of risks, vulnerabilities and/or resilience, including as related to conflict – has been added to the guidelines in response to growing demand. The content, adapted to the challenges in each country's context, is expected to be finalized by year-end 2016. This work aims to systematically support governments in the region and beyond in preparing country-specific analysis to inform education system reforms.

Methodologies that were tested included conducting a retrospective district-level survey on the impact of crises on education in Chad; developing a composite risk index in Côte d'Ivoire; and applying a scale of risks to analyse key education indicators in the Democratic Republic of the Congo. In all three countries, key findings of the conflict analysis were directly used to inform the education sector analysis



West and Central Africa



Capacity building, advocacy and participation in policy dialogue are an essential part of ensuring that analysis feeds into planning, and that plans are turned into action

In addition to analysis, UNICEF has contributed to policy dialogue, leading to the inclusion of conflict and disaster risk reduction strategies in the education sector plans developed in Guinea and the Niger. While not yet comprehensive, these strategies ensure that the national education policy addresses major issues of safety, social cohesion and resilience through, for example, more equitable access to education for children from different regions or ethnic backgrounds, curriculum reform, and teachers' training focused on inclusion and the promotion of a culture of peace.

As a crucial part of building the evidence base, peacebuilding is also being considered in national Education Management Information Systems (EMIS). In Côte d'Ivoire and the Democratic Republic of the Congo, WCARO accompanied teams from UNICEF and the Ministries of Education to propose indicators or proxies for conflict sensitivity, peacebuilding and social inclusion.

The review in Côte d'Ivoire led to a new focus on school-based conflicts and conflict resolution mechanisms. Furthermore, the EMIS questionnaire now includes a series of questions on types of hazards encountered by the school; consequences of the hazard, ranging from the decrease of number of hours of school attendance as a result of the hazards to the dwindling of student enrolment; and mitigation mechanisms in place (or not) to withstand the hazard.

In the Democratic Republic of the Congo, the EMIS was revised to include specific indicators on the number of days or hours of classroom time lost as a result of epidemics, civil unrest or conflict, and natural disaster – as well as the number of schools that have stopped classes and students who could not complete exams due to these causes, and the number and types of teachers who were victims of violence.

Since the initiation of Learning for Peace, several countries in West and Central Africa have started to work on conflict-sensitive and risk-informed education sector planning, including the Central African Republic, Chad, Côte d'Ivoire, the Democratic Republic of the Congo, Guinea, Guinea-Bissau, Mali, the Niger and Senegal.

In the Democratic Republic of the Congo, education stakeholders reported that the risk and conflict analysis chapter within the country’s broader education sector analysis was instrumental in ensuring that the education sector plan be risk-informed and conflict-sensitive. Indeed, both the 2013–2014 national education and training strategy and the validated strategy for 2016–2025 emphasize as a first principle that the role of education for conflict resolution, peace and citizenship should be strengthened. The plan also includes a section on conflict and risk prevention strategies.

Considering the lessons learned, capacity building, advocacy and participation in policy dialogue are an essential part of ensuring that analysis feeds into planning, and that plans are turned into action. Although education sector planning is not a panacea, there is momentum to systematically address risks and social cohesion through education plans and policies.

Government ownership is a key factor for success in this endeavour, and the discussion on conflict and risks should be integrated within existing planning forums from the outset. This requires bringing together government officials, humanitarian partners and peacebuilding experts – and working with governments to adapt their tools and systems to capture these dimensions.

As outlined in the 2015 guidelines developed by the Global Partnership for Education and UNESCO-IIEP, a credible education sector plan is sensitive to the context and informed by analysis in order to strengthen resilience.⁹⁶ In the work described above, UNICEF and partners have supported vital steps to operationalize this global requirement.

**Effective
peacebuilding
programming must
be inclusive and
systemic**

Chapter 4

Learning materials and curricula







Teachers, as key agents in educational systems, address the legacy of civil conflicts in contexts where ethnicity, race or religion have mitigated against the promotion of social cohesion. A significant vehicle for teacher agency as proponents of or against social cohesion is the curriculum and, within that, the use of textbooks

Yusuf Sayed and Mario Novelli, Research Consortium on Education and Peacebuilding⁹⁷

Education services are delivered by systems that are interdependent with the surrounding political, cultural, social and economic dynamics, which inevitably has an effect on the content of learning materials and curricula. As one component of the education system, educational content can be used as a tool to drive people apart, or to bring them together.

Chapter 4 explores the interactions of formally established learning materials and curricula with conflict and peace. Topics include how curricula, and the processes through which they are developed, can fail to

Summary Chapter 4

Underlying causes and dynamics of conflict

- Biased curricula
- Curricula that omit peacebuilding competencies
- Irrelevant curricula

Theory of change

IF the process of reviewing and revising learning materials and curricula is participatory, transparent, consultative and multi-level, **→ THEN** it will encourage horizontal and vertical social cohesion, as well as foster constructive citizenship and ensure that curricula are relevant and promote inclusion and equity.

Programme strategies

Through participatory and inclusive assessment and development processes:

- Remove biased content
- Generate new unbiased content

alleviate inter-group tensions, as well as strategies that can be used to promote curricula that do no harm (conflict-sensitive) and do some good (are relevant and promote quality, inclusive education).

The summaries are drawn from programme experiences in Pakistan, Somalia and South Sudan.

Underlying causes and dynamics of conflict

Curricula that convey bias – Inter-group tensions can be exacerbated when the content of learning materials and curricula, including text, images and language, is used to reinforce stereotypes and indoctrinate students with hatred.

Conflict may also be underpinned by the distortions of history told from a single perspective that omits, marginalizes or misrepresents particular groups and individuals.⁹⁸ A detailed study on schools and madrasas in Pakistan, for example, found that textbooks frequently described Hindus as “extremists and eternal enemies of Islam,” although Hindus and Muslims had actually coexisted harmoniously for centuries.⁹⁹

Biased learning materials and curricula can perpetuate a cycle of conflict and the normalization of violence, as students may extend the prejudices learned in the classroom to their wider school environment and surrounding community. These messages may also provide an entry point for extremists to recruit students for further radicalization and possibly militarization, resulting in chronic insecurity. If never corrected, these beliefs become further entrenched in societal structures as children become adult professionals holding positions of leadership, where they may continue patterns of exclusion.

Curricula that fail to instil peacebuilding competencies – There is an opportunity cost if curricula are not used to impart messages of tolerance, critical thinking and social cohesion. If students are surrounded by violence and war, without exposure to alternative peaceful methods of interaction, they may be more likely to reflect what they see in society and to perpetuate violent conflict.

The Learning for Peace conflict analysis in Pakistan, for example, found that “discriminatory textbooks, particularly in regard to gender and religious differences, continue to be used in classrooms, thereby reinforcing stereotypes and divisions among children. Additionally, textbooks do not actively engage children sufficiently to encourage them to think critically – rote learning is the norm, further ingraining stereotypes and discriminatory beliefs.”¹⁰⁰

Curricula that are irrelevant – As noted in the 2011 EFA Global Monitoring Report:



Education systems in many conflict-affected countries are not providing youth with the skills they need to escape poverty and unemployment. With over 60% of the population in many conflict-affected countries aged under 25, education of good quality is critical to overcoming the economic despair that often contributes to violent conflict¹⁰¹

Education that is irrelevant to learners' needs can waste precious family resources by failing to prepare students for entry into the work force. Students may withdraw from education, or complete school only to find that their skills do not apply to the labour market, forming a cycle that leads to further marginalization of young people, their potential frustration and grievances against government.


Based on the conflict analysis in South Sudan, a priority for programming was to reach the out-of-school children and youth who did not have access to appropriate learning and engagement opportunities, and were therefore at risk of being co-opted by militants and criminal groups. In Somalia, it was a programmatic priority to engage in reforming the curriculum to reflect community voices and ensure that learning contributes to peacebuilding through relevant education that promotes social cohesion, political literacy and economic growth.¹⁰²

Theory of change and programme strategies

Whereas biased and irrelevant learning materials and curricula can exacerbate the dynamics of violent conflict, peacebuilding-oriented choices of educational content can contribute to "helping divided societies heal wounds and mend the torn social fabric".¹⁰³ Education can be used for envisioning a future where diverse groups co-exist peacefully;¹⁰⁴ enable teachers to be conflict-sensitive and mindful of their



Education that is irrelevant to learners' needs can waste precious family resources by failing to prepare students for entry into the work force



Multiple points of interaction were a key feature of the curriculum revision processes, including community-level consultation, youth-facilitated dialogue and workshops, and education stakeholder workshops at the national and sub-national levels

own histories when teaching and engaging students in analysing social issues,¹⁰⁵ and reduce tensions by recognizing the identities and learning needs of target groups.

Well-developed learning materials can be an entry point to engage children and youth in creating or strengthening a shared national identity, preventing gender-based sexual violence, and promoting tolerance for difference and peaceful conflict resolution.¹⁰⁶ Education can also be used to raise awareness about existing risks and conflict causes.¹⁰⁷ In addition, an inquiry-based curriculum can raise critical questions for students' investigation of ethical responses to inequality, injustice and power in relationship to crises.¹⁰⁸

The programme theory of change that guided initiatives for curriculum review and reform predicted that if the processes were transparent and participatory, they would help strengthen horizontal and vertical social cohesion, increase empowerment of end users, and contribute to inclusive and equitable governance.

The strategies focused on developing unbiased and relevant content, as well as removing biased content such as material that contains stereotypes, tells history from only one group's perspective, or incites violence against a group. Multiple points of interaction were a key feature of the curriculum revision processes, including community-level consultation, youth-facilitated dialogue and workshops, and education stakeholder workshops at the national and sub-national levels.

Some countries revised their curriculum through workshops facilitated by technical experts; others mobilized youth to facilitate workshops at the sub-national level to collect input on what should be changed. UNICEF Pakistan organized capacity development workshops with government textbook writers,


subject specialists and teacher trainers from across the country's provinces and regions to review existing textbooks and develop new, conflict-sensitive materials such as storybooks and post-workshop textbooks.

Emerging results and implications for future programming

During Learning for Peace, UNICEF supported 18 curriculum reform initiatives. Emerging results illustrate the potential for developing institutional capacities to systematically identify and correct irrelevant or biased content, and to ensure that curricula are relevant and inclusive. They also indicate that participatory processes can be used as a platform to improve vertical social cohesion and promote responsive governance.

In Pakistan, participants in curriculum reform workshops demonstrated an increased ability to address the need to promote social cohesion and respect for diversity through inclusive representations of local culture in textbooks – for example, festivals held by a variety of ethnic, linguistic and religious communities. New textbooks that incorporated social cohesion themes were developed and distributed in several provinces. The participatory workshops not only served as an effective method for initiating curriculum revision, but also provided a space for textbook authors to reflect on peacebuilding concepts, and possibly change their perspectives on such key issues as respect for diversity, gender equality and inclusion.

In Somalia, revision of the curriculum framework served as an entry point for empowering youth to serve as researchers for documenting youth and community opinions on education services that reflect the needs and hopes of rural communities, enhancing local governance, and bringing members of different clans and identity groups together around the shared value of education.



Conflict-sensitive curricula and learning materials can make a valuable contribution to social cohesion, as long as such measures are complemented by parallel peacebuilding efforts in the political, economic and additional social services arenas

In South Sudan, collaborative curriculum reform was instrumental in bringing together diverse stakeholders, resulting in their recognition of the value of promoting peacebuilding through life skills education. The work in South Sudan also highlights the potential for empowering teachers by building their capacities to reduce local-level conflict risks and enable children and youth to become positive agents of change.

Civic engagement in curriculum reform through workshops, focus groups, key informant interviews and consultations can strengthen trust between citizens and their government. Participatory processes take time, however, and potential hurdles to achieving effective reforms include the need to address politically charged issues such as language of instruction, revision of historical narratives, promotion of critical thinking and inclusion of non-dominant identity groups.


Although more study would be needed to measure student-level learning achievements and behaviour change, it is reasonable to assume that conflict-sensitive curricula and learning materials can make a valuable contribution to social cohesion, as long as such measures are complemented by parallel peacebuilding efforts in the political, economic and additional social services arenas.

4.1 Integration of social cohesion into education materials in Pakistan

- ▶ Summary based on: Aga Khan University-Institute for Educational Development and UNICEF Pakistan, *Integrating Social Cohesion into Educational Materials: Developing institutional capacity in Pakistan, 2015*; and UNICEF Pakistan, *PBEA 2015 Annual Report, 2016*
- ▶ UNICEF's partners: Aga Khan University's Institute for Educational Development

Pakistan faces economic and social challenges that are compounded by natural disasters and violent conflict. In 2014 alone, major events included flooding, drought and malnutrition, nationwide political protests and instability, targeted attacks on schools, internal displacement, and tensions with India over Kashmir.

The UNICEF-supported Social Cohesion and Resilience Analysis in 2013 and the analysis update conducted during 2015 revealed that the underlying causes of conflict included politicization of the education system; youth marginalization; exclusionary practices in government; inequitable service delivery and weak



Increased awareness and development of new skills can empower and motivate textbook writers, teachers, curriculum developers and subject specialists to revise existing content and create new materials informed by the principles of social cohesion

judicial systems; feudalism; ethnic and religious divisions; economic inequality; and chronic insecurity and displacement. The analysis also highlighted that causes of conflict continue to be perpetuated through the national education system.¹⁰⁹

Although the national curriculum was revised in 2006 to include content on social cohesion, textbooks continued to perpetuate polarization on the basis of religion, gender, language, nationality and culture.¹¹⁰ Religious minorities have been omitted and/or misrepresented, with negative stereotypes appearing in regard to Hindus, Christians and Sikhs; the militaristic nation state has been glorified, and perceptions of other countries were sometimes distorted.¹¹¹ Such narratives can influence children's and young people's opinions and perpetuate intolerance on the basis of identity.

Because textbooks and teaching methods are vital pathways to promote the knowledge, skills and attitudes needed to create social cohesion and peace, UNICEF Pakistan responded with capacity-building workshops that aimed to integrate these themes into teaching and learning methodologies. The theory of change proposed that, if provincial education departments build up teachers' capacities to promote social cohesion, address discriminatory learning materials and provide education that supports peace, then education will promote respect for diversity and contribute to children's abilities to think critically.

In 2010, the 18th Amendment to the Constitution of Pakistan devolved curriculum responsibility to the provinces, and textbook development is now occurring at the provincial level. Since most provinces were not fully prepared to perform this function, they adopted the revised curriculum of 2006 and developed their own legal and implementation frameworks to address the intricacies in the curriculum and textbook development. Through the social cohesion programme, UNICEF provided technical expertise, bringing



Pakistan



government textbook writers, subject specialists and teachers' trainers together from across the country's provinces and regions to participate in three capacity-development workshops, between June and December 2013. In these workshops, participants had an opportunity to review existing materials and develop new, conflict-sensitive materials.

Through this process, participants identified examples of exclusion such as the limited portrayal of girls and women, and of minorities; the lack of content relevant to the culture and geography of children from Azad Jammu and Kashmir, Gilgit-Baltistan and the Federally Administered Tribal Areas; and the dearth of content on conflict resolution and peacebuilding.

The participants also learned new skills and ways to improve textbooks, teachers' guides and training manuals by integrating social cohesion and resilience competencies, active learning and critical thinking. For example, after storytelling was presented as a way to introduce social cohesion to students, participants developed illustrated storybooks containing peacebuilding messages for children in Grades 3–5, which were published by UNICEF (*see box*).

'The Woodcutter and the Mischievous Parrot'


by Ahmed Saeed

During the Learning for Peace workshops, participants were involved in learning how to use storytelling to illustrate peacebuilding concepts for their students.

The following narrative is paraphrased from a story written by Ahmed Saeed, a textbook writer and workshop participant, and designed to demonstrate the cause-and-effect logic that leads to conflict resolution.

A parrot constantly harassed a poor but kind and hardworking woodcutter with pranks as he travelled to and from the city to sell wood. Yet the woodcutter never responds in anger to the pranks.

One day the woodcutter notices a snake climbing up the tree where the parrot's nest and chicks are. He quickly chased the snake away and rescued the chicks. The parrot was grateful and thoroughly ashamed of his past mischievous actions.



Through this process, participants identified examples of exclusion such as the limited portrayal of girls and women, and of minorities; the lack of content relevant to the culture and geography of children from Azad Jammu and Kashmir, Gilgit-Baltistan and the Federally Administrated Tribal Areas; and the dearth of content on conflict resolution and peacebuilding

Emerging results from the capacity-building activities were identified through a follow-up study that involved semi-structured interviews with 17 participants. The data were then triangulated with workshop reports, documentation on participants' work plans and analysis of education materials developed by the participants after the workshops.

In total, 16 textbooks for pre-primary to Grade 11 were reviewed and/or developed – covering the subjects of Pashto, Sindhi, Urdu and English language, general knowledge, Islamic religious studies, social studies and supplementary stories. The new materials were eventually disseminated to government primary schools.

In 2014, trained textbook writers from Balochistan and Sindh worked with experts on their subject areas to highlight learning objectives related to social cohesion and resilience in the primary school curriculum. Demonstrating awareness and ability to address the need for inclusive and diverse representation of regional and ethnic diversity, participants incorporated content on festivals of various ethnic, linguistic and religious communities into textbooks.

Results of these initiatives in Pakistan indicate that inclusive and participatory workshops are an effective platform for revising textbooks and learning materials. The workshops provided a safe space for textbook authors to not only reflect on the concept of social cohesion in their unique and complex educational contexts, but also to potentially reposition themselves on key issues such as gender, inclusion and respect for diversity. This increased awareness and development of new skills can empower and motivate textbook

writers, teachers, curriculum developers and subject specialists to apply their knowledge to revise existing content and create new materials informed by the principles of social cohesion.

4.2 Youth-facilitated curriculum consultations in Somalia

- ▶ Summary based on: Neven Knezevic and W. Glenn Smith, *Reducing Fragility and Supporting Peacebuilding through Youth Facilitation of the National Education Curriculum Framework in Somalia: Achievements, challenges and lessons learned*, UNICEF ESARO, 2015; and UNICEF Somalia, *PBEA Programme Report 2015, 2016*
- ▶ UNICEF's partner: Africa Educational Trust

Decades of conflict have left Somalia as a fragile State. There are three governments in the country: the Somali Federal Government, Puntland State and Somaliland, which roughly cover what the United Nations refers to as the 'South Central', 'North East' and 'North West' zones. While Puntland (North East zone) declared autonomy (but not independence) in 1998, Somaliland (North West zone), declared independence from Somalia in 1991.

As governance and traditional conflict management systems have been weakened, inter-regional disputes, the likelihood of violence between clans and competition for resources have been amplified. As a result of the international effort to remove the Islamist militia group Al-Shabaab, Somalia has become a theatre for large-scale military operations.

The conflict and education analysis in 2014 highlighted key causes of conflict, including political and economic marginalization of youth, perceived loss of positive traditional values, a culture of violence, conflict over natural resources, and education that does not support adolescents and youth in gaining productive livelihoods. The analysis also pointed out that Somalia is overwhelmingly young, and that marginalized youth represent easy prey for recruitment by politicians, leaders of armed groups, clan leaders and human traffickers.¹¹²

In recognition that youth can be a tremendous asset in peacebuilding, UNICEF sought to offer a meaningful way for young people to engage with decision-making processes within the education system, while also improving the curriculum's relevancy – thus addressing the need for effective education sector management, and the challenges for disengaged and unemployed youth.



Somalia



The programme theory of change predicted that:



IF youth were given a voice and an active role to engage with communities and decision makers across clan, social and cultural lines during discussions on the prerequisites for needs-based and relevant curriculum content

—> THEN this would lead to a sense of constructive citizenship and improve social cohesion within and between groups; ensure that communities' perspectives are reflected in the new Somalia curriculum framework; and, ultimately, contribute to a reduction of violence in target locations/ intervention groups

Building on the momentum of the national curriculum reform process, UNICEF partnered with the Africa Educational Trust to deliver the Participatory Curriculum Framework Review project, which was endorsed by the Government and took place in the three sub-national regions of Somalia during 2014–2015.

The project began with training for youth facilitators, who were selected to participate based on the criteria of 'literacy, location and acceptability', with input from local community leaders. In preparation, 180 youth (44 per cent female) received training on interpersonal communication, community engagement, interview techniques, ethics, validation of key education themes and data recording.

After their training, youth facilitated two rounds of community-level consultations regarding the values and competencies that should be acquired by students in primary school. In between rounds, youth fed back the results to the communities. In September 2014, when the in-country interviews documented in the case study took place, consultations had occurred in Central South Zone and North East Zone. Twelve consultations reached 4,863 people, including local education service providers, parents, women's groups, non-governmental organizations (NGOs), people with disabilities, religious leaders, local government representatives and business leaders across regions, clans and livelihood groups.

Community members often requested that more emphasis in the curriculum be placed on religion, civics, local culture and history, and that training should be better geared towards employment. Communities also requested that schools be forums for promoting peace and that counselling services be provided to children who had been traumatized by conflict.

After their training, youth facilitated two rounds of community-level consultations regarding the values and competencies that should be acquired by students in primary school. In between rounds, youth fed back the results to the communities

Following the consultations, writers of the curriculum's first draft incorporated inputs from the consultations, and the Ministry of Education welcomed the input and accordingly updated the final curriculum framework in the following areas: access and roll-out, relevance, teaching and learning environment, teachers' education and development, school governance and equity.

The primary result of the project was a finalized curriculum framework for the Federal Republic of Somalia, Puntland State of Somalia and Somaliland that is inclusive, relevant, equitable and conflict-sensitive. Importantly, the frameworks have compatible learning outcomes so learners can move between different geographical areas of Somalia with qualifications that are valid in all of them. Subsequently, the frameworks were used to inform development of syllabi and guidelines for producing learning materials.

The UNICEF-commissioned study on youth's role in the curriculum consultations, published in 2015,¹¹³ identified a second set of results emerging from the Participatory Curriculum Framework Review. The study methodology involved more than 30 people and included a literature review, two field visits to Puntland and Somalia, face-to-face and remote semi-structured interviews, and analysis of quantitative knowledge, attitudes and practices survey data. Emerging results identified in the study include the following:

- **The project provided a diverse cadre of young women and men with a chance to increase their confidence and skills.** Through their engagement, youth gained a positive sense of agency, as well as cultivated skills in leadership, management and peacebuilding, such as patience and tolerance. The programme helped build participants' confidence because their facilitation of community consultations was valued, acknowledged and perceived as good work by clan elders and other community leaders.

- **Relationships between society and government were strengthened.** The consultations conducted by youth facilitators' included in-person visits and made sure to engage with people from marginalized, conflict-affected areas. This helped promote vertical social cohesion by demonstrating to stakeholders that government processes can be collaborative and responsive. The programme also created a space for youth to be engaged in national-level decision making that would potentially have an impact on most households in Somalia.
- **The process fostered social cohesion and inclusion across identity groups.** The curriculum consultations brought together youth of different lifestyles and clans, and promoted constructive dialogue, tolerance of different opinions, and unification around a common goal: curriculum reform. Social cohesion between generations was also promoted, as elders gained respect for the role of youth and appreciation of divergent opinions held by different stakeholders.

This case demonstrates that engaging communities and youth in reform of a national education curriculum framework can be an entry point for strengthening the equitability of education, while simultaneously enhancing relevant citizenship education through youth engagement and supporting 'bottom-up' peacebuilding. Curriculum reform can also be an opportunity for connection, bringing members of different clans and identity groups together around the shared value of education.

The case also illustrates that effectively facilitated community dialogue served as a platform for local communities in Somalia to provide valuable inputs into national development processes that aim to strengthen the quality of sectoral services. By facilitating community engagement in the development of a national curriculum framework, the strategy helped reduce the vertical space between the State and the people, and ensured national ownership.

By facilitating community engagement in the development of a national curriculum framework, the strategy helped reduce the vertical space between the State and the people, and ensured national ownership

Key lessons learned regarding operating in conflict-affected contexts include:

- Despite conflict-sensitive plans to reach the hardest to reach, the facilitators had to constantly monitor the conflict and revise plans accordingly to ensure both equity and security to the extent possible, such as changing the consultation location if an area was deemed too insecure.
- Working in multiple languages requires particular monitoring. In this case, the practical need to translate between Somali and English allowed for a risk of misunderstandings or inaccuracies in the curriculum framework; consequently, the team monitored this risk throughout implementation.
- Conflict-sensitive monitoring that involves continuous assessments of a community's perceptions of the project is imperative. This is necessary in order to ensure that a project is not being perceived as confrontational vis-à-vis local armed groups, thus putting the participants and communities at risk.

4.3 Life skills and peacebuilding education curriculum reform in South Sudan

▶ Summary based on: UNICEF, *South Sudan Case Study Summary: Promoting equity, inclusion and peacebuilding through curriculum in South Sudan*, 2016; and Neven Knezevic and W. Glenn Smith, *Curriculum, Life Skills and Peacebuilding Education: Promoting equity and peacebuilding in South Sudan – Results and lessons learned*, UNICEF ESARO, 2015

▶ UNICEF's partner: Global Partnership for Education

Following decades of war, South Sudan declared independence in 2011 and became the world's youngest nation. But independence did not bring sustained peace. In 2013, armed conflict erupted between the Government and opposition forces in Upper Nile, Unity, Jonglei and Central Equatoria – and quickly transformed into an identity-based conflict underpinned by complex historical grievances and weak governance. Violent conflict ravaged large parts of the country, and by August 2014, an estimated 1.3 million people were displaced within South Sudan and 442,660 refugees were seeking shelter in neighbouring countries.¹¹⁴

The causes of conflict in South Sudan are many. For generations, conflicts have been driven by ethnic



South Sudan



The education sector has not been immune to the impacts of conflict, nor has it succeeded in minimizing the causes. Despite these factors, the potential remains for education to be a mechanism for building peace, as well as promoting economic and livelihood opportunities

and tribal differences, land ownership, control of natural resources, income opportunities, and/or representation in traditional or governmental councils. Structural inequity, exclusion and marginalization have caused conflicts within and between communities.


The education sector has not been immune to the impacts of conflict, nor has it succeeded in minimizing the causes. As noted in research commissioned and funded by UNICEF ESARO:



Patterns of inequity and pressures for conflict have been perpetuated (and reproduced) in South Sudan's education system since the colonial period¹¹⁵

The recent years of conflict have resulted in severe loss of access to education. As of 2015, approximately 413,000 children had been forced out of their classrooms, and a total of 1.8 million children were out of school – representing the highest proportion of out-of-school children in the world.¹¹⁶

Despite these factors, the potential remains for education to be a mechanism for building peace, as well as promoting economic and livelihood opportunities. In 2012, under Learning for Peace, UNICEF identified life skills and peacebuilding education as an entry point to address some of the persistent root causes of conflict in South Sudan. In response, conflict sensitivity and peacebuilding strategies recommended facilitating an initiative for participatory revision of primary and secondary school curricula. These revisions aimed to mainstream the Life Skills and Peacebuilding Education (LS+PBE) curriculum as a national syllabus that focuses on conflict sensitivity, peacebuilding and 'fit-for-context' life skills.



Multiple curriculum revision events were delivered, with inclusiveness and participation as core principles guiding the work

In this regard, the Learning for Peace initiative was based on the rationale that if the national curriculum were revised to promote tolerance, self-awareness and self-confidence – particularly among girls – and to provide relevant and context-specific skills and knowledge, then the formal education system would contribute to children’s opportunities to acquire positive skills and, ultimately, help build social cohesion.

Between 2012 and 2014, multiple curriculum revision events were delivered, with inclusiveness and participation as core principles guiding the work. Among other activities, UNICEF and partners hosted 28 participatory workshops for the conceptualization and ongoing review of the LS+PBE curriculum guidelines. The scope of the consultative process culminated in the involvement of more than 500 stakeholders across six states.

At the national level, the Ministry of General Education and Instruction (previously known as the Ministry of Education, Science and Technology), in collaboration with the Ministry of Culture, Youth and Sports and UNICEF, hosted a curriculum writing workshop, in Juba, in July 2014. This provided the opportunity for extensive meetings with curriculum development leaders and advisory consultations with experts on development of the national curriculum for primary and secondary levels, and culminated in the design and writing of the curriculum, with full participation of ministry officials.

The process furthermore resulted in intensive capacity-building efforts with the Ministry of General Education as well as the Ministry of Culture, Youth and Sports, which in turn enabled advocacy for the comprehensive inclusion of six domains in the LS+PBE curriculum guidelines. Table 3 outlines the thematic areas and learning competencies for these domains.

‘Life skills’ was defined by consensus as a set of essential knowledge, skills, attitudes and positive behaviours (psychosocial competencies) that are delivered formally or informally and required for successful and positive well-being to cope with demands of life and managing risky environments (decrease risky behaviour) during growth and development.

Table 3. Thematic areas and learning competencies, South Sudan

Thematic content areas	
Personal and psychological development	Self-awareness, values clarification, personal attributes (values, attitudes, abilities, perception, self-worth and physical appearance), emotional and spiritual development
Social and citizenship development	Communication, interpersonal relationships, gender dynamics, disability issues, human rights, citizenship and leadership development
Vocational and entrepreneurial education	Purpose and value of education, career guidance, world of work, technological awareness, literacy and numeracy, functional English language competency
Peacebuilding and conflict resolution	Peacebuilding, conflict resolution, negotiation, reconciliation, capacity building
Health education	HIV/AIDS, sexually transmitted infections, healthy hygiene and living practices
Environmental education	Environmental safety and sanitation, natural resources, conservation, landmines and explosive remnants of war
Learning competencies	
Intrapersonal/self-awareness skills	Values clarification, personal goal setting
Interpersonal/social skills	Communication, assertiveness, team building, etiquette, role modelling
Cognitive/coping skills	Critical thinking, decision making, problem solving, creative thinking, time management, prevention of risks (health, protection, etc.)
Stress/psychosocial coping skills	Coping with emotions, self-management, survival

By 2014–2015, UNICEF and partners had provided training for 909 teachers and education personnel (24 per cent female) at the national, state and county levels on participatory pedagogy to deliver life skills and peacebuilding education to children and young people.¹¹⁷ As part of capacity building for government officials, the inter-ministerial groups that included UNICEF advocated for the inclusion of the LS+PBE curriculum both as a separate subject and a cross-cutting theme in the new 2015 national curriculum. Seven subjects at the elementary level and five subjects at the secondary level integrated this content.

The Ministry of General Education set aside two hours per week in the national school timetable to address crucial co-curricular components of the LS+PBE guidelines. Comprehensive support materials for the curriculum included the development and delivery of six learner activity books; six teachers' guides; and a training guide that covers interactive teaching methods for pre-primary, lower and upper primary, lower and upper secondary and out-of-school children. These materials are designed to help transform learning spaces into 'zones of peace' – a vital objective of the life skills and peacebuilding support process.

In July 2014, UNICEF commissioned a study¹¹⁸ to examine whether and how the programme had contributed to, among other things, the Government's institutional capacities for peacebuilding through education, and the integration of peacebuilding into education sector plans and policies.

The study methodology involved a desk review and direct information obtained from a total of 88 respondents to key informant interviews and focus group discussions conducted in Juba. The discussions involved groups of students, teachers and aid workers at two schools. Participants in the interviews

'Life skills' was defined by consensus as a set of essential knowledge, skills, attitudes and positive behaviours (psychosocial competencies) that are delivered formally or informally and required for successful and positive well-being to cope with demands of life and managing risky environments (decrease risky behaviour) during growth and development

included curriculum reviewers, trainers, international and local NGO staff (15), UNICEF staff (15), and Ministry of General Education and Ministry of Culture, Youth and Sports staff (4).

Although austerity measures and conflict limited the ability to conduct follow-up evaluation of the LS+PBE curriculum initiative, outputs and anecdotal reports signal encouraging outcomes:

- The South Sudan Learning for Peace programme influenced the teachers' training curriculum to integrate life skills, peacebuilding and conflict sensitivity into the pedagogy for the diploma in Teacher Training offered by the University of Juba in partnership with Teacher Training Institutes, especially Yei Teacher Training College.
- As of 2014, the LS+PBE curriculum had been delivered to 48 schools across six counties, reaching 13,109 students at the ECD, primary and secondary levels, as well as young people in Accelerated Learning Programmes and Youth Centres.
- As of 2016, 65,942 copies of LS+PBE curriculum guidelines and textbooks were printed, with plans to distribute to the benefit of 90 schools, 969 educators, and 35,000 children, adolescents and youth (42 per cent female).

Positive behavioural change outcomes were also reported. The participatory and inclusive process for reviewing the curriculum and integrating life skills and peacebuilding resulted in stakeholders' recognition of the strong relationship between education and issues of equity, inclusion and social cohesion.

As for the Ministry of General Education, not only did it integrate life skills and peacebuilding components into the national curriculum, but according to a key informant, the Ministry also demonstrated assimilation of the relevant concepts into its values and actions. In other positive outcomes, teachers organized innovative activities such as peace clubs, drama and dance. An education inspector from Central Equatoria noted that LS+PBE helped teachers assist students in dealing with the recent conflict, and highlighted the value of life skills messages disseminated during the cholera epidemic.

Overall, this case demonstrates that although the quality of education services in general remains severely limited by insufficient infrastructure, supplies, qualified teachers and budget allocations, curriculum reform has powerful transformative potential even in the context of multiple and complex crises. Collaborative curriculum reform processes can bring together stakeholders from different communities, states and levels

of government to generate consensus on the value of peacebuilding through education and the process by which it should be promoted. The implementation of this reform can empower teachers to reduce risks for conflict at local levels, and enable youth and children to become agents of change through peace clubs.

The case also highlights two challenges that are instructive for future efforts of a similar nature:

- **Language of instruction** – English has been adopted as the national language in South Sudan, although many people speak Arabic, Sudanese Creole and Khartoum dialects, along with 68 other languages. In response to this challenge, the LS+PBE curriculum, which is written in English, relies heavily on pictorial representations and discussion, thus allowing teachers to understand and translate the content into the language of the learners as necessary. Although this provided a feasible short-term solution, English-language training for teachers is critical for the long-term transition from Arabic to English.
- **Accuracy and inclusiveness of the content** – Another challenge was how to ensure the curriculum provided an accurate historical record and content on current ways of life, culture, folk literature, etc. Of special interest was content that illustrated traditional conflict-resolution mechanisms, inter-ethnic contact, and examples of respect for children, outsiders, women and the most vulnerable. There is also a recognition that libraries of documents on South Sudan's cultures should be established for use by teachers and trainers across the country.

**Entry points for
peacebuilding can
be found in all spheres
of education and
capacity development
endeavours**

Chapter 5

Access to conflict-sensitive education and non-formal schooling



Ad l'écriture
Maman prépare le repas.

Δεσφίττελεν
Αα





Safe space is critical to the protection and empowerment of girls affected by the conflict in Syria... Here they can feel physically and emotionally safe, and enjoy the freedom of expression without fear of judgment or harm

Philippe Duamelle, UNICEF Representative in Turkey¹¹⁹

Just as the equitable delivery of social services such as basic education, skills development and training is a prerequisite for socio-economic development and civic participation, equitable access to conflict-sensitive education services can also be a platform for building social cohesion between groups.

Chapter 5 explores some of the ways that inequitable access to education, or education that is irrelevant for learners' employability and overall well-being within society, can contribute to grievances and marginalization. It also describes strategies that can contribute to inclusion, civic engagement and social cohesion. Sample theories of change, programme strategies and results are presented in the summaries based on work in Chad, Ethiopia, Pakistan and Kenya's Dadaab refugee camp.

Summary Chapter 5

Underlying causes and dynamics of conflict

- Grievances due to unequal access to education services
- Weak horizontal and vertical social cohesion
- Marginalization from civic engagement
- Exclusion from the job market
- At-risk and vulnerable children and youth

Theory of change

IF access to formal and non-formal education and efforts to increase access are conflict-sensitive, more equitable and relevant to labour-market demands for skills,
 → THEN education can be a platform for both skills building and social cohesion.

Programme strategies

- Analysis of conflict dynamics
- School construction and rehabilitation
- Alternative education delivery mechanisms
- Non-formal schooling and discussion forums
- Vocational training

Underlying causes and dynamics of conflict

While access to education is a crucial component of peacebuilding, a formal education system can fail students in multiple ways, for example, by not serving all children and youth, by providing students irrelevant curriculum, by putting children at risk or by not delivering learning outcomes. In some cases, non-formal education can provide effective alternatives for supporting children and young people.

The term ‘non-formal education’ has been defined as “any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children.”¹²⁰ This includes education that supplements the formal education system through alternative delivery methods, curricula or pedagogy, or that is provided by private, religious, local or international non-profit organizations/agencies.

When one identity group perceives that another group has greater access to education, the result is often a sense of injustice that can lead to inter-group tensions.¹²¹ Grievances due to inequitable access to education have been identified as an underlying cause of conflict in multiple Learning for Peace analyses. This was found to be the case in Pakistan, where structurally differentiated access to social services such as education had contributed to tension along religious lines.¹²²

Parents desire and expect equal opportunity for their children, and education is seen as a means to that end. Barriers to equal access can result when a ministry of education lacks the capacities to prevent, mitigate or recover from conflicts and natural disasters, as was the case in Chad, or when schooling does not meet children’s needs if it is based in permanent structures at fixed locations, as occurred among the pastoralist communities of Ethiopia. In such cases, there is an increased risk that people lose faith in the government and its capacity and/or will to provide basic social services, weakening vertical social cohesion and, possibly, the overall cohesiveness of fragile societies.

Children and youth who are from marginalized groups and lack skills and opportunities to engage in their community are more likely to be engaged in antisocial behaviour and to be excluded from education opportunities or drop out of school.¹²³ The UNICEF social cohesion and resilience analysis in Pakistan found that some children and youth did not feel that they could participate in their community due to existing power dynamics and cultural barriers, and this resulted in a lack of constructive engagement through dialogue, trust and respect.

Out-of-school children and youth not only miss vital opportunities to learn peacebuilding capacities, but they may also be vulnerable to risk factors such as recruitment to armed groups or criminal activity. Lack of access to and irrelevancy of education leads some to unemployment, further entrenching marginalization and the cycle of poverty, and perpetuating disparity between groups.

Theory of change and programme strategies

In the overarching theory of change identified by UNICEF country offices in all 14 core Learning for Peace programme countries, it was posited that if education strategies address conflict factors and include equitable dissemination of quality services, then education sector investments will maximize the contribution of education towards mitigation of the root causes of conflict.¹²⁴ In addition, UNICEF theorized that non-formal education could teach peacebuilding competencies and expand opportunities for civic and economic engagement, thus contributing to the promotion of vertical and horizontal social cohesion.¹²⁵

These theories of change reflect the premise that investing in social services such as education can be a peace dividend, provided that it is accessible in an equitable manner to communities throughout a country. Provision of peace dividends by the State helps build trust in government services and incentivize maintenance of peace by the people.¹²⁶

The theories are also in alignment with emerging results from analysis of 200 alternative education programmes in various contexts, which found that such initiatives can increase “enrolment, retention, and, most importantly, learning, especially among highly marginalized young people.”¹²⁷

Conflict-sensitive education strategies – designed and implemented to ‘do no harm’, at minimum, and ideally to promote peace – apply to all aspects of education, including quality, teaching and learning processes, teacher recruitment and training, curriculum and assessment

Conflict-sensitive education strategies – designed and implemented to ‘do no harm’, at minimum, and ideally to promote peace – apply to all aspects of education, including quality, teaching and learning processes, teacher recruitment and training, curriculum and assessment.¹²⁸

In regard to access, conflict-sensitive strategies include the following, as highlighted in the chapter summaries:

- **Analysis of conflict dynamics** – In resource-scarce environments, the distribution of construction contracts and procurement of building materials and school furniture can inflame intra- and inter-group tensions if the process is not informed by conflict analysis and monitoring. To mitigate conflict risks in Chad, government institutions developed conflict-sensitive policies for distributing school construction contracts proportionally between companies, non-governmental partners and communities.
- **School construction and rehabilitation** – Grievances due to inequitable access to education can be addressed by extending education to marginalized groups through school construction, reconstruction or rehabilitation of permanent or temporary structures. In the case of Ethiopia, school construction along migratory routes of pastoralist families allowed children to access education throughout the seasons. School site selection was conducted in consultation with the community, and subsequent management of the schools was handed over to the parent-teacher associations and centre management committees.
- **Civic engagement** – By addressing marginalization and isolation from government processes, support for civic engagement, including collaboration between government, communities and school management, can promote social cohesion. In Chad, government, civil society, NGOs, teachers, engineers, planners and UNICEF came together to strategize how school construction could be more sensitive to conflict and disaster. A series of participatory dialogues and workshops was carried out, resulting in consensus on the approach and documented in a guidance note.
- **Vocational training** – Vocational training can prepare students with skills needed by the labour market and therefore enable them to earn a living in camps or in their country they eventually hope to return to, potentially making them less vulnerable to recruitment to violence or armed groups. This was the focus of the Youth Education Programme in Dadaab refugee camp, in which youth were provided courses on skills such as barbering, photography and tailoring.

Emerging results and implications for future programming

Learning for Peace aimed to extend access to education in ways that were sensitive to conflict dynamics in order to mitigate underlying causes of conflict and, ultimately, reduce conflict. This strategy reinforced equity-based delivery of services, including outreach to marginalized populations.

Among the programme results, 50 disaster-resistant classrooms were built in Chad, and 52 Alternative Basic Education centres were constructed in Ethiopia, reaching thousands of pastoralist and hard-to-reach children. In both countries, school and classroom construction and renovation were conducted in a participatory, consultative way – engaging community members and government and improving trust between people and the State. Local community members were encouraged to be involved in management of the schools, reducing exclusion and increasing civic engagement.

Non-formal education was found to be a useful method to extend learning opportunities to populations in conflict-affected contexts. Although more longitudinal research would be needed to measure whether vertical and horizontal cohesion can be strengthened, as hypothesized in the theory of change, Learning for Peace results in Pakistan and anecdotal comments from Dadaab indicate positive steps towards at least horizontal cohesion.

While recognizing that access to education in many conflict-affected contexts is so severely disrupted that UNICEF can only contribute to mitigation of the issue, the Learning for Peace experience reveals several valuable lessons:

- **Conflict-sensitive access through permanent or temporary school construction requires significant training and capacity building so that the process does not inflame local tensions. As is common when delivering resources into resource-scarce and fragile environments, rigorous oversight to avoid mismanagement and waste, and ongoing, conflict-sensitive monitoring of overall safety for children and youth in the learning environment are essential. This includes pursuing construction partnerships with care, and continuous monitoring to ensure activities are serving the aim of peacebuilding.**
- **Matching vocational education programmes to the local market needs is crucial, as offering training for skills that cannot be applied in the labour market can contribute to, rather than alleviate, grievances that lead to conflict. It is also important that vocational programmes do not**

raise young people's expectations of jobs that may not exist due to broader economic dynamics.


- Selection of programme participants must be fair and conflict-sensitive because the costs of delivering vocational education programmes are often relatively high, thus limiting the number of available spaces for interested candidates.
- Implementation of non-formal education programmes must be continuously monitored to avoid unintended consequences – for example, a non-formal programme becoming either a parallel education system of lesser quality that further entrenches fragmentation of a population, or a system superior to the formal system that is delivered to only a displaced population.

5.1 School construction and peacebuilding in Chad

- ▶ Summary based on: UNICEF, 'Case Study: Chad – Development and ownership process of the guidance note on mainstreaming conflict sensitivity, disaster risk reduction and social cohesion in the school construction in Chad', 2015; and UNICEF Chad, *PBEA Programme Report 2015, 2016*
- ▶ UNICEF's partners: Research Center for Organizational Dynamics, Global Partnership for Education, Educate A Child-Qatar Foundation, and Project for Revitalizing Basic Education in Chad

Both natural disasters and conflict threaten stability and peace in the landlocked country of Chad, located in the heart of Africa. These hazards have strained the already under-resourced education system, with hundreds of schools damaged by recurring natural hazards such as floods and strong winds. Many more schools have been affected by increased security costs and demand stemming from the influx of thousands of refugees from neighbouring Nigeria and the Central African Republic. The arrival of new populations has contributed to tensions with host communities over limited resources; conflict between identity groups over stereotypes and mistrust; youth alienation; and unequal and inadequate access to social services, including education.

A UNICEF-SFCG participatory conflict analysis¹²⁹ highlighted that the Ministry of Education's limited capacity to prevent, mitigate or recover from conflicts and natural disasters was a factor in the conflict dynamics. For example, under the Project for Revitalizing Basic Education in Chad, classrooms in some



This case study demonstrates that it is feasible to conduct a consultative, participatory process for drafting national guidance on conflict- and disaster-sensitive school construction, and that such processes can increase awareness and understanding of the impacts of conflict on education

areas had been constructed without identifying and addressing local conflict factors and disaster risks, resulting in tensions between beneficiaries. Insufficient school facilities and their lack of resilience to overcome the challenges of the context was a major issue to be addressed.

In recognition of how inequitable access to education was driving conflict and the need for Ministry of Education capacity building on conflict and disaster risk reduction, UNICEF began a project in 2014 to support the integration of conflict and disaster risk reduction into the process of school construction. The theory of change predicted that if construction of classrooms was conducted in a consultative, transparent way with the members of different identity groups, and if it extended safe education access to those affected by conflict and natural disaster, then the construction would be a peace dividend and promote social cohesion.

Project activities to mainstream conflict sensitivity and disaster risk reduction into school construction included a series of participatory consultations to draft a guidance note. The initial steps were two sensitization workshops to familiarize education stakeholders – government, civil society, NGOs and UNICEF – on the links between conflict and school construction and the importance of mainstreaming sensitivity to conflict, natural disasters and social cohesion into schools. The UNICEF Chad Country Office also developed a construction risk management framework that provided an entry point to address risks posed by natural disasters and conflict.

Subsequently, UNICEF and partners carried out a series of workshops in 2014 with education and school construction stakeholders – including central-level managers, regional and local educators, NGOs, civil society, Ministry of Education officials and national staff, planners and engineers, and UNICEF staff – to



Chad



draft the Guidance Note on mainstreaming conflict sensitivity, disaster risk reduction and social cohesion in school construction.¹³⁰ Project activities culminated in a six-day sensitization and validation workshop for 90 education stakeholders to examine, improve and validate the Guidance Note. The workshop drew participants from 12 regions of Chad, including the three most affected by violence.

One outcome of the participatory consultations was increased awareness among participants of the need to mitigate the impacts of conflicts and disasters on schools, as indicated by a post-workshop survey. For example, 88 per cent of respondents to the survey agreed that a pre-construction participatory analysis should include the context and risk, and 100 per cent agreed that schools must comply with standards for resiliency.

Emerging results include the development of the Guidance Note, which provided information on the traditional phases of construction, as well as such topics as inclusion, partnership, consultation, risk-informed choice, risk and conflict analysis, community-based management and social cohesion.

Several key points can be drawn from the Guidance Note, including the need to ask and respond to the following questions:

- **Risk-informed selection of construction sites** – Have all natural disasters and conflict factors posing a threat to inclusive school construction been identified, including classrooms, temporary shelters, learning spaces, students, teachers and educational materials? Are the school population and the local community aware of the risks?
- **Transparent and inclusive process** – How can the school population and the local community be involved in school construction? Who should be involved in decision making, risk assessment, design, implementation, and monitoring and evaluation of the school construction? What are the most locally effective strategies for developing a transparent and inclusive construction project?
- **Participatory analysis of the local context** – Are the school population and local community collectively aware of the risks that disasters and conflict pose to them and how they can reduce their vulnerability to the damaging impacts of a disaster/crisis event? Are they actively participating in assessment or mapping of the risks and potential measures to reduce vulnerability?
- **Community awareness and involvement** – Are local communities sensitized and trained to apply hazard-resilient techniques? Are they playing a major decision-making role throughout various steps of the school construction? Is the project contracting work with local builders, carpenters,

labourers, engineers and architects, and are contracts awarded transparently and fairly? Is it identifying local expertise? Is care taken to foster dialogue between the project, school populations and local communities?

- **Inclusive consultation** – Has an inclusive consultation process been established for school construction in the targeted areas, whereby efforts are made to include women and men, representatives from different age and socio-economic groups, religions and ethnicities – as well as host communities, returnees, refugees, nomads and internally displaced populations – in a way that does not exclude marginalized groups or put them at risk?
- **Inclusive and community-based implementation/construction and partnership** – Does a community-driven disaster/conflict management committee exist at schools or in the local community? Is the local community involved in managing school construction and playing a major decision-making role throughout the implementation phases of construction and partnership?
- **Participatory delivery and inclusive celebration** – Are the school population and members of the local community collectively participating when the classrooms are handed over or delivered to them? Are they collectively celebrating the school construction as a benefit to the community?

In addition to development of the Guidance Note, 389 classrooms were built according to school construction guidance. Fifty of these classrooms were established in areas prone to floods, and therefore received special upgrades for flood/extreme wind resistance. Not only did 120 lead technicians and construction workers participate in training, but 20 schools now use early warning and vulnerability

UNICEF and partners carried out a series of workshops in 2014 with education and school construction stakeholders to draft the Guidance Note on mainstreaming conflict sensitivity, disaster risk reduction and social cohesion in school construction

assessments. To avoid conflict among contractors and minimize risks, classroom construction was divided between companies (50 per cent), non-governmental partners (25 per cent) and local beneficiary communities (25 per cent).

This case study demonstrates that it is feasible to conduct a consultative, participatory process for drafting national guidance on conflict- and disaster-sensitive school construction, and that such processes can increase awareness and understanding of the impacts of conflict on education. Although not measured in the study, it can be inferred that this type of civic engagement in social services delivery has the potential to strengthen trust between people and government.

As is common when delivering resources into resource-scarce environments, the lessons learned in Chad highlight the importance of rigorous oversight and monitoring to avoid mismanagement and waste. Several challenges in this regard were brought up during a presentation in the validation workshop by the head of the Infrastructure and Equipment Department and an engineer from the Statistics Research and School Mapping Department, Ministry of National Education, including:

- Lack of a published legal framework that regulates school mapping;
- The negative influence of some traditional leaders and political authorities, resulting in poor choices for construction sites;
- Lack of rigour in monitoring and controlling the project's progress; and
- Failure to recruit local workers, meet implementation deadlines and make timely payments.

Ultimately, good management that addresses these issues will result in more equitable access to education for students, thus education that is more conflict-sensitive.

This type of civic engagement in social services delivery has the potential to strengthen trust between people and government

5.2 School construction and rehabilitation for pastoralists in Ethiopia



Summary based on: Elisabeth King and Chrissie Monaghan, 'Pastoralist Education and Peacebuilding in Ethiopia: Results and lessons learned', UNICEF ESARO, 2015; and UNICEF Ethiopia, *PBEA Programme Report 2015, 2016*

Ethiopia is vulnerable to frequent natural and human-caused hazards. At particular risk is the Somali Region, located in south-eastern Ethiopia and one of the country's four Developing Regional States. The Somali Region is inhabited mainly by pastoralists and agro-pastoralists who have suffered a long period of marginalization under previous Governments. Recent data suggest that 45 per cent of children aged 6–17 have never attended school in the Somali Region.¹³¹

Children in Somalia miss out on school because of cultural norms against girls' education, as well as patterns of conflict within and among clans, pastoralists, agro-pastoralists and the Government.

Additionally, the pastoralists' migratory patterns, and disruption of their movements due to conflict and natural disasters such as drought and the effects of El Niño, make regular school attendance a challenge, especially when students travel to areas where no school is available.

As a basis for informed response, UNICEF conducted a context analysis in 2014 in the four Developing Regional States.¹³² Because the participating woredas (administrative districts) did not consider themselves as 'conflict-affected', the analysis focused on context, equity, social cohesion and resilience, rather than conflict. Although the language changed, the analysis was still able to examine the social, political, cultural and economic tensions within and among various groups in the four focus regions to understand the factors creating pressures for different forms of violence. Inequity has been a main underlying cause of conflict in Ethiopia and is a result of weak capacities for service delivery, including unbalanced access to government services such as education.

As defined by Ethiopia's Ministry of Education, Alternative Basic Education, or ABE, refers to "non-formal education [that] is delivered as an alternative to the formal education in order to provide basic primary education for all. The basic education programme has a three-year cycle and is equivalent to the formal basic education (Grade 1–4). Under this programme, education is provided for out-of-school children and adults."¹³³

UNICEF constructed two primary schools and 52 Alternative Basic Education centres in the Developing Regional States of Ethiopia, reaching more than 3,000 children in Grades 1–4. In Afar and Somali, centres were constructed along pastoral migratory routes to facilitate continued education for children during seasonal migration, at sites selected in consultation with the communities, including clan and religious leaders

Building on this concept, UNICEF sought to minimize inequitable access to education through the targeted delivery of schooling opportunities and the equitable provision of teaching and learning materials for vulnerable populations. Under Learning for Peace, UNICEF Ethiopia delivered an ABE programme to support children in pastoralist, agro-pastoralist and hard-to-reach communities to complete the full cycle of basic primary education, Grades 1–4.

The programme theory of change predicted that if relevant learning spaces were constructed and furnished for pastoralist and other disadvantaged children, then the increased access to quality, equitable, relevant education would provide a peace dividend and contribute to social cohesion.

Since 2013, UNICEF has constructed two primary schools and 52 ABE centres in the four Developing Regional States of Ethiopia (23 in Somali Region), reaching more than 3,000 children in Grades 1–4. In Afar and Somali, a new design for ABE centres was developed in 2014, and centres were constructed along pastoral migratory routes to facilitate continued education for children during seasonal migration in search of water and grazing land. The sites were selected in consultation with the communities, including clan and religious leaders.

Supplementary classrooms were constructed in 14 ABE centres to offer education through Grade 6, while classrooms in six other centres were renovated to meet standards for child-friendly schooling. Following this renovation and construction, 423 ABE centres and primary schools were furnished, and basic



Ethiopia



learning supplies – such as chalkboards, desks and teachers’ tables – were provided to more than 22,000 children, 4,200 living in Somali Region. Educational capacities were also improved through the provision of:

- Scholarships for 300 teachers to complete a teachers’ training certification programme;
- Training on parents’ education and early childhood stimulation for 43 ABE facilitators and school directors; and
- Training on methods for multi-grade teaching and positive discipline for 100 ABE facilitators (23 per cent female), supervisors of School Cluster Resource Centres and education experts.

The management of the ABE centres was decentralized to the parent-teacher associations and centre management committees, which took such actions as scheduling classes in the morning or evening, depending on the season (wet or dry), thus making it possible for children to participate in clan cultural and economic activities with minimal disruption.

Because the ABE centres are permanent learning sites intended to reach pastoralist children, a mechanism was needed to allow students to move from school to school. Building on an innovation introduced by Save the Children, UNICEF supported the development, printing and distribution of 6,000 networking cards (report cards) that contain the child’s education history, so that she or he may easily continue education in another centre. To further support the initiative, 150 school cluster supervisors (20 per cent female), ABE facilitators and woreda education experts were trained on the use of the networking cards.

Overall, these activities contributed to and are continuing the ongoing provision of culturally and economically relevant and appropriate education, including flexible and safe learning spaces.

Learning for Peace expanded ABE to provide equitable access to education for marginalized communities and ensured that the construction process was consultative, the designs were relevant, and the site locations promoted inclusion for migratory pastoral populations. The ABE centres have improved access to education, including across inter- and intra-clan lines; increased social cohesion; and promoted mechanisms – such as the centre management committees – that are utilized by communities for mediation and managing conflict.


The KAP baseline and end-line evaluations indicate that communities reported a 10 per cent increase in satisfaction towards social services, thereby increasing trust towards the Government and reducing

feelings of exclusion. Participants also described an improved ability to advocate for access to social services. One facilitator noted that the ABE centres were often the first time that a community's right to basic services was realized by the Ethiopian Government – as they have successfully petitioned to receive an ABE centre, they can also petition for health clinics, water and other basic rights.

This case demonstrates that construction of learning sites and the provision of networking cards can extend access to education for agro-pastoralist and pastoralist populations. Partnering with government representatives for such initiatives can increase their awareness of the connection between education inequality and conflict, as well as promote trust between citizens and the State.

Among lessons learned, the ABE project confirmed the need for conflict-sensitive monitoring. For example, in contrast to UNICEF's intention to provide education adapted for and relevant to migratory pastoralists, government officials implementing the programme understood that the ABE centres were provided to pastoralists to change their livelihoods from migratory to sedentary – an objective that could worsen, rather than alleviate, grievances held by the pastoralists, as well as use UNICEF resources for unintended purposes.

Ongoing monitoring of a programme's conflict sensitivity is essential to identify any misunderstandings held by stakeholders that may prevent the programme from achieving its intended aims, to correct misperceptions through clear and consistent communication, and to adapt interventions to best meet local needs during implementation.



The ABE centres have improved access to education, including across inter- and intra-clan lines; increased social cohesion; and promoted mechanisms – such as the centre management committees – that are utilized by communities for mediation and managing conflict

5.3 Calligraphy lessons and discussion forums in Pakistan

- ▶ Summary based on: Aga Khan University-Institute for Educational Development and UNICEF Pakistan, 'Promoting Social Cohesion through Creativity in Madrasas: Evidence from Swat District, Pakistan', 2015
- ▶ UNICEF's partners: Aga Khan University's Institute for Educational Development

Insecurity and terrorism incidents have become part of everyday life in many communities of Pakistan, as previously explored in Section 2.3 of the compendium. The Learning for Peace social cohesion and resilience analysis revealed that, as a result, many youth in Pakistan experience significant levels of exclusion.¹³⁴

Recognizing the deterioration of social cohesion and the pivotal role of education in strengthening it, UNICEF Pakistan's Social Cohesion and Resilience programme has been implemented in the conflict-affected districts of Punjab, Balochistan, Khyber Pakhtunkhwa and Sindh Provinces. This summary focuses on a pilot project to explore the potential of schools that focus primarily on Islamic studies – madrasas, or *madaris* in Arabic – as entry points for promoting social cohesion in Swat Valley, Khyber Pakhtunkhwa Province.

Most of the 13,240 *madaris* in Pakistan are operated privately¹³⁵ and affiliated with a religious educational board that represents one of several schools of thought within Islam. These schools generally have a less rigid timetable compared to government schools, the classes are multi-grade, and students progress through their course of study individually rather than based on exams or performance standards.¹³⁶

Students and parents may also be attracted to *madaris* because they provide free boarding and cover student expenses.

In 2013, UNICEF launched the pilot project in partnership with the Peace Education and Development Foundation, involving six *madaris* in Swat Valley, where conflict and extremism have been a constant threat to stability. The project aimed to increase understanding about peace and tolerance embedded in the Koran, as well as develop interfaith harmony among madrasa students, teachers and faith leaders by offering them an enabling environment for critical thinking, creative expression and open reflection on the teachings they have received in the *madaris*.

The theory of change posited that if youth were given the space to constructively participate in a dialogue process in which they are encouraged to discover, dream, design and deliver changes in their own lives and



Pakistan



The entry points for promoting tolerance and peace were calligraphy lessons and discussion forums on Koranic verses. To promote local ownership, UNICEF Pakistan engaged a religious scholar on the selection of discussion topics, secured approval from madrasa heads on those topics, and provided corresponding training for teachers to equip them with the knowledge and skills to facilitate dialogue

with each other, they will learn to respect diversity while forming a common identity, build trust among one another, and share experiences that enable them to become more active and confident members of society. The specific entry points for promoting tolerance and peace were calligraphy lessons and discussion forums on Koranic verses. The pilot activity lasted between September 2013 and March 2014.

The participating *madaris* met three conditions:

1. Formal registration with the madrasa board;
2. Large student populations; and
3. The administrators' willingness to participate.

During the project's first phase, consultations were conducted with community and religious leaders, and six *madaris* in Swat agreed to participate. Project staff from the Peace Education and Development Foundation approached the regional heads, as well as the head of each selected madrasa, to brief them about the project and its core activities.

The calligraphy lessons were designed to focus on exploring selected verses from the Koran that refer to social harmony, respect for diversity and tolerance. The purpose was to increase understanding about the meaning of these concepts in a creative manner.

Participants in the discussion forums explored similar topics to complement the calligraphy lessons. To

promote local ownership, UNICEF Pakistan engaged a religious scholar on the selection of discussion topics, secured approval from madrasa heads on those topics, and provided corresponding training for teachers to equip them with the knowledge and skills to facilitate dialogue. Additionally, dialogues between *madaris* and district- and provincial-level consultations were arranged in the districts and in Islamabad with madrasa staff, religious leaders and scholars.

The pilot project reached 420 students and 20 madrasa teachers and administrators. Although the student body was composed of approximately 70 per cent male and 30 per cent female students, the pilot served only male students due to the challenges of negotiating entry into a girls' madrasa and the unavailability of female calligraphy teachers. To increase interaction and bridge divisions between children from diverse backgrounds, students from public schools and *madaris* participated together in art, sports and other recreational activities.

To assess changes in knowledge, attitudes and practices regarding peacebuilding themes, research was conducted with the involvement of Aga Khan University's Institute for Educational Development. Data were collected through various methods, including baseline and end-line surveys¹³⁷ of participant students and teachers; focus group discussions and semi-structured interviews with students, teachers and students' mothers; and field notes from Peace Education and Development Foundation staff.

The analysis of survey data indicates that there were positive changes in participants' views and perceptions of various domains of social cohesion, overall, as a result of the calligraphy classes, discussion forums and workshops. Students and teachers indicated that they gained positive attitudes towards the beliefs and teachings of other religions, as well as greater understanding of verses in the Koran that refer to respect, equality, tolerance and social harmony. One madrasa teacher and workshop participant stated:



After attending the workshop, I came to know about the role of *madaris* to strengthen social stability and social bonds in the region... We'll play our role to bring social harmony and prosperity in the region¹³⁸

Although it is difficult to verify the intervention's long-term effects, the pilot has shown that *madaris* can serve as an entry point for peacebuilding and education interventions, leading to positive changes in social cohesion and attitudes about tolerance and social harmony.

Among implications for future programming, this case indicates that:

- Populations who have been historically marginalized or excluded from state social services may resist outside influence. In Swat Valley, madrasa administrators were very sensitive to outside intervention and generally did not trust external organizations.
- Introducing a clear, transparent and inclusive pilot project process allowed for a sense of ownership and trust with religious clerics. For madrasa teachers, direct engagement in project activities and discussions among students led them to develop a much deeper understanding about issues of social cohesion and citizenship.
- Gender issues, such as the inability of girls to participate in the pilot project, need to be more fully addressed from the start. Training sessions, for example, could have been organized differently to enable girls to attend the training and participate in all activities. Mothers of participants revealed that women were also very eager to engage in the activities, sharing their desire to play a vital role in fostering social cohesion in their communities. Earlier involvement of community members and parents may prevent delays and support engaging girls in the same opportunities as boys.
- Ongoing conflict-sensitive monitoring of initiatives is needed. Regarding the calligraphy classes, there were some cases of participants creating work with messages that were in opposition to peacebuilding. It is important to more closely provide ongoing monitoring of activities, down to the details of messages written during these types of classes, to ensure they align with the project goals of increasing tolerance and promoting non-violence.

In the 2013–2014 pilot project, calligraphy and discussion forums promoting social cohesion were introduced in six madrasas in Swat District, Khyber Pakhtunkhwa Province, as innovative practices.

As a result of this successful engagement with religious seminaries, in 2015, the UNICEF Pakistan Country Office scaled up the initiative to 30 madrasas in the districts of Kohat and Peshawar, as well as Swat. In total, 1,200 students (480 girls and 720 boys) attended calligraphy and art classes to identify Koranic verses with social cohesion, peace and harmony messages. Dialogue forums were also arranged for 5,960 madrasa children and teachers (2,400 female and 3,500 male).¹³⁹

5.4 Youth education in Kenya's Dadaab refugee camp

- ▶ Summary based on: Chrissie Monaghan and Elisabeth King, *Youth Education Programming and Peacebuilding in Dadaab Refugee Camp: Results and lessons learned*, UNICEF ESARO, 2015
- ▶ UNICEF's partners: Norwegian Refugee Council

Dadaab refugee camp was established by the United Nations High Commissioner for Refugees (UNHCR) in 1991–1992 to host refugees fleeing the civil war in Somalia. As of October 2016, it was the largest refugee camp in the world, with 178,277 inhabitants, of whom 94 per cent are from Somalia.¹⁴⁰ More than half of the camp's residents are children and youth, and some of them are third-generation residents of this violent and insecure environment.¹⁴¹ Among primary-school-aged children, 60 per cent of girls and 80 per cent of boys are enrolled in school; at the secondary level, this proportion drops to 14 per cent and 35 per cent for girls and boys, respectively.¹⁴²

Although Kenya was not initially part of the Learning for Peace programme, events on the ground prompted its later inclusion, including interventions in Dadaab. Although a formal conflict analysis was not conducted, UNICEF examined the relationships between education and conflict in two 'light' analyses, in 2013, and identified the following key factors:

- The low quality and irrelevance of education, for example, curricula that are not adapted to local needs and traditional lifestyles, creating factors that can fuel economic and social vulnerability among marginalized communities;
- Exclusion of adolescents and youth, increasing their vulnerability to recruitment for violent causes and actions; and
- Normalization of violence in schools and communities, creating a 'violence trap'.¹⁴³

In 2013, UNICEF partnered with the Norwegian Refugee Council to support the Youth Education Pack (YEP) model of programming, which has been implemented by the Council in post-crisis and fragile-state contexts since 2003. The core focus of YEP is offering youth the chance to develop literacy and numeracy, livelihood skills for employment, and life skills such as health and micro-business management. The model also aims to build self-confidence and awareness among young people in how they can contribute to reducing the culture of violence and rebuilding their communities.¹⁴⁴



Dadaab refugee camp Kenya




The Learning for Peace theory of change predicted that by providing marginalized youth with access to relevant life skills and vocational training opportunities and creating space for constructive engagement in social and cultural activities, patterns of youth exclusion fuelling grievance and violent conflict will be reduced and will result in greater social cohesion. This was closely aligned to the YEP theory of change, which posits that perceptions of marginalization increase the risk of radicalization or recruitment to armed groups.

In UNICEF's work with YEP, the initiative in the town of Dadaab and three sub-camps of the primary refugee camp aimed to make education more relevant and responsive to the needs of refugee adolescents and youth who might otherwise be at risk of marginalization, recruitment to armed forces or radicalization.

YEP's traditional one-year format was adapted to the Dadaab context to offer a four-month programme that focused on vocational skills – including satellite television installation, barbering, photography, housecleaning, painting, tailoring and henna tattooing. In one of the sites, Somali language courses and livestock production were provided to support participants in their envisaged repatriation to Somalia. Upon graduation, all participants received start-up kits and seed money for supporting business ventures. Approximately 600 adolescents and youth, 20 per cent female and representing a variety of nationalities, participated in the four-month course.

In 2015, UNICEF commissioned a study to assess the results and lessons learned regarding the YEP component.¹⁴⁵ The study involved a desk review, curricular review, and input gathered from focus groups or key informant interviews with 50 individuals, including teachers, parents, students, and UNICEF and implementing partner staff.



The Youth Education Pack's one-year format was adapted to the Dadaab refugee camp context to offer a four-month programme that focused on vocational skills – including satellite television installation, barbering, photography, housecleaning, painting, tailoring and henna tattooing

Regarding the relevancy of YEP courses offered in Dadaab, the results were mixed. Some participants mentioned in interviews that satellite television installation, henna tattooing and barbering were particularly suitable. However, of the eight courses offered, only television installation, housekeeping and photography (journalism/media) matched existing market assessments of employers' needs. Several participants noted that the skills learned were not economically relevant, for example: "These skills ... housekeeping, painting, there just isn't a market for them here. We want skills for the camp."

Results were also mixed regarding employment and business start-ups after graduation from the course. A handful of participants said they had started a business, were renting store space, or working in an established business. But the majority of participants described challenges to gainful employment, including:

- Short-course credentials not readily accepted by the community;
- Insufficient start-up kits for the number of trainees;
- Competition between host and refugee trainees for work in the camp; and
- Trainees, in some cases, taking their share (or more) of the seed money, then leaving the programme.

Nearly all of the female graduates reported that they had not been able to gain employment or start a business. As summed up by one female participant:



It does seem sometimes like we've gained skills but not opportunities

In an ongoing initiative of the UNICEF field office in Dadaab, a series of KAP surveys commenced in January 2015, in coordination with the Norwegian Refugee Council, the implementing partner for YEP. The first survey included both participants and non-participants, aged 9–18, living in the surrounding intervention areas of Dadaab town and the refugee camp, with 79 per cent of survey respondents originating from Somalia.

An interesting outcome of the KAP survey was that 81 per cent of respondents felt that the Government of Kenya was providing education that helped them in their daily life. When responding to the statement "everyone has equal access to education services regardless of ethnicity, religion or other factors," the average response was 4.3, on a 5-point scale, with '5' indicating the strongest agreement. This indicates a

strong ‘social desirability’ effect, with respondents providing answers they thought were most acceptable, or that perceptions of grievance and inequality were less prevalent than programme planners might have assumed.

Important differences in perceptions of discrimination were found between non-Somali and Somali respondents, with non-Somalis’ responses indicating higher levels of discrimination based on clan background and religion. Further, anecdotal reports indicate that participants from the non-Somali minority groups struggled to set up businesses after the YEP courses because Somalis dominated the market and opportunities in Dadaab. These findings warrant further investigation into the programmatic focus towards Somalis.

The youth education initiative in Dadaab demonstrates both successes and challenges in providing relevant life skills to youth and adolescents. Overall, it shows that short-term skills courses can be implemented in this context and offer a value-added education service. Anecdotal evidence indicates that some participants were highly motivated to be involved in the programme, and that their participation led to greater resilience in the form of optimism about the future.

In addition, outcomes of the intervention indicate that it contributed to increasing empowerment in the broader community, and empowered both Somali refugees and those from other countries with an opportunity to participate in continuing their education. A participant from South Sudan, who graduated from the course on satellite TV installation, recounted:



I had to run right before I was going to sit for [exams] ... I came here and tried to enrol ... they said no, you have to get your education achievement verified in Nairobi ... I can’t leave the camp to do this, and I also don’t have the money to pay for it. So I was really frustrated. And then I had the opportunity to do DSTV [digital satellite television] and I was given the opportunity to stay on in the YEP programme and do a one-year electrical course. I now have an opportunity that I had given up on

However, as indicated by the KAP results, programme theory assumptions and subsequent implementation of the intervention need to be based on conflict-sensitive inputs, such as a conflict analysis that identifies

who is most marginalized and who should be the focus for inclusion in the programme. The question should be asked: What education is relevant for whom and where?

The case also demonstrates the complexity of providing education as a means of building social cohesion between groups. For example, it should not be assumed that mere contact with people from other identity groups is sufficient to build social cohesion. A conflict-sensitive lens, honed through conflict analysis, must be used when identifying target beneficiaries and composing participant groups, especially if the groups are to be integrated across identity lines, as was sometimes the case in the YEP initiative.

There is a need to examine – in a process that involves local organizations, host country governments and the international community – the entire refugee education model and how current and/or future models may best address refugee educational opportunities in a conflict-sensitive, inclusive and relevant manner.

The following points of action could be taken to leverage successes and optimize outcomes, thus providing more adolescents and youth with access to relevant skills and alternatives to violent activities and, ultimately, contributing to peace:

- Use the results of conflict analysis to ensure that interventions offering skills courses address identified conflict factors, rather than programmatic assumptions.
- Examine and adapt pre-packaged approaches and training content based on evidence from analysis findings.
- Ensure that the selection of courses is conflict-sensitive.
- Apply market research to ensure that meaningful and viable employment opportunities are available and attainable for refugee participants post-training.

The question should be asked: What education is relevant for whom and where?

Flexibility

is a necessity in

conflict-affected and

fragile contexts

Chapter 6

Security and non-violence in schools, learning places and communities







Schools and universities should be sanctuaries of learning where young minds can feel safe to inquire, explore, reflect, yearn, and develop to their fullest potential. All this is threatened when armed forces convert schools into part of the battlefield and use institutions dedicated to education for military purposes instead

Global Coalition to Protect Education from Attack¹⁴⁶

Schools and learning spaces are not isolated entities, they exist within concentric and interdependent circles of context: individuals within the immediate learning environment, such as teachers and students; the community surrounding the school, such as families and community leaders; the village, city or district authorities, and so on.

Summary Chapter 6

Underlying causes and dynamics of conflict

- Violence in schools
- Vulnerability of children and youth
- Long-term fragility
- Population displacement
- Landmines

Theory of change

IF threats to school security are mitigated and/or managed,
→ THEN freedom from fear will increase in schools and surrounding communities, as well as opportunities for equitable access to education, and pro-social learning.

Programme strategies

- Non-violence in schools policies and school-level mechanisms to prevent violence established, including addressing school-related gender-based violence
- Schools as 'zones of peace', internally and protected from external attacks
- Child-to-child clubs
- Conflict-sensitive humanitarian response
- Mine risk education

Chapter 6 explores strategies to support security for schools and promote a culture of peace. An overarching theory of change, sample strategies, results and implications for the future are outlined in the introduction, then discussed with greater detail in summaries on initiatives that took place in the State of Palestine, Somalia, South Sudan and Myanmar.

Underlying causes and dynamics of conflict

Schools and the communities they are part of face many threats to human security – natural disasters, biological hazards, economic shocks and gender-based violence, to name a few. The focus here is on three topics: violence in schools and learning spaces, the vulnerability of youth, and the risks associated with landmines.

Learning environments are not impermeable to the conditions around them, and a facility surrounded by conflict is likely to be infiltrated by violent behaviour. Forms of violence in schools can include physical and psychological punishment; bullying; sexual and gender-based violence; and external violence, such as effects of gangs, conflict situations, weapons and fighting.¹⁴⁷ In the State of Palestine, the use of violence as an accepted social norm was identified as a conflict factor by the UNICEF country office, finding expression in violent behaviour by both adults and children in schools, and also likely to be a by-product of conditions related to the protracted conflict between Israel and the State of Palestine.¹⁴⁸ Children and youth can be drawn into a context of violent conflict driven by border disputes, clan-based tensions, ethnic or religious sectarianism, and competition for land and water – facing a range of grave risks. The UNICEF conflict analysis in Somalia, for example, observed that marginalized youth were vulnerable to abduction by human traffickers, as well as to recruitment by gangs and armed groups.¹⁴⁹ Even after active hostilities have ceased, the remnants of conflict remain a life-threatening hazard.¹⁵⁰ As described by the Office of the Special Representative of the Secretary-General for Children and Armed Conflict:




Children are particularly vulnerable to landmines, cluster munitions and unexploded ordinances in a number of ways. These devices sometimes look like toys and children who are curious are likely to pick up the strange objects. Children are also at risk because they may not recognize or be able to read warning signs. Children are far more likely to die from their mine injuries than are adults because of harm they do to their small bodies¹⁵¹

In many contexts, the exact impact rates on children and their families are unknown due to limited country-level systems for treating and monitoring victims and survivors' assistance, and the lack of systematic study and publicly shared information.¹⁵²

Mine risks not only pose a direct threat to children, they can inhibit access to education when travel to and from school is hazardous. A child who has been disabled by mine-related injury may find it impossible to get to school, or be unable to participate in educational activities when learning spaces are not accessible and inclusive. Children of parents who have been injured by landmines may need to stay home to care for the parent or other family members, or supplement the family income by finding work.

Theory of change and programme strategies

Recognizing that a safe environment is necessary to enable education to contribute to social cohesion, UNICEF sought to promote safety and non-violence in educational spaces at multiple levels, from schools to communities and through national policies. The overarching theory of change proposed that mitigating and/or managing threats to schools and their surrounding communities would reduce fear and increase equity in access to education, including opportunities for learning about peace and engaging in pro-social behaviour.



Promoting the concept that schools are protective and safe places reserved for learning can address some of the conflict-caused barriers to accessing education, such as attacks, occupation by armed groups, and use of school facilities to shelter displaced populations, as well as challenges to internal school safety, such as psychosocially inadequate school management practices

This harmonizes with internationally agreed guidance that the goals of comprehensive school safety include protecting learners and education workers from death, injury and harm in schools, safeguarding education sector investments, and planning for continuity in the occurrence of expected hazards.¹⁵³

The theory is also consistent with research indicating that safe and protected access to education allows children to benefit from developmentally appropriate best practices, such as predictable routines, a sense of safety, patience and verbal assurances from teachers, opportunities to socialize with peers and play-based, joyful activities.¹⁵⁴

Strategies drawn from the Learning for Peace experience include:

- **National-level non-violence in schools policies and school-level mechanisms to prevent violence** – National-level policies, such as those addressing violence in schools, provide the framework and mandate for mutually reinforcing strategies at sub-national levels. In recognition of this relationship, and in response to high levels of school violence in the State of Palestine, the Ministry of Education and Higher Education partnered with UNICEF to roll out a comprehensive non-violence in schools policy and an associated project that included a communication campaign, training, community events and peer mediation at the school level.
- **Schools and learning spaces as zones of peace** – The ‘zones of peace’ concept originated in Nepal ensures that children would not miss school as a result of conflict, school closures or intimidation. This approach is often delivered as a package of school-protection strategies and other field-level protection measures, including the negotiation of codes of conduct to prohibit the use of school grounds for military and political purpose, as well as the promotion of child-to-child clubs to ensure that youth are active participants in the programme.¹⁵⁵

Promoting the concept of schools as protective and safe places reserved for learning can address some of the external conflict-caused barriers to accessing education, such as attacks, occupation by armed groups, use of school facilities to shelter displaced populations, as well as challenges to internal school safety such as psychosocially inadequate school management practices. In Somalia, a child-to-child club peer education methodology was used to engage children and youth in civic processes on themes such as peace promotion, as well as to provide outreach to the wider community on related topics. At the school level, UNICEF leveraged an existing child-to-child club programme in Puntland region to build the capacity of students on concepts of peace and

peaceful conflict resolution. Students became peace promoters themselves and were supported to identify local conflicts, with adults from the community, and express peaceful solutions through art, sometimes performed for the broader community.

In the emergency context of South Sudan, UNICEF and partners launched the Learning Spaces as Zones of Peace initiative at the national and sub-national levels, and subsequently mainstreamed the approach across emergency and peacebuilding programming. This initiative affirmed the right of children and youth to access education in a safe and secure environment, for example, when schools were occupied by displaced or armed groups, parent-teacher associations and local authorities advocated successfully for their evacuation.

- **Community-level landmine risk education** – Education is a primary delivery mechanism for life-saving messages, especially in conflict-affected and fragile contexts where other sources of information may not exist. In recognition of the information gap in Myanmar surrounding landmines, UNICEF and partners supported a KAP survey and used the findings to inform a landmine risk education campaign. Seizing the opportunity to build peace at the community level, the survey process was intentionally inclusive and collaborative across a wide range of actors, which allowed for cultivation of vertical and horizontal cohesion.

Emerging results and implications for future programming

National non-violence policies have the potential to improve school-level outcomes and local-level empowerment. Although the national non-violence policy and project in the State of Palestine had not yet been evaluated, anecdotal reports of results included increased school attendance, improved sense of belonging at school, increased sense of empowerment to affect positive change in the community, and enhanced value of community commitment to sustained peacebuilding.

In one participating school, Bedouin children decreased violent behaviour, increased school attendance and generally demonstrated that they feel part of the school community.

A multi-strategy and multi-level approach is effective for disrupting patterns of violence and promoting peace. The State of Palestine case illustrates that a package of mutually reinforcing peacebuilding strategies at the national, community and individual levels can create a robust force for disrupting internal patterns of violence and promoting peace practices. The case also illustrates that strategies have a greater



National non-violence policies have the potential to improve school-level outcomes and local-level empowerment

chance of success when the enabling environment is supportive, for example, a national policy supports school-level activities.

In South Sudan, guidelines for the conflict-sensitive management and administration of Schools as Zones for Peace have raised awareness among government and civil society stakeholders on how to contribute to mitigating the inter-ethnic tensions that threaten fragile cohesion in humanitarian and emergency contexts.

In Puntland, Somalia, engaging children and youth through the child-to-child programme at the school level was found to give students a voice and active role in their communities, and to engage children and youth across clan, social and cultural lines. Students at one school demonstrated increased tolerance by identifying out-of-school children, encouraging them to attend and raising funds for their uniforms, which led to the enrolment of 70 new students. Involving students in peace promotion contributed to reducing violence in and around schools and facilitated broader community-level engagement, including with local leaders.

There is a need for collective attention to raising awareness and establishing child protection and school safety measures in schools and communities. In the communities of south-east Myanmar, an unprecedented participatory survey process brought together a variety of actors, including the Government, NGOs and citizens, to identify and address the risks posed by landmines.

Data collected in the mine risk survey not only revealed the need to raise awareness of protection measures, it was subsequently used to inform the development of a new Mine Risk Education Kit and communication materials.

In the Myanmar example, patient and diligent relationship building, both with the Government and landmine survivors, made it possible to address a major information gap in a context of data sensitivity.

One of the lessons for future cooperative action is that analysis of sensitive topics in conflict-affected environments can produce results when:

- Stakeholders of all conflict-affected groups recognize the need to address conflict and security risks;
- Trust has been established, and there is readiness to participate; and
- Sufficient time is taken for inclusive consultation processes.

6.1 School policy on non-violence in the State of Palestine

- ▶ Summary based on: UNICEF State of Palestine, 'PBEA 2014 State of Palestine Case Study: Non-violence in school policy video script', 2014; and PBEA Programme Report 2013–2015, 2016
- ▶ UNICEF's partner: Ministry of Education and Higher Education

Many Palestinian children grow up exposed to multiple kinds of violence on a daily basis – at school, at home and on the street. Some students must cross military checkpoints to get to school every morning. The frustration resulting from the political deadlock and conflict can result in violent behaviour by both children and adults, with violent forms of discipline being common in Palestinian society, including in schools. In this context, children have limited opportunities to learn the skills they need to cope with their experience of violence and learn how to resolve conflicts through non-violent methods.¹⁵⁶

According to the Multiple Indicator Cluster Survey published in October 2014, 92 per cent of Palestinian children have experienced psychological aggression or physical punishment.¹⁵⁷ A baseline study conducted by the Ministry of Education in 2010 found that nearly two thirds of Palestinian children (61 per cent) witnessed physical violence at school, and 38 per cent were subjected to physical violence.¹⁵⁸

To improve the situation, UNICEF has supported the Ministry of Education and Higher Education to initiate a project on non-violence in schools, which aimed to enhance the awareness, and the capacity of teachers, school counsellors and parents to use non-violent discipline. It also promotes the establishment of school-based mechanisms to prevent violence in the learning environment and the surrounding community, including by having students serve as peer mediators and lead initiatives to help improve peace and school quality.



State of Palestine




This long-term project demonstrates the benefits of mutually reinforcing peacebuilding strategies at the national, community and individual levels to promote non-violence. It illustrates that education can be effective in promoting peace across the multiple levels of society when there is genuine support in the community. It was conducted at the national, school and individual levels, in both the West Bank and the Gaza Strip.

In 2013, the Ministry launched a national-level ‘non-violence in school’ policy with support from UNICEF, other United Nations agencies and NGOs. In 2014, the Ministry trained a team of core trainers on such issues as theories of violence, violence in the State of Palestine, and mechanisms to reduce and prevent violence. In turn, the core team of trainees trained 2,000 education personnel, reaching 650 schools. The Ministry also distributed brochures describing how to reduce violence in schools to principals, district staff, teachers and students.

In 2014, with support from UNICEF, the Ministry organized 160 activities in communities and helped students lead 134 projects promoting peace and improvement in school quality. One such project was the theatre club in Tayseer Boys School, which helped integrate marginalized Bedouin students with the other students. All students participated in training on non-violence, non-discrimination and tolerance; they reported feeling proud of the theatre club and of its contribution in reducing violence at school.

At the school level, the Ministry and UNICEF provided about 16,000 students in 1,050 schools as peer mediators to help them develop skills such as dialogue or conflict resolution. For instance, 15 girls participated in a peer mediator training at Jalazoon Secondary School near Ramallah. Two mediator groups



In 2014, the Ministry trained a team of core trainers on such issues as theories of violence, violence in the State of Palestine, and mechanisms to reduce and prevent violence. In turn, the core team of trainees trained 2,000 education personnel, reaching 650 schools

were formed: one group whose members were present in the schoolyard and wore ID cards or a uniform so that the other students could identify them easily; and another group whose members were available to help fellow students in a 'mediation room'. The local community funded the cost of the mediation room and of the uniforms.



The project tried to help students identify the locations and the people who could support them," a facilitator told UNICEF. If the students are violent, we give them alternatives. We offer psychosocial support to help them rebuild coping skills

While a systematic evaluation of the project has not yet been conducted, participants indicated they had seen positive changes in knowledge, attitudes and practices. For example, Bedouin children's violent behaviour decreased at the Tayseer Boys School, their attendance increased, and they said that they felt part of the school community. The students who participated in training said they felt empowered by their new ability to understand the mechanisms of violence, and their ability to act upon it and drive change.

The changes made in schools have spread to the wider community. One student explained that she used her newly acquired mediation skills at home, while a counsellor explained that the project reinforced the relationship between the school and the local community. A testimony to the success of the project is the fact that the vice president of one of the schools declared that the activities on non-violence would continue even after funding from the Peacebuilding, Education and Advocacy programme expired, because he felt it had had such a positive impact on the school.

6.2 Peacebuilding through school-based child-to-child clubs in Somalia



Summary based on: UNICEF Somalia, *PBEA Programme Report 2015, 2016*; and Rebecca Herrington, 'Schools as Zones of Peace Programme: UNICEF Somalia', 2015



UNICEF's partners: Ministry of Education and Puntland Student Consultancy Association

Somalia has the characteristics of long-term fragility: a deeply rooted war economy, prominent presence of non-state armed actors and a persistently weak government suffering from contested legitimacy. The



Somalia




country has been the theatre of large-scale international military operations carried out against Al-Shabaab, and clan conflicts over land and water have continued to interact with higher-level struggles for political and economic control.¹⁵⁹

In the north-eastern region of Puntland, the conflict analysis conducted by UNICEF and University of York, in 2013,¹⁶⁰ found causes of conflict to include border disputes with the Somaliland region, tensions with Galmudug autonomous region, security challenges resulting from Al-Shabaab activity, lawlessness, piracy, armed criminal activity and clan-based conflict. The analysis also highlighted that marginalized youth are at risk of recruitment by politicians, leaders of armed groups, human traffickers and others.

As an organization-wide principle, UNICEF asserts that children and youth (both female and male) can be a tremendous asset in peacebuilding when they are empowered to play a positive role in their families and communities. Towards this end, a Schools as Zones of Peace (SZOP) pilot programme was established as an extension of the child-to-child programme already set up in Puntland. Delivered by the Ministry of Education as UNICEF's implementing partner during 2014–2015, the SZOP programme leveraged the child-to-child club methodology to engage children, youth and their communities with the themes of conflict and peace.

Guiding the SZOP pilot was a theory of change predicting that if primary-school-aged children and youth were given a voice and an active role to engage with communities and decision makers – across clan, social and cultural lines – then this would give rise to constructive citizenship and improved social cohesion within and between groups, contributing to a reduction of violence in target locations/intervention groups.



As an organization-wide principle, UNICEF asserts that children and youth (both female and male) can be a tremendous asset in peacebuilding when they are empowered to play a positive role in their families and communities

The Learning for Peace study on child-to-child clubs in Somalia reveals promising anecdotal evidence that students who have a voice and active role in their communities then develop a sense of constructive citizenship

The project provided a child-to-child refresher training for 50 facilitators, representing 50 schools in six towns. These trainees then returned to their schools to guide 1,500 (675 female, 825 male) children to carry out school-level activities promoting peace and conflict resolution. The child-to-child clubs met once per week to discuss peace and identify and prioritize conflicts to be addressed, then developed such products as poems, songs or plays to address the identified issues. In some cases, these were presented at community assemblies or events. In response to the issue of tribalism, for example, SZOP club participants developed and performed a play to demonstrate the harm of tribal conflict and the benefit of peaceful alternatives. Additionally, in an effort to build relationships across villages, children organized inter-school literature and arts competitions focusing on positive traditional values, social cohesion and peace.

To assess results and lessons learned, UNICEF commissioned an external study,¹⁶¹ with SFCG serving as a third-party observer. The case study included semi-structured interviews, focus groups, triangulation with data from the Learning for Peace 2014 knowledge, attitudes and practices survey, and discussions with UNICEF and partner staff. The sample included 20 interviews and five (of 50) schools selected by the implementing partner based on perception of programme implementation.

This study reveals promising anecdotal evidence that students who have a voice and active role in their communities then develop a sense of constructive citizenship. Students demonstrated an increased sense of responsibility towards the community and respect towards others and themselves by taking on representative roles for their student body, engaging in campus clean-up, and participating on the curriculum review committee with the Ministry of Education. Increased engagement with other schools occurred through presentations, competitions and sporting events.

Tolerance was demonstrated repeatedly by club participants. At Kaalo Women's Primary School, for example, students identified out-of-school children, encouraged them to attend, and raised funds for

uniforms, resulting in the enrolment of 70 new students. SZOP participants proactively resolved conflicts between students and teachers, and among students, including outside school grounds and beyond school hours. As described by one teacher:



Eighty per cent of conflicts are now handled by the child-to-child clubs. Conflicts are gradually reducing

One participant's poem indicates how students valued peace:

Qiimay nabadu leedihiyo qaaye iyo guule
Waa waxa ay qaybaha bulshada quaran ku gaaraane
Waa waxa qabiil suuriyo qaran horseedaaye it is
Qaran kacay qabiil isku tagay oo qoryaha qaatay
Qasadkii iyo ujeedadu tahay qola kale laynin e
Dabka huraya waxaa lagu danshaa nabada loo
doortaaye

Peace is valuable and it is cherished by everyone
It is what makes societies reach to a nationhood
What demises tribalism and leads to a nationhood
When tribes riot and take arms to fight
And the aim is to kill other tribes and communities
Peace is what puts off the blazing fire

Overall, the project theory of change was validated by emerging evidence from the case study. Successful aspects of implementation include enabling primary schoolchildren and youth to have an acknowledged voice and an active role in engagement with communities and decision makers – bringing the SZOP club participants into activities in school and communities across clan, social and cultural lines.

Furthermore, the anecdotal evidence suggests that this active role can assist children and youth in experiencing their potential as contributors to meaningful social change when it comes to interpersonal and inter-group relationships.

While promising evidence of positive change at the individual and school levels emerged, visible impact at a wider community level will need a sustained evaluation and a structured, conflict-sensitive and child-protective approach. The case cautions that a structured approach should include ongoing training and monitoring to ensure the programme is being implemented as intended, reaching the hardest to reach, and that children are not put at risk when mediating conflicts at school or in their communities.

6.3 Conflict-sensitive education in the crisis context of South Sudan

- ▶ Summary based on: Neven Knezevic and W. Glenn Smith, *Humanitarian Action, Conflict Sensitivity and Peacebuilding through Education in South Sudan: Achievements, challenges, and lessons learned*, UNICEF ESARO, 2015; and UNICEF South Sudan, *PBEA Programme Report 2012–2016*, 2016
- ▶ UNICEF's partners: Adventist Development and Relief Agency, Africa Educational Trust, Right to Play and Sports for Hope

In December 2013, only two years after independence, violent conflict reignited in South Sudan. This time beginning in the nation's capital, Juba, between soldiers loyal to the President and largely from the Dinka tribe, and soldiers loyal to the recently fired Vice President and largely from the Nuer tribe. The violence spread quickly, causing mass displacement of people to United Nations bases in Juba; to the north, where opposition forces were amassing; and into neighbouring countries – and disrupting education for thousands of children and youth.

UNICEF staff conducted an informal rapid analysis of the 2013 crisis, which identified several sources of inter-group tensions, including: ethnic groups' fear and mistrust of each other; trauma from violent experiences; idleness leading to criminality; disconnections between humanitarian response and development work; and occupation of schools by displaced populations and armed groups.

In this emergency context, UNICEF sought to rapidly adjust existing education programming and to infuse conflict-sensitive humanitarian and psychosocial support into the broader humanitarian response in protective learning spaces for children, adolescents and youth. The prediction was that introducing conflict-sensitive education into humanitarian activities would:

- Enable communities to better understand conflict and violence risks;
- Increase community resilience and minimize impacts of violent conflict;
- Prevent new forms/escalation of violence;
- Protect children, communities and development investments; and
- Support more rapid recovery once conflict ended.

In parallel with other peacebuilding initiatives, UNICEF and partners implemented a range of conflict-sensitive humanitarian activities in South Sudan. The 'Conflict Sensitivity Tip Sheet' was produced to



South Sudan




provide guidance on applying the 'do no harm' principle to emergency programmes, education included. A series of capacity-building events was provided for more than 140 education duty bearers in order to strengthen government and partners' ability to deliver conflict-sensitive education services in camps for internally displaced populations, also known as 'protection of civilians' sites.


In addition, UNICEF launched the Learning Spaces as Zones of Peace (LSaZOP) initiative, which affirmed the right of children and youth to access education in a safe and secure environment. At the national level, UNICEF and partners hosted a two-day Peacebuilding Conference in November 2014, in Juba, which culminated in a communiqué on LSaZOP signed by the Ministry of General Education and the Ministry of Culture, Youth and Sports. At the sub-national level, two conferences on conflict sensitivity and mitigation were held in Yambio, reaching 65 adults and 55 youths.

LSaZOP was mainstreamed across emergency and peacebuilding programming by UNICEF and partners such as Right to Play, Africa Educational Trust and the Adventist Development and Relief Agency (ADRA South Sudan) in Nasir, Juba, Yambio, Wau and Tonj East.

In July 2014, UNICEF commissioned a study¹⁶² to assess the adjustments made by Learning for Peace in response to the crisis, including the role of education in the internally displaced population camps, contributions to peacebuilding, and how education can help to forge resilient communities in a humanitarian context. In Juba, key informant interviews were conducted with 90 individuals, including academics, implementing partners, school authorities, teachers, displaced persons, and staff from UNICEF



In parallel with other peacebuilding initiatives, UNICEF and partners implemented a range of conflict-sensitive humanitarian activities in South Sudan – including the Learning Spaces as Zones of Peace initiative, which affirmed the right of children and youth to access education in a safe and secure environment



Development and humanitarian programmes that are 'conflict blind' miss opportunities to foster social cohesion and maximize contributions towards peacebuilding

and international non-governmental organizations. Due to travel restrictions during the data collection period, information on the programmes outside of Juba was drawn from secondary sources.

The study found that the education programme adjustments made by UNICEF helped strengthen the application of conflict sensitivity through education in emergency approaches. Through direct interviews with representatives of international agencies in Juba, the study was also able to gather information for the purpose of identifying how to address key weaknesses within and among international agencies operating in fragile settings.

Regarding the initiation of and advocacy for LSaZOP, it was found that this contributed to strengthening government policies and commitment to the protection of children and their access to quality education. For example, along with signing the LSaZOP communiqué, the Ministry of General Education established an action plan to endorse the Safe Schools Declaration – an instrument for countries to commit to implementing the 'Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict'.¹⁶³

The advocacy efforts for LSaZOP also reached communities. A school in Jikmir, for example, was being used for housing internally displaced people and one in Mandeng was used as a detention centre by the Sudan People's Liberation Army in Opposition. Advocacy sessions with the parent-teacher associations and local authorities established rules and norms based on child protection, and the schools were subsequently evacuated. This is a clear outcome of promotion of LSaZOP and the resulting community empowerment.

This case demonstrates that despite the many challenges facing the delivery of life-saving humanitarian responses, conflict-sensitive approaches are feasible and should be prioritized as an intervention. By demonstrating evidence that education may prevent violent conflict and serve as a way to protect children

and communities, this case suggests how education stakeholders can advocate for repositioning education as a vital intervention in contexts of violent conflict.

Development and humanitarian programmes that are ‘conflict blind’ miss opportunities to foster social cohesion and maximize contributions towards peacebuilding. To ensure that humanitarian responses are ‘doing no harm’, conflict sensitivity should be consistently applied and monitored in both education and multi-sector responses. Reaching multiple ethnic groups in civilian camps, for example, is an important part of avoiding tensions that can arise when only certain groups receive services, and of promoting inter-ethnic peacebuilding through an equitable response.

6.4 Landmine risk education survey in Myanmar

- ▶ Summary based on: UNICEF Myanmar, ‘PBEA Outcome Case Study: Building awareness on the need for mine risk education in Myanmar’, 2015; and Peacebuilding, Education and Advocacy Programme Report, 2016
- ▶ UNICEF’s partners: Danish Church Aid, Government of Myanmar Department of Social Welfare (Ministry of Social Welfare Relief and Resettlement)

Myanmar is one of the largest and most ethnically diverse countries in South-East Asia. It is also one of the poorest and most conflict affected. After decades of isolation, the country has been reaching out to form international connections in order to advance development.

For nearly 70 years, the Government of Myanmar has been at war with its ethnic minorities. Although a national ceasefire agreement was signed in 2015, not all ethnic groups were involved, the agreement does not stipulate that the groups disarm, and many of the ethnic groups continue to deeply distrust the military and are wary of adhering to the 2008 Constitution.¹⁶⁴

The Government did not sign the international Mine Ban Treaty of 1997, and since then, Myanmar is the only country that has scattered landmines/explosive remnants of war (ERW) every year. As a result, it is considered to have one of the highest levels of landmine/ERW prevalence in the world.¹⁶⁵

Despite the lack of official statistics and a government-supported mechanism to track the presence and effects of landmines/ERW, an independent study in 2011 determined that landmines/ERW were present



Myanmar




in 10 of Myanmar's 14 states and divisions.¹⁶⁶ The International Campaign to Ban Landmines documented 3,349 antipersonnel mine casualties between 1999 and 2014.¹⁶⁷

Under the Learning for Peace programme, UNICEF recognized that very little information was available on which mine risk education (MRE), clearance and victim assistance could be based. As a programmatic response to this issue, it supported the Government of Myanmar's Ministry of Social Welfare, Relief and Rehabilitation in establishing the National Mine Risks Working Group, in April 2012. In that same year, the group decided to address the information gap by implementing a survey of mine risk education knowledge, attitudes and practices (MRE-KAP). The working group aimed to use the survey process and results to provide a baseline for further evaluations and guide the implementation of mine-action activities.

The National Mine Risks Working Group also sought to promote and strengthen partnerships at the state/regional levels to determine priorities and coordinate survey activities. This was particularly important because the study aimed to be a unique collaboration of data collectors and data providers of diverse ethnic and institutional backgrounds that would help establish and transform relationships among individuals, groups and organizations.

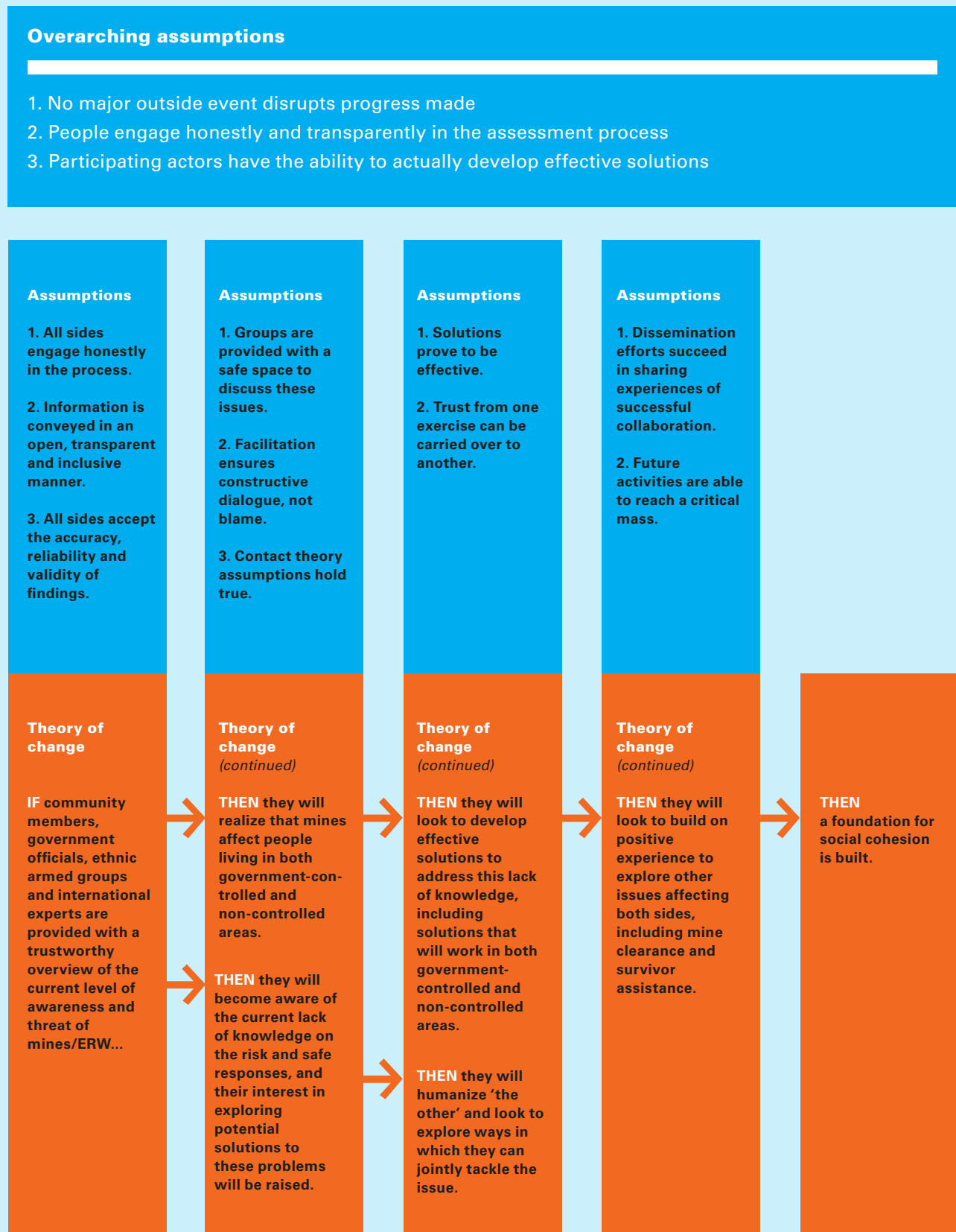
Figure 4 illustrates the theory of change designed to investigate potential links between the original KAP survey and its predicted outcomes, and to provide a basis for follow-up case studies.


The first of its kind sanctioned by and coordinated with the Government, the MRE-KAP survey was administered by Danish Church Aid during February 2013–June 2014 in Bago Division and Tanintharyi Division, and Kayah, Kayin and Mon States. UNICEF's role was to facilitate the questionnaire development,



The study aimed to be a unique collaboration of data collectors and data providers of diverse ethnic and institutional backgrounds that would help establish and transform relationships among individuals, groups and organizations

Figure 4. Myanmar mine-risk study theory of change





Measures were taken to ensure that the collaborative processes for developing and implementing the survey were inclusive and participatory. Inputs were provided by liaison officers and representatives of ethnic armed groups, along with international experts on MRE and conflict sensitivity in Myanmar

testing and analysis review, and to help vet the findings with the Government. The survey included 41 key informant interviews and 45 survivor interviews in 41 villages; 389 household surveys and 390 children's surveys in 30 villages; and stakeholder workshops and meetings with a range of actors at the national, state and local levels.

Measures were taken to ensure that the collaborative processes for developing and implementing the survey were inclusive and participatory. Inputs were provided by liaison officers and representatives of ethnic armed groups, along with international experts on MRE and conflict sensitivity in Myanmar. More than 150 meetings with stakeholders – including state and regional levels of government, faith-based and civil society organizations, and ethnic armed groups – were held to keep people informed on the process.

The survey was conducted by a team of 42 enumerators from 12 local faith-based and civil society organizations. During data collection, time was taken to share, build rapport and form trust with respondents to help them overcome the fear of negative consequences for sharing information. Due to historical precedent, some respondents feared retaliation from the groups that planted the landmines, while others feared exposing their knowledge of explosives.

The findings were validated through a series of meetings with 200 participants, including some from areas that were not government controlled. Subsequently, a 'messaging workshop' was held to explore dissemination and use of the survey findings.

Post-survey activities included conducting a rapid assessment of MRE in Kachin and Northern Shan, which was later validated by 50 people in a two-day workshop. In addition to the National Mine Risks Working Group, the Government has established state-level working groups in Kachin, Kayah, Kayin and Shan, with UNICEF support, to provide a platform for the development of strategies in response to the findings.

The MRE-KAP survey results relevant to future programming for peacebuilding can be organized into three categories, as outlined in the following points:

1. **Effectiveness of the process:** As described above, special efforts were made to ensure a collaborative, transparent process across a broad range of actors, including multiple levels of government. As stakeholders engaged in MRE for the past five years explained, the fact that the Government allowed the survey to take place, led by an international NGO and coordinated throughout, was a significant achievement in itself. This collaboration was undoubtedly catalysed by the facilitators' diligent efforts to plan for and successfully involve the government in design, implementation and dissemination.
2. **Findings:** Although women are often the primary caregivers for children, those who participated in the survey indicated that they were less likely than men to receive information on landmines and explosive devices – and, if they had received the information, were less likely to inform children about the associated risks.

In regard to child respondents:

- 90 per cent stated that their village did not know how to protect itself from explosive devices;
- 82 per cent of children did not know the signs that indicate these devices are present;
- 75 per cent had not had a lesson on the dangers of landmines/ERW;
- 3 out of 4 children interviewed never received any information on mines/ERW.

3. **Use of results:** The MRE-KAP survey results informed the post-survey messaging workshop, which generated recognition that the current MRE materials were ineffective, and that both the materials and coordination across stakeholders needed to be improved. Relatedly, the findings informed the design of the common MRE toolkit and information, education and communication materials that were field-tested in 2015.

This case demonstrates that a multi-stakeholder working group that aims to transparently address a sensitive information gap may do so through building partnerships across actors, engaging local civil society groups, building trust with survivors of landmines/ERW, and systematically sharing information on objectives, processes and findings for validation by stakeholders. Although it was not an assessment topic, it stands to reason that this collaboration could have contributed to increased vertical social cohesion between government and citizens, and horizontal social cohesion among multiple identity groups.

The MRE-KAP survey in Myanmar highlights the need to allot adequate time for coordination, information sharing, and building relationships with government partners and respondents. Similar initiatives should consider the following strategies to aid in trust-building: hold community meetings to orient people to the programme; engage with locally based groups to gather advice on how best to proceed; recruit enumerators from the local area; and continually and transparently share clear, updated information on the interventions' aims and progress with all stakeholders.

**'Peacebuilding' is a term
that sometimes evokes
resentment and suspicion**

Chapter 7

Community conflict-resolution and communication for peacebuilding







The conflict between our communities had poisoned everything. School should have been the one place we could all belong ... but even here, we were still divided. But somewhere along the way, something began to happen ... it started with the idea that if we could find a way to see each other as equals, we could start talking and finding solutions

Sara, Learning for Peace programme participant, Democratic Republic of the Congo¹⁶⁸

Beginning with early use of the term ‘peacebuilding’ in the work of Johan Galtung during the 1970s, an emphasis has been placed on addressing the root causes of violent conflict and developing local capacities for peace management in order to build structures for sustainable peace.¹⁶⁹ Many of the strategies presented throughout this compendium aim to carry this principle forward.

Summary Chapter 7

Underlying causes and dynamics of conflict

- Marginalization
- Inequality
- Political manipulation/use of youth
- Lack of horizontal social cohesion
- Disruption of formal and non-formal communication infrastructure

Theory of change

IF children and youth with support of community members are engaged in inclusive, equitable and participatory peacebuilding processes, and equipped with skills to resist and resolve conflict and engage in society constructively, → THEN they can be positive agents of change contributing to psychological and social recovery, social cohesion, inter-group collaboration and understanding

Programme strategies

- Peace clubs
- Social integration through school-based initiatives
- Inter-generational peace education
- Participatory platforms for dialogue, message sharing and problem solving

Chapter 7 explores dynamics of conflict – marginalization, inequality, fragmented social cohesion and political manipulation/use of youth – and the promotion of peace that extends beyond the school level to the community level through activities that contribute to conflict resolution, social integration, civic engagement and communication.

The theory of change and sample programme strategies are drawn from education for peacebuilding initiatives in Côte d'Ivoire, the Democratic Republic of the Congo, Kenya's Dadaab refugee camp, Yemen and Burundi.

Underlying causes and dynamics of conflict

Dynamics of conflict at the community level can be local manifestations of the broader dynamics, or unique to the local context, and these are often intertwined. When sociocultural differences coincide with economic differences, resulting in the marginalization of a group, this can lead to grievances and conflict.¹⁷⁰ This dynamic may be heightened in the aftermath of long-term conflict. The Learning for Peace analysis in Burundi, for example, noted such factors as systemic disparities in access to education based on ethnicity, as well as challenges to the integration of returnees and those who had been internally displaced.

Horizontal inequality between groups, or the perception of it, can translate into conflict, especially when groups perceive it as a product of an unfair system.¹⁷¹ In Manono Territory, Democratic Republic of the Congo, violent conflict has persisted between the marginalized Pygmy and the dominant majority Bantu tribes, and divisions between the two groups are perpetuated by negative perceptions of each other. Decades of marginalization and destruction of economic resources have forced Pygmies to become tenant farmers to Bantu landowners, who consider themselves superior to the Pygmy – who in turn have internalized feelings of inferiority, sometimes leading to self-imposed isolation.

Regarding political manipulation/use of youth, the conflict analysis in Côte d'Ivoire found that the politically motivated polarization of society into ethnic groups and political factions, often supported by members of teachers' unions, was also seen at the university, school and classroom level. As a result, universities and schools became dysfunctional, ineffective and, sometimes, violent.


In contexts where violent conflict has destroyed formal and non-formal communication infrastructure, access to vital sources of knowledge, as well as avenues for inter-group contact, may be impacted severely. In the face of massive and ongoing conflict, children in Yemen who have been denied access to schools

and communities have also been disconnected from mass media – thus blocking the last remaining opportunities for learning on health and safety during conflict, and for protecting children against violence.

Theory of change and programme strategies

To address the dynamics of conflict at the community level, the Learning for Peace programme sought to provide peacebuilding messages by reaching out and engaging community members in participatory interventions adapted to the local context. The programme theory of change posited that providing support to individuals and communities in developing skills for social participation would enable them to become agents of change who contribute to psychological and social recovery, inter-group and inter-generational collaboration and understanding, and to building peace in their communities. It also proposed that those mobilized to become positive agents of change would earn respect for their engagements through their community, and thus no longer feel inclined to trigger or exacerbate tensions through their actions.

This theory of change is consistent with research findings that relative inequalities between identity groups can exacerbate tension and lead to conflict,¹⁷² and that community-based measures can be an effective approach to peacebuilding.¹⁷³ Reasons for working at the community level include the sense of ownership that is fostered when local actors lead peacebuilding efforts, which can encourage sustainability and stronger connections to government services. Further, participatory processes can connect people across identity groups by creating safe spaces for communication, management of local disputes and joint decision making.¹⁷⁴ Several assumptions were implicit in the theory. It was assumed, for example, that an absence of community efforts to work towards a solution of conflict causes stemmed from gaps in community knowledge, or limited opportunities and skills to participate in peacebuilding and civil society, rather than from a lack of willingness to participate. It was also assumed that the individuals



This theory of change is consistent with research findings that relative inequalities between identity groups can exacerbate tension and lead to conflict, and that community-based measures can be an effective approach to peacebuilding

who benefit from the status quo of power arrangements would nonetheless be interested in inter-group collaboration and peace. Programme strategies included a broad range of community conflict resolution and social cohesion-building initiatives – from traditional reconciliation methods and ceremonies, to participatory theatre, facilitated discussions, peer education and peace clubs. This chapter focuses on:

- **Peace clubs** – Child and youth peace clubs are non-formal education initiatives that can organize and empower groups of children or youth to facilitate community-level change. In the case of Côte d'Ivoire, students and youth who had been dismissed from their schools due to violent behaviour participated in training on topics such as conflict prevention. Following the training, the participants addressed conflicts in schools and at the community level, and mobilized young people to become 'guardians of peace'.
- **Social integration at school** – The programme strategy delivered in Manono Territory of the Democratic Republic of the Congo employed schools as the entry point for social integration of the Pygmy and the Bantu. The programme included a range of activities – radio broadcasts, theatre, sports events, training for teachers and students, and the establishment of community mediation committees and youth peace clubs – the aim of which was to break down cultural barriers between the two groups and, ultimately, to encourage Pygmies to attend school.
- **Inter-generational peace education** – In Kenya's Dadaab refugee camp, the Government, UNHCR and UNICEF worked together to deliver in-school peace education designed to increase children's, parents', teachers' and other duty bearers' capacities to prevent and reduce conflict and promote social cohesion. This was accompanied by a sports-based initiative that enabled refugee and host community adolescents and youth to participate in peace-promoting activities.
- **Participatory platforms** – Participatory theatre, such as the interventions in Yemen and Burundi, uses a methodology that integrates youth themes of interest into performance scripts, and then invites youth and community spectators to role-play and facilitate discussions of solutions to youth relevant problem statements. In Yemen, puppet shows were a mechanism that enabled community members to engage in awareness and resolution of local conflict dynamics. After the public performances, community members explored attitudes and practices regarding violence against children, and peaceful alternatives, during structured discussions. In Burundi, where Tutsis and Hutus have historically been in conflict, participatory theatre events were the core of a range of local interventions, including mass-media sensitization and training for individuals.

Early results from the Learning for Peace cases indicate that children, youth and adults can help resolve conflict at the community level, when they are equipped with the appropriate skills. In addition, there are strong indications that multi-strategy approaches to promote social cohesion in communities can mutually reinforce each other

Emerging results and implications for future programming

Early results from the Learning for Peace cases indicate that children, youth and adults can help resolve conflict at the community level, when they are equipped with the appropriate skills. Community conflict resolution mechanisms helped foster interpersonal consultation and collaborative social interaction between tribes or ethnic groups in Côte d'Ivoire, the Democratic Republic of the Congo, Sierra Leone and South Sudan. In the Democratic Republic of the Congo, the neighbourhood mediation committees established in schools and communities have helped mitigate potential conflicts.

Community and school-based mechanisms for conflict resolution can also bring about change at the individual level. Some participants in Côte d'Ivoire's Peace Clubs, for example, reported that the opportunity to lead conflict-reduction initiatives that reached their peers, teachers, parents and neighbours provided motivation, confidence and social awareness.

The approach to inter-group integration in Manono Territory, Democratic Republic of the Congo, proved to have success in helping students' attitudes shift from prejudicial and exclusionary to pro-social and inclusive.

In addition, there are strong indications that multi-strategy approaches to promote social cohesion in communities can mutually reinforce each other. In Côte d'Ivoire, kindergarten services for children from families of diverse ethnic backgrounds were complemented by adult literacy classes and entrepreneurship training for women, which not only resulted in a rapprochement among female members of estranged ethnic groups, but also led to men and husbands agree to re-establish work relationships with male

counterparts despite their difference of ethnic origin. Multi-ethnic mothers' clubs earned the recognition and support of traditional chiefs, who in return advocated for support of mother club initiatives through district authorities.

The example of the Democratic Republic of the Congo illustrates that schools can be a base for fostering constructive interactions through sports festivals and school club activities where children play, explore and problem-solve together. Parallel radio broadcasts with pro-social messaging support school efforts of community building and relationship transformation – at least within the context of the school – between children of estranged groups.

In Dadaab, the combination of inter-generational peace education within schools, as well as the joint inter-generational organization of sports events for adolescents from both refugee and host communities outside of school, enabled pro-social learning among adolescents, teachers and caregivers through both cognitive and experiential learning components.

In conflict-affected contexts such as Yemen and Burundi, puppet shows and participatory theatre are cost-effective and people-friendly ways to:

- Share and discuss relevant information, such as how families and communities can protect children from toxic stress;
- Identify priorities for community action; and
- Express and acknowledge dilemmas and concerns for which there are no easy solutions, or which would otherwise remain unaddressed.

Participatory theatre and puppet shows were found to present opportunities for dialogue, reflection and collective processing that are meaningful and memorable, and that can be sustained by community activists without external support.

The fact that concepts and issues are being discussed in a larger community setting grants the discussion a significance that goes beyond personal or family relevance. In addition, young people appreciate social platforms for dialogue and sharing, which provide a 'space' where they can connect and feel a sense of positive belonging.

7.1 Peace clubs in Côte d'Ivoire

- ▶ Summary based on: Emilie Flower, *Case Study: Peace clubs – Participatory video and most significant change evaluation*, UNICEF WCARO and UNICEF Côte d'Ivoire, 2015 (video available at <www.comminit.com/unicef/content/case-study-peace-clubs-participatory-video-and-most-significant-change-evaluation>); UNICEF Côte d'Ivoire, *PBEA 2015 Annual Report*, 2016; and C4D Network, 'UNICEF Côte d'Ivoire Case Study: C4D & peacebuilding across platforms and approaches', n.d.
- ▶ UNICEF's partners: InsightShare, International Center for Transitional Justice, SFCG

Despite significant progress towards stabilization and recovery since the restoration of peace in 2011, Côte d'Ivoire continues to experience repercussions from the decade of political crisis that damaged the social fabric, already weakened by the deep-rooted sociopolitical divisions and structural inequalities related to citizenship issues, access to land and social services delivery.

Conflicts in schools were spurred by a combination of internal and external factors. The political infiltration among the students' and teachers' unions resulted in messages that fostered and legitimized hatred and the formation of students' unions that functioned as organized crime groups or gangs. In addition, inter-ethnic tensions over land and access to resources were reflected in schools, where students from various communities demonstrated hostile attitudes towards each other.

The poor learning and working conditions fuelled youth revolts and continuous strikes. Côte d'Ivoire's schools as well as universities were no longer a safe haven for children, as they became a base for gangs or political factions. Out-of-school youth attacked public schools – blew whistles, threw desks and chairs, and harassed the teachers – as part of an under-the-table agreement with transportation companies or private schools that would benefit financially from students fleeing town en masse or enrolling in private institutions due to unsafe public schools. Students joined violent groups for the perceived protection they offered and were rewarded for violent behaviour.

Peace Clubs were created in 2011 by the Ministry of Education upon a ministerial decree to promote messages of peace among schools. However, these clubs were not functioning as intended. With the understanding that children and youth can play a crucial role in mitigating violence and promoting



Côte d'Ivoire



tolerance, in partnership with SFCG, UNICEF supported the Ministry of Education to reinforce Peace Clubs in primary and secondary schools, and to establish new Peace Clubs in schools without them.

Specific objectives of the Peace Clubs programme were to:


- Strengthen the capacity of stakeholders – including teachers, students, parents, community leaders and children – on the understanding of the root causes of violence in schools in order to prevent and transform conflict into peace.
- Support the creation and/or strengthening of structures within schools and in surrounding communities in targeted schools to promote non-violent and collaborative conflict management.
- Promote the dissemination of messages of tolerance and unity in diversity among children and youth in targeted schools and in communities surrounding these schools.

Partnership and networking were crucial aspects of the project throughout its various phases. UNICEF, for example, conducted multiple reflection sessions with partners and met with and listened to young people. The main activities were delivered by the Ministry of Education in partnership with Search For Common Ground (SFCG) with support from UNICEF, in localities that were among the most affected by the decade of political crisis.

As the conflict analysis conducted in 2013 revealed the mirroring of broader conflict and political crisis at the school level and the importance of the involvement of young people in the success and sustainability of any project promoting peace within an outside of schools, the theory of change argued that:

IF young people are better equipped to prevent, reduce and cope with conflict,—> THEN they will become positive agents of change, thereby contributing to social cohesion in their community

The Peace Club programme began with an 18-school pilot, in 2013, in the cities of Bouaké, Korhogo, Duekoue and Daloa, and in the boroughs of Abobo and Yopougon, in Abidjan, and 12 new clubs were established during the following year. Capacity building aimed to enable children from diverse backgrounds to become ‘champions’ of peace, together with other key stakeholders including their teachers, parents and community leaders.¹⁷⁵



With the understanding that children and youth can play a crucial role in mitigating violence and promoting tolerance, in partnership with SFCG, UNICEF supported the Ministry of Education to reinforce Peace Clubs in primary and secondary schools, and to establish new Peace Clubs in schools without them

In a second phase, the project was extended to 35 schools, and ultimately expanded to engage out-of-school youth, as well as to reinforce the Peace Clubs in 150 schools. The schools were supported to establish structures to enable non-violent, collaborative management of conflict in the school environment. One thousand students from primary and secondary schools participated in training on conflict prevention and constructive dialogue, along with theatre, child-led radio programmes and sports activities. Learning for Peace further supported the reintegration of out-of-school youth into schools or vocational training.

Between 2013 and 2016, the Peace Clubs programme reached more than 331,000 students, including 162,000 children for the 2016 school year. The students led conflict-reduction initiatives in 185 schools, between students and teachers, and at the community level, between students from neighbouring schools, and between parents and neighbours.¹⁷⁶

Participating schools reported that 81 per cent of conflicts were resolved in non-violent fashion, and 100 per cent of school authorities and staff interviewed reported a decrease in conflicts in schools. All of the students, teachers and parents surveyed reported a positive change in the management of conflicts in their school.¹⁷⁷ A trainee and Peace Club member described the experience as follows: “I really think that many young people can be transformed. ... If I can be transformed, so can you. This year is the first time that I will vote, and I want to vote with my friends for peace ... for a positive future.”¹⁷⁸

Benefits reached beyond the school and into the communities, where ‘Messengers of Peace’, the young students who had participated in training, led peacebuilding activities such as mediations, conferences and debates on non-violence in schools. As described by Quentin Kanyatsi, Country Director, Côte d’Ivoire, Search for Common Ground, in a February 2016 interview conducted by Jackie David, C4D Network: “In

As indicated by results in Côte d'Ivoire, the process of engaging in school-based peace clubs can demonstrate to students the role of education as a powerful tool in creating peace, and the role of schools as safe and constructive spaces for peacebuilding

every event held by the Messengers of Peace, you have representatives from the Ministry come to support, you have head of schools come to support, you have parents. And this helped to build trust among these young people. ... So the change in an individual came to affect all these different levels [of society], up to the level of the Ministry, at the national level.”

At the beginning of 2015, a participatory evaluation of the Peace Club programme used video recordings of participants’ stories regarding the most significant change experienced as a result of their involvement. The evaluation sample included five schools from poor districts of Abidjan, 60 male and female student ‘storytellers’, aged 14–25, averaging 18. The evaluation was conducted by 10 trainees from project schools, with support from implementing partners.¹⁷⁹

The most commonly mentioned domains of change were better behaviour, existence of models, promotion of peace and integration into the Peace Club. Additional changes mentioned included increased tolerance, acceptance of others, inner peace and increased consciousness.

The respondents also identified enablers of change such as peace clubs, theatre clubs, friends and school. Barriers to change included violence at school, school syndicates (unions), and a lack of affection from their parents. This process of analysis on the part of the trainees illustrates their acquired peacebuilding competencies of critical thinking, problem solving, self-awareness and how to identify peacebuilding supports when they need it.

This case demonstrates that schools can serve as platforms for dialogue to share, connect and negotiate participatory conflict management. The process of engaging in school-based peace clubs can demonstrate to students the role of education as a powerful tool in creating peace, and the role of schools as safe and constructive spaces for peacebuilding.

Importantly, the Peace Clubs in Côte d'Ivoire also show how young people can use newly acquired peacebuilding skills for conducting local-level context analyses, raise local awareness through disseminating conflict resolution and peace messages, and help reduce conflicts among peers and their community. When offered appropriate and supported spaces for civic engagement, youth are able to take a leading role in serving as powerful agents for peace.

7.2 Social integration of Pygmies and Bantu in the Democratic Republic of the Congo

- ▶ Summary based on: UNICEF Democratic Republic of the Congo, *PBEA 2015 Annual Report*, 2016; and UNICEF, 'Social Integration of Pygmies in Manono, Katanga, Democratic Republic of the Congo: Case study', 2015
- ▶ UNICEF's partner: Caritas Manono

Katanga Province, in south-eastern Democratic Republic of the Congo, has been affected by multiple, simultaneous conflicts for decades. In the province's Manono territory, one of the major conflicts has persisted between the Bantu majority and local Pygmy tribes.

The exact cause of the conflict is unknown, but there are reports that the roots of conflict lie in generations of marginalization of the Pygmy throughout central Africa. Competition for natural resources and livelihoods compounds the conflict. As noted by Refugees International:



Some Batwa [Pygmy] in northern Katanga have been barred from mining on their own lands, and as their forests are destroyed, many have no choice but to become tenant farmers or servants for Luba [Bantu] landowners¹⁸⁰

The divisions caused by social, economic and environmental dynamics are perpetuated by perceptions among some Bantu who see themselves as superior and do not recognize the Pygmy as human, and in reaction, some Pygmies who perceive themselves as inferior and withdraw from society to live in isolation.

Reflections of this inter-ethnic fragmentation have been observed in schools, for example, with parents refusing to send their children to school with children from other tribes.¹⁸¹



Democratic Republic of Congo



Recognizing the powerful role of education in promoting links across groups, UNICEF partnered with Caritas Manono to deliver a programme of social integration. The guiding theory of change predicted that if the process of socialization is accompanied by a collaborative way of working that systematically eliminates isolation and segregation, and improves relationships through youth clubs and provincial sports groups, then stronger and reinforced social relations will emerge between Pygmy and Bantu children, as a key ingredient in building peace and community resilience.

The socialization programme was delivered in 15 schools in Manono and consisted of four primary activities:

1. Awareness raising on education for peace, involving 367 community members and 15 political/administrative authorities;
2. Training for 100 teachers, 15 head teachers, 300 students and 50 peer educators;
3. Establishing 10 neighbourhood community mediation committees; and
4. Setting up 15 youth clubs in schools to raise awareness of and prevent conflicts, encourage peaceful conflict management and promote a culture of peace.

To reinforce peacebuilding messages both within and outside the schools, the awareness-raising campaign produced 60 theatre performances, six football tournaments and 20 community radio broadcasts, along with events where religious leaders integrated peace topics into their sermons.

To reinforce peacebuilding messages both within and outside schools in Katanga Province, an awareness-raising campaign produced 60 theatre performances, six football tournaments and 20 community radio broadcasts, along with events where religious leaders integrated peace topics into their sermons

To document the programme's contribution to the process of social integration, a qualitative study was carried out in February 2015, in two villages in Manono.¹⁸² The methodology included a desk review; focus groups in the communities with Pygmy and Bantu youth and adults; in-depth interviews with key informants, including local authorities, community workers, teachers and religious leaders; and surveys among students in programme and non-programme schools.

The study found that the programme was most successful in the school environments, for example, breaking through cultural barriers and changing students' negative perceptions of other groups. This was demonstrated by students sitting on the same bench, playing together at break time, going to and from school together, and sharing the same meal. As noted by a head teacher at the Manono Centre:



The Pygmies still want to live separately from the Bantu. They want to live apart, by themselves, they do not want to mix with others. But at school, there is no such mistrust, all the children attend and play together¹⁸³

The social integration programme provided a significant milestone as participating students learned to accept diversity and live together in tolerance, for example, by accepting the presence of a teacher or student from another ethnic group in the classroom. The in-school and extra-curricular activities were successful in delivering life skills for peace, promoting values favourable to peacebuilding and reinforcing messages of social cohesion.

Innovations of the programme, such as participatory theatre, equipped students with the knowledge of how to address conflict and violence in schools, as evidenced in testimonies. The study also noted that changes in schools have reached communities, for example, as indicated by some parents of the different groups becoming more willing to have their children attend the same schools.

This case supports the hypothesis that a multi-strategy, school-based programme can contribute to increased community cohesion, reducing conflicts, and supporting acceptance and tolerance in schools. The activities in the Democratic Republic of the Congo were shown to empower children, youth and teachers to become change agents in their schools and their community. The case also demonstrates that use of communication tools such as participatory theatre and radio broadcasts can contribute to cooperative learning and trust building among people with a history of estrangement, including children, their caregivers and community stakeholders.

However, while it is well documented that inter-group contact reduces prejudice,¹⁸⁴ it is also important to keep in mind that positive contact experiences must be combined with other aspects of prevention and reconciliation to have lasting effects.¹⁸⁵ Although the community mediation committees were a step towards this goal, Pygmies were at times poorly represented in these and other public mechanisms, and addressing the multiple causes of poor integration of Pygmy minorities into Manono society will require long-term multi-sectoral approaches that reach far beyond education.

7.3 Peace education in Kenya's Dadaab refugee camp

- ▶ Summary based on: Elisabeth King and Chrissie Monaghan, *Peace Education and Peacebuilding in Dadaab Refugee Camp: Results and lessons learned*, UNICEF ESARO, 2015
- ▶ UNICEF's partners: Windle Trust Kenya, National Council of Churches Kenya, Dadaab Secondary School

Dadaab refugee camp, established in 1991–1992 to host refugees fleeing from civil war in Somalia, continues to be home for 178,277 people,¹⁸⁶ more than half of them children and youth. Although a full conflict analysis was not conducted in Dadaab under Learning for Peace, conflict factors identified in two 'light' analyses in 2013 included the exclusion of adolescents and youth, who may be easily recruited for violent causes, and the normalization of violence in schools and communities.¹⁸⁷

To address these factors, the Government of Kenya, UNHCR and UNICEF worked in partnership to support the in-school Peace Education Programme (PEP), which was initiated by UNHCR in 1998, and the extra-curricular Sports for Development Programme (SDP), founded by Windle Trust Kenya in 2013. The aim of both programmes is to increase the capacity of children, parents, teachers and other duty bearers to prevent and resolve conflict and promote social cohesion.

The Learning for Peace theory of change predicted that if schools became violence-free zones, where teachers used positive classroom management techniques, and they also promoted inter-communal SDP events, then social norms on the acceptance and use of violence would be reduced, and constructive dispute resolution methods among communities and greater social cohesion could be promoted.

UNICEF's support for PEP began in 2013. The programme is delivered to children in Grades 1–8 through the Kenyan national curriculum and taught in Dadaab's primary schools. PEP activities included annual peace

By the time of the Learning for Peace involvement, the focus shifted to inter- and intra-secondary school competitions – football and volleyball for boys, table tennis for girls – reaching 200 youth, from both the camp and the host community

training workshops, benefiting more than 1,000 teachers; weekly peace education classes for primary-school students, reaching 62,000 students; in-school ‘Girl Guides’ clubs for female students to discuss peace-related issues impacting the school or community; and after-school peace clubs, which were also spaces for discussion, but additionally functioned as school-based conflict-mediation forums.

In 2015, UNICEF began supporting SDP, which was previously a boarding-school programme for refugee youth from Dadaab camp secondary schools and youth from the host community. By the time of the Learning for Peace involvement, the focus shifted to inter- and intra-secondary school competitions – football and volleyball for boys, table tennis for girls – reaching 200 youth, from both the camp and the host community.

To assess the results of the PEP and SDP strategies, UNICEF commissioned a study in 2015, based on desk review, curricular review, and input gathered from focus groups or key informant interviews with 35 individuals, including teachers, parents, students, and staff from the implementing partners and UNICEF. While the study design limited the ability to draw conclusions about causation or change over time, anecdotal reports indicate positive results.

Members of the school parent-teacher associations, who regularly visit the primary schools that implement PEP, offered examples of students demonstrating non-violent conflict resolution strategies.

One member noted that PEP:



...really helps to integrate students, especially those from different nationalities... From the lessons, they learn interaction, problem solving, inclusiveness, and how they all have more similarities than differences



Dadaab refugee camp, Kenya



Another member explained:



Elders don't integrate, but students do. We learn from them. It is the children and youth who are teaching us. As we have heard, children are going around together, playing together, learning one another's language, eating different foods from the different families together. And when we ask them why, they say to us 'this is what we are learning'

Members of the parent-teacher associations also described being influenced by what the students were learning, as well as filling in with implementation gaps when teachers left, indicating that the school-based programme extended its reach into the community.

With regard to SDP, student participants from the host community described how the programme changed their attitudes towards refugee adolescents and youth. One participant said, "We started talking. Interaction was the best, because we got ideas from them about how they lived, how they survived before coming here and in the camp."

There are also indications that SDP reduced the risk of dropout – in spite of the overall decline of school quality and security concerns that have resulted in teachers leaving for work in other areas. One teacher explained that sports offer students a meaningful and enriching experience that keeps them coming to school and working on their studies.

Overall, the evidence suggests that peace education and sports development programmes can have positive peace-promoting and education results. Specifically, the strategies can change student and community norms towards peace, promote social cohesion, and increase capacity of students for peaceful conflict management and resolution, as well as incentivize attendance and reduce risk of dropout. However, it is important to note that sports for peace and development programmes should be carefully designed and implemented in order to ensure they do not unintentionally spark animosity or worsen root causes of conflict. This can be done through integrated teams, teaching peacebuilding competencies and facilitation of dialogue between participants of different identity groups.

The case also indicates that a comprehensive conflict analysis and a corresponding theory of change that targets specific conflict factors would optimize the programme's capacity to build peace through

education in the unique context of Dadaab refugee camp. Finally, the existing anecdotal evidence provides a strong foundation on which a more robust research design could be built in order to assess results of the programme intervention.

7.4 Puppet shows in Yemen

- ▶ Summary based on: C4D Network Ltd., 'Yemen: Puppet shows for peacebuilding – A case study' (draft), UNICEF and SFCG, January 2016; and UNICEF Yemen, *PBEA Programme Report 2015, 2016*
- ▶ UNICEF's partner: Search for Common Ground

Since the uprising in 2011 and early 2012, Yemen has experienced political and social instability, which escalated in September 2014. On 26 March 2015, the conflict intensified and spread across the country. By August 2016, 21 million Yemenis, or 80 per cent of the population, were in need of humanitarian assistance.¹⁸⁸

The ongoing violent conflict in Yemen has involved airstrikes, heavy ground fighting and deadly attacks from multiple parties – adversely impacting all aspects of life, including the education sector.¹⁸⁹ Many schools have been destroyed or severely damaged, or have been used to house displaced people, as barracks for armed groups and to store weapons. As of October 2016, an estimated 2,108 schools could not be used, and more than 2 million children were out of school.¹⁹⁰

The direct results of this conflict have been devastating for children: Between March 2015 and August 2016,

There is evidence that the Sports for Development activities in Dadaab reduced the risk of dropout – in spite of the overall decline of school quality and security concerns. One teacher explained that sports offer students an enriching experience that keeps them coming to school and working on their studies


at least 1,121 children were killed and 1,650 were injured.¹⁹¹ Moreover, the United Nations has verified that 1,210 children, including some who are less than 8 years old, have been recruited to fight by parties to the conflict.¹⁹²

Key conflict factors and dynamics that are pertinent to this summary on the puppet theatre strategy include lack of access to schools, school dropout and non-attendance, and a general lack of accurate information on how children and adults can protect themselves and stay safe during violent conflict. Because many radio and television stations have been shut down, the dearth of vital information is compounded by limited or no access to mass media.

In this context, UNICEF and SFCG worked together to deliver the Partnership for Behaviour and Social Change. The initiative aimed to raise awareness of the life-saving care and protective practices that are a priority in Yemen – including child health and nutrition, hygiene and education – through multiple interpersonal and mass-media channels.

During 2014, the Partnership for Behaviour and Social Change worked in 134 communities in the governorates of Sana'a, Ibb and Al-Hodeidah, and supported a national awareness campaign on violence reduction. Another element of the initiative was the participatory production and presentation of peacebuilding puppet shows.

The process of creating the puppet shows in Yemen was considered to be a communications initiative. Through this activity, members of the community drive creative and collaborative engagement to address



Puppet shows such as those performed in Yemen can be used to support the coping efforts of conflict-affected families, enable individuals and communities to process socio-emotional dilemmas, and convey important caregiving messages to inter-generational audiences



Yemen



The scripts to be collaboratively performed were based on research and designed by SFCG and UNICEF. Each script focused on one of the following topics: violence against children, child rights, verbal violence and abuse, violence among children, family violence, the school environment, or a healthy education community

local conflict dynamics. The scripts to be collaboratively performed were based on research and designed by SFCG and UNICEF. Each script focused on one of the following topics: violence against children, child rights, verbal violence and abuse, violence among children, family violence, the school environment, or a healthy education community.

The peacebuilding puppet shows were performed in a public space by members of the community, and featured one person and one puppet engaged in a traditional Yemeni storytelling method that involves questions and pauses. After each show, a structured discussion was facilitated to enable the audience to explore attitudes and practices regarding violence against children, and peaceful alternatives.

To reach a broader audience, content from the puppet shows was broadcast in ‘flashes’ on television and radio, community viewing sessions and social media. Due to the escalation of conflict in March 2015 and the temporary relocation of UNICEF international staff to Jordan, a formal evaluation of these broadcasts was not conducted. However, routine monitoring indicated that the puppet show flashes attracted a significant audience, for example, a single flash on family violence against children appearing on the SFCG Yemen Facebook page had 394,230 viewers and 11,762 ‘likes’ between November 2015 and January 2016.¹⁹³

It is important to monitor and control for the risk of actors distorting or omitting the key peace-promoting messages

UNICEF and SFCG staff highlight several reasons to consider puppet theatre as a suitable peacebuilding education strategy for conflict-affected contexts:

- Puppet shows provide a social platform opportunity to discuss issues of violence and conflict in a low-risk manner. They can be used to support the coping efforts of conflict-affected families, enable individuals and communities to process socio-emotional dilemmas, and convey important caregiving messages to inter-generational audiences.
- It is appropriate for low-resourced areas because the shows require a minimal amount of materials and training, yet result in highly participatory and popular results.
- Puppet shows are easily translatable to other languages and cultural contexts because the local actors speak in the local dialect and draw on local contexts, stories and personalities. The content is also easily translatable across media platforms – including radio, television and social media – a flexibility that is valuable in the volatile context of conflict.
- Because puppets are proxy characters, they offer a safe way for a community to discuss difficult or taboo topics.

Among the lessons learned, while the flexible and contextually dependent nature of the puppet shows is an advantage in engaging specific communities, it is important to monitor and control for the risk of actors distorting or omitting the key peace-promoting messages. In addition, those who are working in extreme conflict situations must be prepared for disruptions of programming such as reduced access to communities, external commandeering or interruption of broadcasts, and security risks to participants and facilitators.

7.5 Participatory theatre in Burundi

- ▶ Summary based on: Katie Bartholomew and Becky Boumhella, C4D Network, 'Burundi: Communication for Development and Peacebuilding Case Study: Centre Ubuntu and participatory theatre', UNICEF, 2015; and UNICEF Burundi, *PBEA Programme Report 2015, 2016*
- ▶ UNICEF's partner: Centre Ubuntu

Since attaining independence in the early 1960s, Burundi has experienced successive bouts of violent conflict. A Learning for Peace conflict analysis found that key factors underlying conflict include high unemployment and lack of employment for youth; challenges to the integration of returned and internally

displaced people; and ethnicity-based disparities in the education system.¹⁹⁴ In response to these issues, UNICEF and partner Centre Ubuntu, a faith-based non-governmental organization, launched a participatory theatre programme that aimed to increase conflict-affected communities' capacities to engage in dialogue and to generate mutual respect across generations and ethnic groups.

The programme theory of change predicted that if participatory theatre enabled open dialogue and productive collaboration between participants of both displaced and host communities, then this dialogue and collaboration would extend to the individuals' interactions in everyday life – enabling supportive friendships, reducing rejection of group outsiders and, ultimately, promoting peace.

A typical participatory theatre event began with a community leader inviting 100 people of all ages from the host community and 100 from the displaced community to attend. Centre Ubuntu animators introduced participants to the event's objective: to find a solution to local problems. Participants were then invited to call out answers in response to such questions as:

- **What are the problems you face?**
(Recurring answers included hatred, racism, discrimination, land disputes and prostitution.)
- **What is the principal problem, and what is its root cause?**
(Discrimination was often highlighted, as people described being rejected both professionally and socially.)
- **Can you tell a real-life story of when this happened?**
(This prompted responses such as "I went to the office and ..." or "I was walking home from the market, and ...")

Partners launched a participatory theatre programme that aimed to increase conflict-affected communities' capacities to engage in dialogue and to generate mutual respect across generations and ethnic groups



Burundi



Next, the entire group selected five stories as being the most moving, and collectively analysed the story's roots, decision points and implications. A few participants were asked to act out the chosen stories, replaying what happened. During the performance, Centre Ubuntu animators observed participants and noted who appeared to be particularly shocked or upset.

When the enactment was finished, animators asked questions such as:

- What have you learned from the play?
- What would have been a better scenario?


This often sparked suggestions for changes in authority or supporting greater tolerance. Then the scenario is re-enacted with the new solutions offered by the group. At the event's conclusion, participants engaged in facilitated dialogue about lessons learned and peacebuilding themes.

Following the event, Centre Ubuntu animators facilitated the selection of 15 respected role models to be part of a local committee. The members were evenly represented between Tutsis and Hutus, and included at least three women or girls.

These leaders received training on five peacebuilding themes:

1. The values of being human;
2. Coping with trauma;
3. Conflict management, e.g., how to dialogue;
4. Leadership based on 'listenership'; and
5. Developing a conducive environment for peace

Participatory theatre events in Burundi did not stand alone as a local intervention, but were at the heart of a range of activities in the community, including mass-media sensitization and training for individuals



Youth participants were self-motivated to become involved because participatory theatre is fun and young Burundians are genuinely invested in learning to live together. Engaging youth in this way can provide an alternative free-time activity that keeps them out of harm's way, that might involve political manipulation or recruitment into armed groups

To sustain and scale up the lessons learned through participatory theatre, the committee trains smaller groups within their community and continues to build solidarity across groups.


Participatory theatre events did not stand alone as a local intervention, but were at the heart of a range of activities in the community, including mass-media sensitization and training for individuals. Although no systematic evaluation was conducted, anecdotal reports indicate positive achievements.

Individuals of different ethnic groups collaborated in community sessions and engaged in other exchanges such as writing letters, sharing farm equipment, sharing meals, and allowing their children to play games together. Some of the committees that were facilitated by Centre Ubuntu following a participatory theatre event became formalized associations; in some cases, these associations requested recognition at the district-authority level.

The case study identifies several ways that participatory theatre can facilitate collaborative learning and reflection in resource-deprived environments, as well as making strides towards intra-communal dialogue and peace. Youth participants, for example, were self-motivated to become involved because participatory theatre is fun and young Burundians are genuinely invested in learning to live together. Engaging youth in this way can provide an alternative free-time activity that keeps them out of harm's way, that might involve political manipulation or recruitment into armed groups.

Because participatory theatre enables participation and knowledge building among people of multiple

generations and diverse levels of education, it is an appropriate programme methodology in low-resource, low-literacy environments. Its inclusive nature also allows for a variety of perspectives to emerge regarding conflict issues and solutions, which can benefit the peacebuilding process. Because this approach involves large groups of participants, it is imperative that facilitators are adequately trained on how to manage large-group dynamics so that the nature of the performance events is inclusive and conflict-sensitive, as well as the peace messages they intend to promote.



Because participatory theatre enables participation and knowledge building among people of multiple generations and diverse levels of education, it is an appropriate programme methodology in low-resource, low-literacy environments

**Regardless of the level
of intervention - individual,
community/project
or national/system -
participatory and
inclusive processes
are crucial**

Chapter 8

Gender







[Women] have contributed to peacebuilding as activists, as community leaders, as survivors of the most cataclysmic horrors of war. They have transformed peace processes on every continent by organizing across political, religious and ethnic affiliations. But their efforts are rarely supported or rewarded

Elisabeth Rehn and Ellen Johnson Sirleaf, *Women, War and Peace*¹⁹⁵

A growing body of literature indicates that improving gender equality in peacebuilding initiatives has a positive impact on both outcomes and sustainability.¹⁹⁶ Among other benefits, increased gender equality offers new levels of inclusiveness, human and social capital recovery, and more durable economic growth in peacebuilding processes and for society as a whole.¹⁹⁷ These principles are embodied in the landmark United Nations Security Council Resolution 1325, which is considered to be a central part of advancing the international peace and security agenda.¹⁹⁸

Summary Chapter 8

Underlying causes and dynamics of conflict

- Gender inequality
- Marginalization
- Gender-based violence
- Increased vulnerability
- Exclusion

Theory of change

IF formal and non-formal education services are used as an entry point to shape positive gender roles and norms, → THEN this will contribute to redressing unequal gender relations that undermine social cohesion.

Programme strategies

- Promoting positive gender relations and social norms
- Empowering women and youth to promote and participate in building sustainable peace
- Invoking positive models of masculinity and supporting at-risk male youth
- Addressing gender-based violence

The Learning for Peace experience has generated important lessons on the role of education in promoting gender-transformative peacebuilding. Chapter 8 explores the links between gender and conflict, and their connections with education and the promotion of peace – including gender-informed strategies that can contribute to inclusion, social cohesion and civic engagement. Theories of change, programme strategies and results are highlighted in summaries on two initiatives: one in Somalia and South Sudan, the other in Karamoja, Uganda.

Underlying causes and dynamics of conflict

The understanding of links between gender-based violence and violent conflict is progressively evolving, as delineated, for example, by Elisa von Joeden-Forgey, in 2016:



It is hard to overestimate the importance to long-term peace of intervening effectively into the social dislocations caused by sexualized violence during conflict. Not only are victims and their families traumatized, but entire communities are compromised by sexual violence, which can make households and the wider social order economically and socially unsustainable, leading the transgenerational vulnerability to poverty, conflict, and further environmental degradation. ... This is particularly the case when conflict and widespread sexualized violence have created refugee communities – often decades old – where resources are few and security is compromised. Furthermore, memories of sexualized violence against loved ones is often fuel for future conflict, contributing to the revenge cycles of pogroms, ethnic cleansing, and genocide that can poison intercommunal relationships for generations¹⁹⁹

The Learning for Peace conflict analyses were generally limited in their exploration of gender dimensions and references to specific ways that conflict affects women and men differently. Only half of the conflict analyses identified gender-responsive programming as entry points for education to contribute to peacebuilding. This can largely be attributed to variations in the analysis methodology and processes for gathering data. In cases where conflict analysis relied on existing reviews, for example, gender issues were

less prominently represented. In turn, this led to varying levels of programmatic focus on the relationship between gender, inequality and conflict across Learning for Peace countries. The following therefore provides an overview of gender and conflict dynamics, supplemented by external sources:

Gender inequality and the probability of conflict – The likelihood of violent conflict has been empirically linked to gender inequality. In a study of all countries that had data available for the Gender Equality Index, for example, it was found that 69 per cent of active armed conflicts in 2008 occurred in areas with severe gender inequalities.²⁰⁰

Addressing gender inequalities, which are often an indicator of underlying causes of conflict, is an integral part of building long-lasting peace. It has been noted, for example, that the most important predictor of a country's peacefulness – surpassing wealth, democracy, ethnicity or religious identity – is how well women are treated.²⁰¹ When a country fosters gender equality, it is less likely to be involved in violent conflict internally or in war with other States.²⁰² Regarding parity in education, the probability of violent conflict decreases by as much as 37 per cent when equality in education attainment increases between girls/women and boys/men.²⁰³

Marginalization during peacebuilding – Women are left out of processes to prevent and mitigate conflict, and are often marginalized during negotiations and the formulation of peacebuilding agreements.²⁰⁴ This marginalization includes failures to reduce barriers to the participation of women and girls, and lack of strategies to address harmful gender norms.²⁰⁵ Redressing the root causes of conflict and rebuilding the social cohesion that leads to stability cannot be accomplished if half the population is excluded.

Gender-based violence – As outlined in a UNICEF Learning for Peace brief on gender and education, “Addressing gender-based violence is widely accepted as an essential element of peacebuilding. The global epidemic of violence is often integral to and exacerbated by conflict, and the normalization of such violence extends into post-conflict recovery. Gender-based violence also commonly serves as one of the underlying causes of conflict.”²⁰⁶ Where traditional practices require dowry payments, for example, young women are commonly viewed as ‘property’ that can increase family wealth, and young men may engage in violent cattle raids as a means to secure the dowry price.²⁰⁷

Increased vulnerability at school – The inequality of gender relationships and prevalence of sexual violence in the broader society may be replicated or intensified in schools. Societal norms on

masculinity can condone boys' aggression and dominance and expect girls to be passive and submissive. And there is disturbing evidence from national surveys and small-scale studies that a high percentage of males in positions of power, including both older students and teachers, sexually abuse and exploit female students, often with impunity.²⁰⁸

School-related gender-based violence in situations of war or conflict continues to be under-researched, as noted in a recent review. The study also finds that "the most promising interventions are multi-layered and address the links between violence, identities, social and cultural norms and intersecting structural inequalities. However, how to sustain and institutionalize work on gender and violence in schools and communities is less known."²⁰⁹


Exclusion from education – Girls in conflict-affected areas face restricted access to education due to insecurity, threats of violence, child marriage and lack of 'girl-friendly' infrastructure.²¹⁰ Fearing sexual violence or attacks at school, or on the way to school, parents may keep their girls home. As of 2013, 55 per cent of the 28.5 million out-of-school children in conflict-affected countries were girls.²¹¹ Lack of access to school denies all children – and particularly girls – an opportunity to gain the skills they need for civic engagement, voting, participation in government bodies and peacebuilding.

Theory of change and programme strategies

Gender equality and the empowerment of women and girls are central to UNICEF's mandate. Consistent with this, and in recognition of the dynamics described above, the Learning for Peace programme aimed to systematically address gender disparities in educational access and quality, which are often exacerbated by conflict.²¹²

Education plays a vital role in shaping positive gender norms during childhood and adolescence. But it may also legitimize harmful stereotypes that can undermine the ability of girls and boys to contribute to peacebuilding, and may even fuel violence.²¹³ The education system, and especially teachers, thus play a crucial role in promoting gender equality and providing opportunities for boys and girls to contribute equally and positively to peacebuilding for future generations.

During violent conflict, gender roles are often altered significantly, for example, as women take on traditionally male responsibilities to provide economic support for the family. During post-conflict transition and recovery, there is an opportunity to 'build back better' – employing gender-transformative



Although boys and men may be subject to exploitation and abuse, and are often constrained by gender norms that perpetuate violence and discrimination, issues related to male vulnerabilities and concepts of masculinity are frequently neglected in the peacebuilding context

programmes that aim to transform relationships, structures and institutions. As the Learning for Peace programme evolved, there was increasing recognition that gender-transformative interventions could be the most effective approach to strengthening individual capacities, as well as horizontal and vertical social cohesion.²¹⁴

Strategies encompassed advocacy and engagement to influence government entities such as education systems to adopt policies and take action to promote positive gender socialization in schools and communities. This included building teachers' capacities to adopt conflict-sensitive, gender-transformative approaches to teaching, and the development of complementary teaching and learning materials. The training model piloted in Uganda, for example, was designed to enhance the knowledge, attitudes and practices of teachers on gender equality and conflict management, and included a manual developed in partnership by UNICEF and the Ministry of Education, Science, Technology and Sports.

Programme strategies also recognized that to ensure a durable peace, it is vital to promote positive masculine ideals through initiatives that explicitly aim to reach young men at risk of engaging in violence. Although boys and men may be subject to exploitation and abuse, and are often constrained by gender norms that perpetuate violence and discrimination, issues related to male vulnerabilities and concepts of masculinity are frequently neglected in the peacebuilding context.²¹⁵

In Somalia and South Sudan, the Communities Care programme aims to create safer communities for women and girls through the transformation of harmful social norms that condone gender-based violence into positive social norms that uphold the equality, safety and dignity of all girls and boys, men and

women. Community mobilization activities engaged men and boys in discussions of power and violence in efforts to identify their specific vulnerabilities to violence and encourage positive male role models. Through the programme, fathers and husbands are learning how to support daughters and wives who are survivors of sexual violence.

Emerging results and implications for future programming

Learning for Peace experiences demonstrate that implementing system-level models for gender-transformative teachers' training and community-based participatory programmes to address violence can contribute to changing the social norms that underpin the dynamics of inequality that are exacerbated by or foster conflict.

Changes in knowledge, attitude and practices were observed in several programmes. In Uganda, the Gender Socialization in Schools pilot programme contributed to a shift in teachers' attitudes towards accepting that both boys and girls have equal capacities and should enrol in school, laying the groundwork for increased social cohesion in the classroom. UNICEF and Uganda's Ministry of Education, Science, Technology and Sports are working to scale up these positive results into the national teacher training curriculum.

Gender and conflict analysis should be the foundation for project design, monitoring and evaluation. To mitigate the factors that can undermine social cohesion, while simultaneously promoting the principles of gender equality, strategies must be developed and carried out on the basis of analysis that intentionally focuses on gender dynamics and clearly identifies gender-related causes of conflict

Changes in attitudes were also evident in South Sudan and Somalia, where participants in the Communities Care initiative have increased their knowledge and understanding of ways to prevent and respond to gender-based sexual violence, and followed through with commitments and action to address gender inequalities.

As a result of continuous group discussions not limited to the school alone but encompassing the entire community, participants also learned to appreciate that social norms condoning gender-based violence do not strengthen the community as a whole – whereas transforming these norms can increase a community's ability to make progress, even in the very difficult situations of conflict- or disaster-affected environments.

Because gender and conflict interact in myriad ways, multi-pronged strategies are necessary to ensure that the full potential of girls, boys, women and men to contribute to peacebuilding is achieved. Gender-informed strategies aim for proactive transformation of the root causes of inequality, addressing the barriers to equity faced by girls and women, and including initiatives that intentionally engage boys and men.

Other points that could be applied to programmes that have a similar focus on the nexus of gender, education and peacebuilding include the following:²¹⁶

- Gender and conflict analysis should be the foundation for project design, monitoring and evaluation. To mitigate the factors that can undermine social cohesion, while simultaneously promoting the principles of gender equality, strategies must be developed and carried out on the basis of analysis that intentionally focuses on gender dynamics and clearly identifies gender-related causes of conflict.
- School- and classroom-based strategies to promote gender-equitable environments must be aware of and complement wider community-based initiatives. Improving gender equality, achieving conflict reduction and sustaining peace will depend on the two-way relationship within and between the school and community. Cultural barriers and unresolved ethnic frictions, for example, may prevent teachers in multi-ethnic classrooms to work towards sustainable positive behaviour shifts in relation to cultural norms among students and staff.
- Even in the most challenging contexts, it is possible to influence the formation of pro-social attitudes, identities and capabilities through education. As illustrated by the Learning for Peace experience, promoting positive shifts in gender relations through education can, in turn, make a

contribution to cohesive relationships at the interpersonal and intergroup level – helping people to demonstrate empathy across conflict divides, question stereotypes and forge new relationships.

- Sustained change requires deep-rooted, multifaceted approaches and a long-term perspective. Learning for Peace has shown the potential of short-term strategies, which research indicates are likely to yield transformative effects if scaled up over a longer period. To fully support gender transformation and peacebuilding promotion, interventions will need to be built for the long haul, and incorporate an understanding of how conflict and gender norms intersect with a range of identities, including ethnicity, religion and age.

8.1 Communities Care initiative in South Sudan and Somalia

- ▶ Summary based on: UNICEF Child Protection Section, *Communities Care: Transforming lives and preventing violence – PBEA Programme Report*, 2016; and Sophie Read-Hamilton, with Mihoko Tanabe, *Communities Care: Transforming lives and preventing violence toolkit*, UNICEF, 2014
- ▶ UNICEF'S partners: Johns Hopkins University, CISP (Comitato Internazionale Per Lo Sviluppo Dei Popoli), Voice for Change, Organization for Children Harmony, Somali Ministry of Women and Human Rights Development, Ministry of Education, Ministry of Health and the CS AIDS Commission; South Sudan Ministries of Education, Health, Social Welfare, National Bureau of Statistics and Gender-Based Violence Sub-Cluster

While gender-based violence is not unique to humanitarian emergencies, women and girls are vulnerable to violence across the trajectory of conflict and displacement. Under Learning for Peace, conflict analysis in South Sudan found that violence in the home was experienced by 16.2 per cent of males, while 23.4 per cent of females highlighted gender-based violence as an issue. Conflict analysis in Somalia found that harassment, discrimination and gender-based violence were linked to the prevalence of violence and conflict at all levels of society.²¹⁷

In response to these cross-cutting issues, UNICEF, national and international NGOs, and Johns Hopkins University collaborated to begin the Communities Care pilot programme in Somalia and South Sudan, in 2013. The programme's community-based model aimed to transform social norms on gender, power and violence in order to foster safer, healthier and more peaceful families and communities – and focused on



South Sudan and Somalia



The programme's community-based model aimed to transform social norms on gender, power and violence in order to foster safer, healthier and more peaceful families and communities – and focused on altering individual behaviours, collective practices and widely held beliefs that can lead to sexual violence against women and girls in conflict-affected settings

altering individual behaviours, collective practices and widely held beliefs that can lead to sexual violence against women and girls in conflict-affected settings.

To achieve the goal of creating safer communities for women and girls by transforming harmful social norms, Communities Care uses two mutually reinforcing strategies:

1. Strengthen care and support for survivors of gender-based violence, particularly survivors of sexual violence; and
2. Engage communities in collective action to prevent sexual violence.

Facilitating participatory dialogue among stakeholders was the key strategy for catalysing community-led action, and formed the basis of community members' engagement in addressing issues of violence and discrimination.

In this process, female and male community members, elders, religious leaders, leaders of camps for internally displaced populations, youth leaders, health workers, police, teachers, students' parents and school administrators were involved in structured meetings, held twice a week over the course of 15 weeks.

During the dialogue sessions, participants discussed and reflected on core values such as fairness, justice and equality. After the dialogues, Communities Care supported participants to take action, including:

- Working with fathers and husbands on how to support daughters and wives who are survivors of sexual violence;
- Encouraging religious leaders to take a public stance against sexual violence with their congregants;
- Urging local officials to strengthen laws and policies to reduce impunity for perpetrators;
- Supporting girls and boys to access education; and
- Demonstrating respect for women and girls by men and boys sharing in household duties.

As of 2016, 945 people had participated in Communities Care discussions and 42,918 had been involved in community action and engagement events, in both Somalia and South Sudan. The mid-line study and preliminary anecdotal and monitoring data suggest that the programme has provided a platform for identifying community-level solutions for use in conflict and post-conflict settings to address individual and collective vulnerabilities and hazards, while simultaneously building on their existing capacities as community leaders and activists.

Preliminary results provide evidence that participants increased their knowledge and understanding of sexual violence, leading to a reduction in acceptability of the social norm of 'protecting family honour', as well as the norm of blaming a woman or girl for the sexual violence she has experienced. In Somalia, an overwhelming 97 per cent of participants expressed belief that a girl who has been raped should not

In Somalia and South Sudan, female and male community members, elders, religious leaders, leaders of camps for internally displaced populations, youth leaders, health workers, police, teachers, students' parents and school administrators were involved in structured meetings to facilitate participatory dialogue and catalyse community-led action

marry the rapist, compared to only 37 per cent prior to the discussions. Intervention communities also report a reduction in intimate partner violence and in the acceptability of husbands using violence against their wives.

Some participants have taken action on individual commitments to address gender inequality. In South Sudan, male participants reported recognizing the importance of treating women and girls with respect – and taking individual actions such as sending their daughters to school; sharing household work with their wives and treating them with respect; and explaining to their male peers why they are changing their behaviour. One participant stated that as a result of Communities Care, he had begun to divide domestic responsibilities among himself and his wife, daughters and sons. In addition, he was not concerned that continuing his daughters' education would equate to delays in marriage or dowry payment. He explained himself to other men in the community, stating:



My daughters will be able to help themselves ... I use myself as an example of sending my sons and daughters together to school

Other fathers also began sending their daughters to school.

These types of community-level attitudes and action suggest that women and girls began realizing the same rights as men and boys, and indicate that family cohesion was strengthened, which is necessary for positive transformation of community cohesion. In the Communities Care programme, communities are the engine of transforming lives and preventing violence against girls and women. They are also the voice to advocate for systems change and accountability to better prevent and respond to violence.

Emerging evidence also shows that community discussions promote local action and contribute to safer, more peaceful communities. Community discussion leaders, who participated in training, demonstrated increased awareness and understanding of the negative impacts that gender-based violence can have on community cohesion. Service providers from the health, social welfare (including teachers) and justice sectors demonstrated greater understanding of the specific needs of survivors, as well as the positive impact they can make, including as role models in their communities.

This case indicates that community dialogue and mobilization is a participatory intervention that could be taken to scale to transform social norms for challenging gender inequality and boosting social cohesion,

thus contributing to broader peacebuilding aims. Dialogue may be used at the local level to support communities in identifying, preventing and responding to violence, including, but not limited to, sexual violence. In addition to promoting gender equality, community dialogue may be explored as a viable option for building communities' overall resilience to cope with shocks and stressors, such as natural disasters or economic shocks.

The emerging results in Somalia and South Sudan suggest that approaches to changing gender norms benefit from analysis of the specific contexts of communities at risk of sexual violence. Through a values-based dialogue approach that localizes human rights concepts, communities may be better equipped to prevent and/or respond to sexual violence individually and collectively during or after crises. In this way, communities and humanitarian and development partners could work together on building resilient, peaceful communities in development and humanitarian settings alike, during all phases of crises, from prevention to recovery.

8.2 Gender socialization in schools in Uganda

- ▶ Summary based on: UNICEF Uganda, 'Peacebuilding Education and Advocacy Case Study: Gender socialization in schools in Uganda –Karamoja pilot project', 2016
- ▶ UNICEF's partners: American Institutes for Research, Ministry of Education and Sports, Forum for African Women Educationalists, Development Training and Research

In the Karamoja subregion, in the north-eastern corner of Uganda, violent conflict has occurred between the Karamojong and neighbouring groups, among Karamojong clans, and between Karamojong and the Government. As a result, armed conflict and gender-based violence threaten social cohesion.

Among the factors that drive conflict are socialization practices that encourage young people to have a strong sense of their own clan and implied enmity towards other clans and tribes; grievances against the State for inequitable social services; and changes in livelihoods and identity. Government policies to reduce cattle raiding, for example, have led men to turn to agricultural work that was previously the domain of women. As the ownership of livestock remains an indicator of 'manhood', pressures on men without cattle to provide for their families may, in some cases, result in violence within a family.



Uganda



Domestic violence is found to be widespread in Karamoja, with women and girls most affected. Courtship and marriage practices are often abused by men forcing women into marriage through rape, child marriage and widow inheritance. The prevalence of violence and lack of social cohesion are reflected in schools, where school management and students' achievements are negatively affected by communal disputes and domestic violence, discrimination against girls is common, and physical and verbal punishment are frequently practised.

In response to these issues, UNICEF partnered with the Ministry of Education, Science, Technology and Sports and two NGOs – Development Research and Training, and the Forum for African Women Educationalists – to deliver the Gender Socialization in Schools in Uganda pilot programme in Karamoja primary schools, in 2015. The programme theory of change predicted that:



IF teachers increased knowledge, attitudes, skills and behaviours relating to the promotion of gender equality and conflict management in the classroom,—> THEN a more gender-equitable environment would arise in schools and, ultimately, in the wider community, helping to strengthen social cohesion

Towards this end, a series of capacity-building activities was designed to operate within the education system's existing training, supervision and mentoring mechanisms for supporting teachers. A 'training of trainers' approach was adopted, using a manual produced in partnership with the Ministry. Training covered teachers' understanding of concepts related to gender equality and conflict resolution, along with the practical application of these concepts in the classroom, with particular attention paid to integrating gender-equitable and conflict-sensitive approaches into school activities.

The training materials represented a departure from that of similar tools, given their focus on gender issues affecting men and boys, as well as women and girls, and the recognition that both males and females inflict and are afflicted by gender norms. Based on the training, teachers were asked to draw up action plans for their schools and record their experience of implementing their plans.

As a pilot intervention, the aim was to test this low-cost, innovative approach on a limited scale and for a limited period of time. An impact evaluation was carried out alongside the training programme to determine whether it was a potentially scalable model that the Ministry of Education, Science, Technology

Domestic violence is found to be widespread in Karamoja, with women and girls most affected. Courtship and marriage practices are often abused by men forcing women into marriage through rape, child marriage and widow inheritance

and Sports could adopt and roll out nationally. UNICEF commissioned the American Institutes for Research to undertake this evaluation from January–November 2015, using a mixed-methods cluster randomized controlled trial methodology. Schools within the intervention area were randomly assigned to receive one of three options:

1. Teacher training plus reinforcing text messages (complete intervention group);
2. Teacher training only (limited intervention group); or
3. No intervention (control group).

To determine the impact of the training and text messages on teachers' knowledge, attitudes and practices, a culturally validated survey was administered in 105 schools, 35 schools for each type of control group. All teachers working in the selected schools were invited to participate in the survey. Baseline data were collected in March 2015 and end-line data in November 2015 from the same schools, with 650 teachers responding to both surveys.


To elaborate the survey findings, the evaluation's qualitative component included interviews with key stakeholders, focus group discussions with teachers and students, and case studies of three schools.²¹⁸

Given the short-term nature of the pilot, the evaluation was not expected to yield definitive evidence of the programme's influence on teachers' practices or its contribution to social cohesion. Instead, it was expected that the evaluation would find change concentrated around teachers' knowledge and attitudes, and possibly uncover promising indications of how such shifts may ultimately affect behaviour and influence social cohesion in the longer term.

Among the survey findings, teachers who had taken part in the training acknowledged the equal capacities of girls and boys, and were aware of the effects of gender-based discrimination on girls' social interactions and confidence and on their likelihood of missing school during menstruation. They also displayed enhanced knowledge of how to promote a more gender-equitable environment, including through classroom set-up, equal participation and representation for girls and boys, and responsibility sharing.

Teachers who had participated in the training reported that their classroom behaviour had changed and that students' performance, especially among girls, had improved as a result. In particular, they reported distributing resources and tasks among girls and boys more equally and making more of an effort to encourage girls in subjects that had previously been considered inappropriate for them, such as mathematics.

However, researchers' observations and discussions with students cast doubt on the extent of these self-reported changes, and the teachers' action plans showed that they had not entirely internalized the training or they experienced challenges in translating their knowledge into practice. In some cases, teachers felt limited in their ability to promote gender-equality concepts, noting that prevailing gender norms were a barrier to emphasizing equal treatment for girls and boys. Others reported that they were



Achieving changes in teachers' practices requires multiple school and community-based interventions over a longer time frame than was available to the Karamoja pilot project. Research suggests, for example, that professional development needs to be followed by successful implementation of a new approach in the classroom in order to bring about significant changes in teachers' attitudes and beliefs

Teachers need substantial and ongoing professional support in all aspects of their practice in order to translate learning about gender and peacebuilding to real-life situations, whether in the classroom or the community

unable to resolve friction between identity groups based on ethnicity and language, or across different tribes and clans. There were, for example, reports that boys who had undergone initiation rituals tended not to respect male teachers who were from a different ethnic group or outside Karamoja and had not undergone the same ritual.²¹⁹

Achieving changes in teachers' practices requires multiple school and community-based interventions over a longer time frame than was available to the Karamoja pilot project. Research suggests, for example, that professional development needs to be followed by successful implementation of a new approach in the classroom in order to bring about significant changes in teachers' attitudes and beliefs.²²⁰ However, the impact evaluation indicates that although gains in changing teacher practices were limited, the strategy of raising teachers' awareness of their role in promoting gender equality and non-violence has the potential to bring about transformative change over time.

As derived from the pilot programme and evaluation in Uganda, other implications for this type of gender-focused training include the following:

- **Sustained change requires deep-rooted and multiple approaches.** Teachers need substantial and ongoing professional support in all aspects of their practice in order to translate learning about gender and peacebuilding to real-life situations, whether in the classroom or the community. If they are to develop the skills and confidence required for behaviour change, they also need an enabling environment. When there are tensions between prevailing community norms and those promoted by the training, teachers require support in mediating this friction if they are to take on a meaningful role as agents of change.

- **The school-community link is a key factor in success and sustainability.** Teachers' effectiveness can be constrained when conflicts that exist in the wider society intrude on relationships in the classroom. Systems-level school- and classroom-based strategies to promote gender-equitable learning environments must be aware of and complement wider community-based initiatives and informal education approaches aiming to shift social and gender norms. Sustained change will depend on overcoming any disconnect between school and community, and requires support from multiple stakeholders in order to achieve macro-level shifts in gender roles, power relations and conflict dynamics.
- **Gender, education and peacebuilding need to be understood as mutually reinforcing goals.** The links between education and gender equality and between education and peacebuilding were shown to have been relatively easy to convey. Getting across the link between gender and peacebuilding, and the role of education in promoting that link, is more complex, however, and a longer and more intensive process is required to achieve this connection in practical terms.

If they [teachers] are to develop the skills and confidence required for behaviour change, they also need an enabling environment. When there are tensions between prevailing community norms and those promoted by the training, teachers require support in mediating this friction if they are to take on a meaningful role as agents of change

**Delivering and capturing
peacebuilding outcomes
requires solid conceptual
understanding of the
connections between
peacebuilding and
education as well as other
areas such as gender,
adolescent development
and ECD**

Chapter 9

Early childhood development







What children experience during the early years *sets a critical foundation for their entire lifecourse*. This is because ECD – including health, physical, social/emotional and language/ cognitive domains – strongly influences basic learning, school success, economic participation, social citizenry, and health
World Health Organization²²¹

The importance of early childhood development (ECD) and its relationship with conflict and the promotion of peace has recently been a topic of intensive study. In 2013, a think tank convened by the Ernst Strüngmann Forum to explore ‘pathways to peace’ found increasing evidence from research in biology, neuroscience, evolution, genetics and psychology that the way children are raised affects a community’s tendency towards conflict and its potential for peace.²²²

Summary Chapter 9

Underlying causes and impacts

- Adverse effects of conflict on children, such as traumatic stress
- Opportunity costs of missing out on early interventions

Theory of change

IF governments, institutions and/or organizations implement ECD programmes that build context-specific, peace-relevant skills among children, families, communities and government institutions, → THEN there will be increased vertical and horizontal social cohesion; reduced risk of violent conflict; and increased economic growth across communities and at the national and international levels.

Programme strategies

- ECD as an entry point for building social cohesion at the individual/community level
- Access to ECD to reduce grievances related to inequity
- Dialogue and collaboration with (and between) government and development partners

A systematic review of government policies in 14 conflict-affected/post-conflict countries found that while broader policy agendas such as national development, compulsory education, health and reintegration of displaced persons sometimes consider children and ECD, an explicit policy focus on early childhood – and the connections between children, families and peacebuilding – was inconsistent.²²³

Chapter 9 describes some of the effects of conflict on young children and the opportunity costs of not supporting infants' and young children's development, and presents ways that ECD programmes can contribute to social cohesion. Sample strategies and results are based on documentation of programme experiences in Uganda, Tajikistan and Kyrgyzstan, and Côte d'Ivoire.

Underlying causes and dynamics of conflict

During a child's first years of life, toxic stress can threaten normal brain development and cause irreversible damage, including lifelong harm to mental and physical health, such as alcoholism and depression as adults.²²⁴ Children who endure early adversity and do not receive appropriate interventions may miss out on a 'first line of defence' in dealing with developmental delay and disability.²²⁵

UNICEF's definition of 'early childhood development' refers to "a comprehensive approach to policies and programmes for children from birth to eight years of age, their parents and caregivers."²²⁶ With the purpose of protecting children's right to holistic development, ECD programming includes both formal and non-formal interventions. It encompasses early childhood care centres that offer comprehensive services; support for parents in community-based settings, such as the provision of education, supplies and services to foster improved home environments; and support for access to health care, adequate nutrition, and clean water and sanitation.²²⁷

Although the absence of ECD programmes was not explicitly identified in Learning for Peace conflict analyses as an underlying cause of conflict, it is clear that children in situations of conflict are at risk of exposure to extreme trauma, which may have significant lifelong consequences for their development. In addition, new evidence underlines the challenges of parenting when families that have been displaced by conflict are living in refugee camps.²²⁸

According to figures released by UNICEF in 2016, at least 86.7 million children under age 7 have lived in conflict zones since birth, and 1 in 11 aged 6 or younger were growing up in conflict during the most important time of life for brain development.²²⁹

Theory of change and programme strategies

In regard to ECD, the primary objectives were to ameliorate the impacts of conflict on young children and to identify ways that early childhood interventions can contribute to peacebuilding. The programme was committed to exploring innovative interventions to reduce violence against young children, and to leverage ECD services to mitigate violent conflict between groups, while promoting peace between children, their caregivers and community members.

Figure 5 illustrates the concepts underpinning the aim to identify and maximize ECD's potential contributions to peacebuilding, including through the following areas: ²³⁰

1. Child development

Providing safe and caring environments for children helps build a child's ability to trust and form relationships with others, improves educational attainments and psychological functioning, and reduces violent behaviour.

Nurturing positive child-to-child interaction and drawing on the 'power of play' can help young children learn to process complex information, regulate emotions, work cooperatively, manage conflict and show appreciation for diversity.

2. Caregiver support

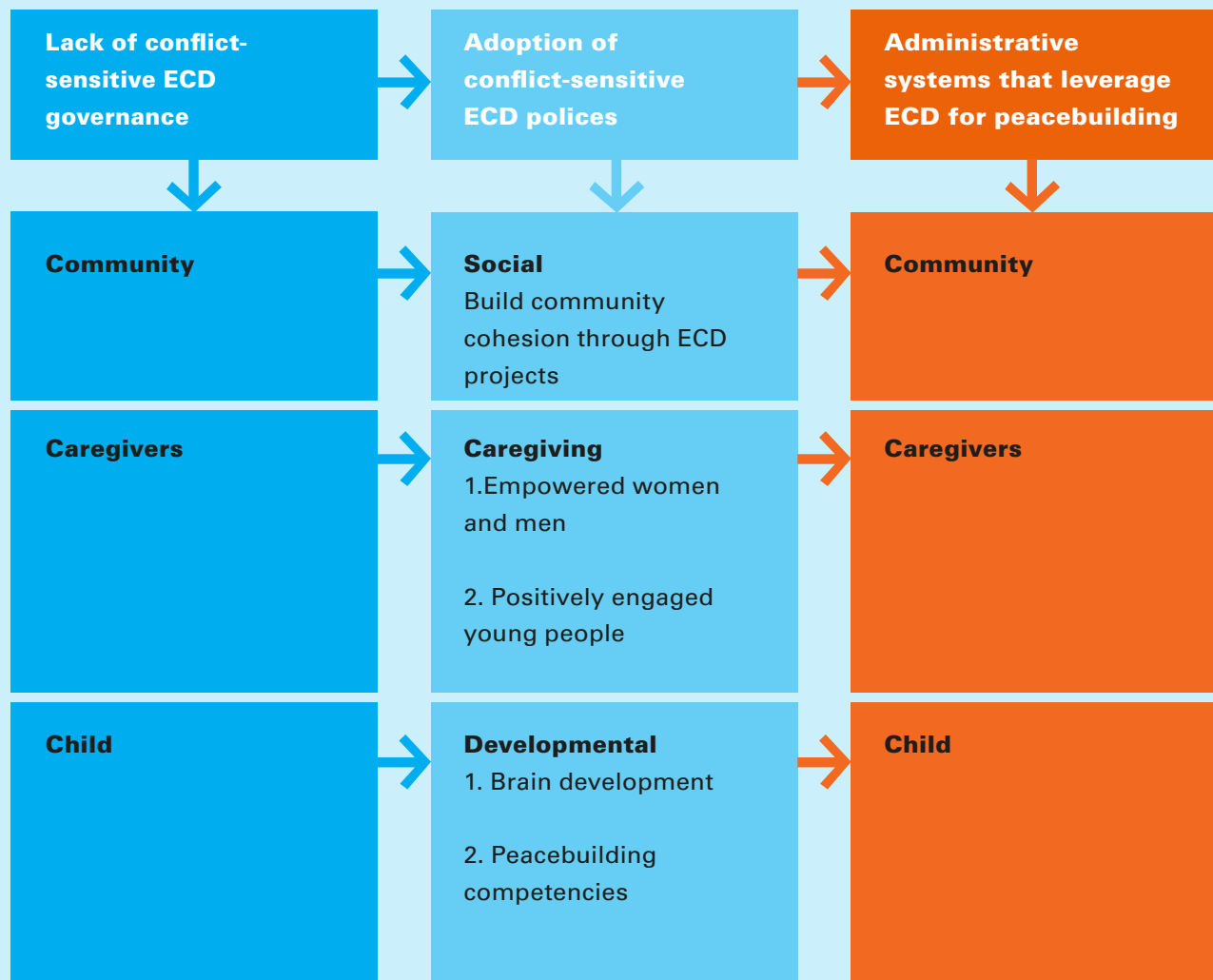
Parenting programmes that focus on minimizing conflict in families have resulted in a reduction in physical, verbal and psychological violence against children, mitigating the cross-generational cycle of maltreatment in families and communities.

Play and touch' interactions and responsive parenting can significantly improve a mother or caregiver's well-being, with benefits for the child and child-to-caregiver interactions, enabling harmonious and equitable relations across generations.

3. Strengthening social cohesion

The provision of ECD services can enhance community cohesion. ECD centres that aim to reach the most disadvantaged children and bring communities together around the shared goal of their children's well-being can also serve as a platform through which communities manage disputes and prevent conflict from escalating into violence.

Figure 5. **Theory of change linking ECD to peacebuilding**



ECD interventions contribute to social justice by providing the opportunity to mitigate developmental inequalities within society. Economist James Heckman calculated that the rate of return on investments in quality ECD for disadvantaged children is 13 per cent per year, affecting outcomes in education, health, economic productivity and reduced crime.²³¹ Early childhood services can also provide parents and caregivers the opportunity to join the labour force, and are thus a vital investment in breaking cycles of poverty.²³²

Emerging results and implications for future programming

While more study is needed to measure the outcomes of early childhood programming implemented by Learning for Peace, preliminary findings indicate positive potential. The studies in Uganda, for example, found that ECD programmes can be an entry point for promoting community cohesion across religious and ethnic groups, building relationships that can contribute to a foundation for conflict prevention. After an attack in one community, a multi-ethnic parents' group gathered to confirm friendships and condemn the violence, thus protecting children from being caught up in reprisals.

In the conflict-prone border areas of Côte d'Ivoire, ECD community centres fostered trust between women of different ethnicities and social backgrounds. Similar relationships of trust across identity group lines were reported in Tajikistan and Kyrgyzstan, where despite tension and conflict in the Ferghana Valley region, ministry officials from both countries have joined hands in developing ECD service programmes for children of both Tajik and Kyrgyz origins.

ECD centres that aim to reach the most disadvantaged children and bring communities together around the shared goal of their children's well-being can also serve as a platform through which communities manage disputes and prevent conflict from escalating into violence

An example of the potential to reduce inequality is found in Uganda, where ECD centres were established in rural areas that had been deprived of social services. These centres responded to a common community demand for pre-primary education and provided opportunities to nurture the cognitive and social development of children in families that had faced decades of violent conflict.²³³

Building peace and social cohesion requires expanding investments in the delivery of ECD services that are equitable, inclusive and conflict-sensitive. To reach their full potential for peacebuilding, ECD interventions must be leveraged to strengthen the resilience of communities, families and individuals.

This means reaching every child and identifying opportunities where ECD social services can assist conflict-affected communities in coping with conflict and toxic stress, and transforming inter-group relationships, as well as to contribute to the mitigation of causes of conflict within and between communities.

Recommendations to achieve these goals include:²³⁴


- Implement ECD programmes that are safe, nurturing and inclusive – reaching out to the most vulnerable children and bringing community groups together around mutual goals.
- Integrate peacebuilding into parenting programmes for populations that cannot access ECD centres, and set up strategies to reach out to marginalized or isolated families.
- Incorporate ECD components in peacebuilding curricula and training materials for staff and caregivers.
- Advocate for the development of policies, guidance and tools that recognize and include ECD strategies as part of peacebuilding.
- Ensure investments and continued capacity building on measurement of the long-term contributions of ECD programming on social cohesion, resilience and equity goals.
- Leverage support at the national level for contributions to global efforts the Early Childhood Peace Consortium²³⁵ to adopt a United Nations resolution on education and peacebuilding, inclusive of ECD.

9.1 Early childhood education and peacebuilding in Uganda

- ▶ Summary based on: UNICEF Uganda, *PBEA Programme Report 2015, 2016*; Glenn W. Smith, *Early Childhood Education and Peacebuilding in Areas of Ongoing Conflict and Refugee Settlements in Western Uganda and Early Childhood Education and Peacebuilding in Postconflict Northern and Eastern Uganda*, UNICEF ESARO, 2015
- ▶ UNICEF's partner: BRAC

During the past 10 years, some areas of Uganda have been slowly emerging from decades of conflict, while others continue to face violent inter-communal attacks, resulting in high levels of fear and insecurity, or are hosting refugees fleeing from violence in the Democratic Republic of the Congo and South Sudan.

Learning for Peace analyses identified several conflict-related factors that had adversely impacted education, including grievances and unmet expectations surrounding delivery and implementation of education services, insufficient and inadequate learning facilities, and barriers to children's access to education. It was also noted that children living in areas affected by decades of conflict had been denied access to early childhood education. Having recognized inequitable access to education as an underlying cause of conflict in Uganda, UNICEF set out to ensure the provision of ECD services in post-conflict and conflict-affected regions of the country so that isolated communities could enjoy access to pre-primary education. Theories of change guided the programme throughout implementation, including at the national policy and community levels, as follows:

-  IF the education sector is able to address issues that continue to fuel conflict by mainstreaming conflict-sensitive education and education for peacebuilding approaches into policies and programmes → THEN education can make a positive contribution to peacebuilding
-  IF conflict-sensitive education that promotes peace is delivered equitably as a peace dividend in parts of Uganda that are recovering from violent conflict, and extended to areas that are facing conflict or fragility → THEN grievances and perceptions of neglect that have historically fuelled violent conflict in those communities will be reduced



Uganda




At the national level, UNICEF facilitated a review and the development of curricula, guidelines and policies that were conflict-sensitive and peace promoting. Through these processes, the Learning for Peace programme supported the integration of ECD into the formal public education sector, including the Early Learning and Development Standards, the ECD Caregivers Training Framework and Community Child Care modules. This effort formed the first generation of guidelines and a regulatory framework for pre-primary education in Uganda.

At the community level, UNICEF launched the delivery of ECD services in rural locations that had been deprived of social services, including the post-conflict areas of Acholi subregion in the north and Karamoja in the north-east, and areas of ongoing conflict in the west and in the Rwamwanja refugee settlement, which experienced a heavy influx of refugees from South Sudan, the Democratic Republic of the Congo and Burundi in some areas.

The newly introduced ECD centres in these areas responded to a common community demand for pre-primary education and provided opportunities to nurture the cognitive and social development of children from families having lived through decades of violent conflict. They thus presented a visible effort to address issues of inequity that are widely believed to lie at the root of inter-group conflict.

A wide network of ECD centres was established with support from Learning for Peace. In 2014, 424 ECD centres were awarded licences by district officials, and more than 112,000 boys and girls aged 3–5 benefited from access to ECD in community-based centres in some of Uganda's most marginalized communities.

To investigate the establishment and strengthening of the ECD centres in these varying contexts, UNICEF commissioned two case studies, one focusing on areas of ongoing conflict (village and district) and



In Uganda, the day-to-day routine, developmental play and interaction provided in the community ECD centres not only helped children build coping capacities, the centres were found to provide a safe place for children during times of crisis

protracted displacement and emergency (refugee) contexts in the west, the other on post-conflict contexts in the north and east.²³⁶ Both used similar methods, including literature review, visits to ECD sites, focus group discussions, and key informant interviews with education authorities, implementing staff and UNICEF staff. In western Uganda, 145 people were interviewed or participated in focus group discussions, as did 156 people in the north/east.

These studies reveal emerging results regarding protection and behaviour change. The day-to-day routine, developmental play and interaction provided in the community ECD centres not only helped children build coping capacities, the centres were found to provide a safe place for children during times of crisis. In the wake of ethnic killings in villages of western Uganda, for example, the ECD centres were able to shelter children and ensure reunification with their parents. Post-crisis, the centres were committed to returning to normalcy for the support of the children.

The studies also found that ECD promoted constructive social behaviour among children and parents. Regarding parents' perceptions of the overall value of education, anecdotal evidence suggests that they were increasingly seeing it as key to future economic independence.

Other changes were more specifically related to a context: In the Rwamwanja refugee settlement, parents and caregivers agreed that ECD helped prepare children for return to their country of origin, by fostering key abilities such as understanding and respecting themselves and those around them.

Regular ECD meetings between parents, caregivers and the centre management committees strengthened community social cohesion. Following the July 2014 attacks on the Kanyamirima barracks nearby an ECD centre in Victoria (Bundibugyo, western Uganda) the centre director brought together the inter-ethnic community to inform, discuss and urge for peace:



We informed them of the situation. We just condemned the situation. We got them to confirm their friendships

Thus, the centre provided the opportunity to convey peacebuilding messages for parents and the wider community. This illustrates that in communities divided by conflict, an ECD centre can, in the long term, be a platform where children of different origins interact peacefully, and where their welfare becomes the common goal shared by parents who are led to interact across and bridge that divide.

In communities divided by conflict, an ECD centre can, in the long term, be a platform where children of different origins interact peacefully

Communities' increased valuing of pre-primary education has prompted in-kind community contributions to establish and maintain ECD centres, and also drives expectations of government to become more engaged in the provision of such services by assisting ECD centres financially and paying caregivers' salaries. By identifying and addressing the education needs of the learners and duty bearers, the community-based model of ECD empowered parents and communities to demand education services and claim the education rights of their youngest children.

This case raises the issue that there is limited evidence on the role of pre-primary education or early childhood development in contributing to peaceful communities in areas moving into stability, facing ongoing conflict or hosting refugees.

The Learning for Peace research provides preliminary evidence on the perceptions of stakeholders and the direct and indirect ways in which ECD is supporting social cohesion at the community level as Uganda transitions to peace.

While the evidence is still tenuous regarding the theory of change premise that ECD can reduce grievances based on inequity, the case studies in Uganda highlight the existence of alternative pathways to peacebuilding that are worth further investigation.

Regarding potential contributions to social cohesion, the cases suggest that ECD centres can serve as entry points for improving interaction and communication at the community level by providing a meeting place for parents where inter-group dialogue and reconciliation occur. ECD spaces are also shown to provide physical and psychosocial protection for young children, and foster constructive social behaviour among parents, as well as children.

9.2 Dialogue and collaboration process to deliver ECD services in cross-border communities of Tajikistan and Kyrgyzstan

- ▶ Summary based on: Bosun Jang, UNICEF-PBEA, notes from the ECD and peacebuilding workshop, December 2015; and UNICEF in Tajikistan and in Kyrgyzstan, correspondence with UNICEF New York, August 2016
- ▶ UNICEF's partners: Kyrgyzstan – Ministry of Education and Science; Academy of Education; in-service and pre-service Teacher Training Institutes; local education authorities in Batken Region, school's administration; Osh State University; Osh Humanitarian Pedagogical Institute; Leylek district state administration; international experts
Tajikistan – Ministry of Education and Science; Academy of Education; in-service and pre-service Teacher Training Institutes; local education authorities in Sughd Region, school's administration; civil society organization Economics and Education

The Governments of Tajikistan and Kyrgyzstan offer a unique case: While the two countries experience occasional outbreaks of unrest among communities in the border areas due to long-standing unresolved border delimitation disputes, they have joined forces through the delivery of ECD services to strengthen social cohesion between their constituencies. Though they were not Learning for Peace target countries, Tajikistan and Kyrgyzstan are among the total of 68 countries that were influenced or affected by the programme. For purposes of this compendium, it is important to document this case and to illustrate how the delivery of a social service for early learners has the potential to forge cross-border cooperation and relationships despite existing tensions.


The tensions among neighbouring villages on the Tajikistan-Kyrgyzstan border have weakened trust and links between communities, creating an environment of uncertainty that can particularly affect children and youth. While communities in this densely populated area of the Ferghana Valley²³⁷ were traditionally intertwined – sharing the same roads, electricity supply and water sources – in the early 1990s, members of these communities became citizens of autonomous countries.

In the post-Soviet context of undefined and contentious national boundaries, tensions and violence persist, as the populations' limited access to land and water fuels economic instability and inter-ethnic disputes.²³⁸ As a result, improving living conditions for children in cross-border areas and increasing access to basic



Tajikistan and Kyrgyzstan





The Governments of Tajikistan and Kyrgyzstan offer a unique case: While the two countries experience occasional outbreaks of unrest among communities in the border areas due to long-standing unresolved border delimitation disputes, they have joined forces through the delivery of ECD services to strengthen social cohesion between their constituencies

social services such as early childhood development and education can be challenging. This, in turn, affects the lives of boys and girls, youth and their families by preventing a conducive, equitable and inclusive environment for the youngest generation's holistic development.

In Kyrgyzstan, community-based kindergartens have expanded equitable access to preschool education and contributed to local-level social cohesion by uniting community members around young children's needs. Through the Equity Programme, which was supported by the United Kingdom's Department for International Development from April 2012–March 2015, UNICEF has mobilized communities and supported the Government in opening 61 community-based kindergartens, reaching almost 7,800 children annually. As a result, from 2006–2014, attendance in early childhood education among children aged 3–5 increased from 19 per cent to 23 per cent in the whole country, while in the cross-border province of Batken it increased from 7 per cent to 33 per cent.²³⁹

Ongoing advocacy efforts with Kyrgyzstan's Ministry of Education to ensure sustainability of this community-based initiative have led to system-level developments, including revisions of the legal-regulatory framework for financing early childhood education (ECE) and revisions of the preschool curriculum. In addition, the model was expanded by opening 81 new community-based kindergartens, of which 28 are located along the border with Tajikistan, serving the early educational needs of ethnic Tajik, Russian and Uzbek children.

In Tajikistan, ECE opportunities reached just 12 per cent of children aged 3–6 as of 2015,²⁴⁰ the lowest access rate in the Central and Eastern Europe and the Commonwealth of Independent States region. To work towards increasing access to ECE, UNICEF, in partnership with the Aga Khan Foundation and Tajikistan's Ministry of Education and Science, developed a low-cost, half-day model that requires minimum capital investment by utilizing existing resources.


Since 2008, UNICEF has established 225 ECE centres in the most rural and disadvantaged areas of Tajikistan, of which 42 centres located in the border areas are also serving the early educational needs of children of minorities, including Kyrgyz and Uzbek ethnic groups. The model has been successfully replicated by local education officials and other partners, today totalling 1,558 centres, ensuring access for approximately 39,789 preschool-aged children.²⁴¹

Although progress has been made during recent years in improving access, the advances have been incremental. As a result, ECE services are still inaccessible for the majority of young children in Tajikistan, especially the most disadvantaged girls and boys and children with disabilities.

In response to the identified needs of children and youth, in 2015, the UNICEF Country Offices in Kyrgyzstan and Tajikistan implemented a cross-border project, funded by the UK Government, for improvement of



The project in Ferghana Valley was funded by the United Kingdom's Conflict, Stability and Security Fund, and builds on established partnerships at the national and local levels in the northern provinces of Tajikistan and the southern provinces of Kyrgyzstan. The focus is on districts with ethnically mixed populations and areas where inequalities are exacerbated by poverty, poor governance, and limited access to social services and employment opportunities



This initiative aims to improve inter-community dialogue, particularly by building competencies of women and youth to conduct dialogue, in order to promote sustainable peace in Tajikistan's and Kyrgyzstan's cross-border communities

structural stability through child and youth empowerment, peacebuilding and cross-border cooperation in the Ferghana Valley. Overall goals of the project were to strengthen access to education, particularly for girls at risk of not transitioning to secondary education, promote skills development and employability, support cross-border engagement, and enhance justice for children and youth. During 2015, objectives included enhancing the safety and security of children and youth, subsequently supporting them to serve as actors for peace and social cohesion in their communities. The two country offices successfully submitted a second follow-up proposal to the UK Government in 2016 for continuation of the initiatives in the cross-border area, which will be implemented for the next four years.

The project in Ferghana Valley was funded by the United Kingdom's Conflict, Stability and Security Fund, and builds on established partnerships at the national and local levels in the northern provinces of Tajikistan and the southern provinces of Kyrgyzstan. The focus is on districts with ethnically mixed populations and areas where inequalities are exacerbated by poverty, poor governance, and limited access to social services and employment opportunities.

During 2016–2017, the two countries are also implementing a project titled Cross-Border Cooperation for Sustainable Peace, funded by the United Nations Peacebuilding Support Office/Peacebuilding Fund and involves a number of United Nations agencies partnering with the Governments in the two countries. This initiative aims to improve inter-community dialogue, particularly by building competencies of women and youth to conduct dialogue, in order to promote sustainable peace in Tajikistan's and Kyrgyzstan's cross-border communities.

With funding from the UK Government's Conflict, Stability and Security Fund to consolidate experiences and knowledge on ECD programming, the UNICEF Country Offices in Tajikistan and Kyrgyzstan jointly

facilitated a workshop on ECD and peacebuilding, held in December 2015 in Osh, Kyrgyzstan. More than 30 Tajik and Kyrgyz national and local education experts from government, academic and civil society institutions attended this workshop. The goal was the establishment of a social platform through which experts could discuss the prerequisites for a positive learning environment for young children, while at the same time strengthening cross-cultural respect for children and families in both Kyrgyzstan and Tajikistan.

The underlying rationale was that:



IF ECD stakeholders from both Kyrgyzstan and Tajikistan are provided with an inclusive platform to discuss and develop context-specific, locally driven peace-relevant ECD services and service delivery action plans for all identity groups, and IF these mutually agreed action points lead to concrete ECD social service deliverables for all identity groups,—> THEN both Tajik and Kyrgyz stakeholders will feel less inclined to support polarizing agendas and discourses threatening peaceful coexistence

Simultaneously, it was posited that equitable ECD/ECE service provision would increase the number of marginalized children, including children with disabilities, who attain access to early learning and development opportunities.

The workshop provided stakeholders with a shared understanding of the principles of early childhood development, pro-sociality, resilience, peacebuilding and inter-community cooperation. In addition, participants jointly agreed to a set of action priorities to be implemented by the relevant ministries in both Kyrgyzstan and Tajikistan, in collaboration with development partners. UNICEF is currently seeking support for funding programmes to implement these action points.

As a follow-up to the workshop discussions, UNICEF Tajikistan and Kyrgyzstan organized cross-border exchange visits, during 14–26 March 2016, for more than 60 central and local education authority officials, ECE experts and practitioners to share knowledge, skills and experiences in best practices for ECE service provision. The cross-border exchange visits were an excellent opportunity to review and learn whether shared spaces for early childhood learning can contribute to promoting peace, tolerance and greater social cohesion among children, parents and communities in Kyrgyzstan and Tajikistan.

The cross-border exchange visits were an excellent opportunity to review and learn whether shared spaces for early childhood learning can contribute to promoting peace, tolerance and greater social cohesion among children, parents and communities in Kyrgyzstan and Tajikistan

Peacebuilding-relevant results of the ongoing initiative in Ferghana Valley, as of August 2016, include the following:

- A social platform was created for collaboration and exchange of government, academic and civil society ECD experts to discuss the cultivation of relationships between Kyrgyz and Tajik communities, using the topic of early childhood development as an entry point.
- Access to ECE opportunities for children from ethnically diverse backgrounds has been expanded to reach 1,050 children in 42 ECE centres in four districts of Tajikistan, and 1,960 children in community-based kindergartens in two districts of Kyrgyzstan.
- More than 60 stakeholders from both countries, representing central and local education authorities, civil society and school administrations, developed cognitive and non-cognitive skills necessary for peaceful collaboration.
- Through the shared ECE spaces and exchange visits, conditions have been created for improved interactions between children, youth, parents and local education authorities in conflict-affected and conflict-prone border areas.
- Participants from both countries gained conceptual understanding of the links between ECD, conflict prevention, problem-solving skills, social inclusion and peacebuilding, according to a post-workshop evaluation.

- The national Early Learning Development Standards in Tajikistan and Kyrgyzstan have been revised to encompass peace education indicators, such as peaceful interaction/play of a child with peers and adults of different nationalities and cultures, and adult-to-child and child-to-adult interaction, under the domain of social emotional development.
- The in-service teacher training package that includes the ECE curriculum and guidance for teachers has been translated from Tajik into ethnic minority languages (Russian, Uzbek and Kyrgyz) and disseminated in ECE centres in target districts in Tajikistan.
- UNICEF will adapt the model created in Northern Ireland by the NGO Early Years, to promote inclusive and tolerant attitudes among children in community-based kindergartens, parents and teachers. Evidence on results will be generated by randomized controlled trials.

For the near future, UNICEF plans to continue mainstreaming peacebuilding into ECE service provision along the border. This will include advocacy for the incorporation of peacebuilding elements in the ECE pre-service curriculum in Kyrgyzstan and the pre- and in-service curricula in Tajikistan, and the development of supplementary learning materials for peace education that aim to reach young children, their parents and communities through age and developmentally appropriate media (e.g., animated TV programmes), storybooks, storytelling and play-based activities.


It is fair to assume that communities will continue to collaborate in maintaining and protecting these centres from undue interference or violent attacks. Likewise, strengthened horizontal social cohesion supports government efforts to serve the education needs of diverse identity groups, thus strengthening vertical social cohesion between service providers and constituencies

Additional spaces will be established to promote competencies for peaceful dialogue among parents and the broader community, with a particular focus on women and youth. In addition, capacity-building opportunities for parents, communities and parent-teacher associations will be provided on peacebuilding and conflict-resolution themes to ensure that pro-social, positive messages are consistent across the various environments in which the young child develops.

Although it is not possible to verify the intervention's long-term effects as of August 2016, the pilot dialogue process has shown that donors and agencies, in partnership with governments and civil society, can leverage ECD workshops and exchange visits as a social platform for strengthening peaceful, action-oriented inter-ethnic collaboration and cross-border relationships between government institutions and development partners.

In places where discussing the causes of conflict is sensitive, utilizing such workshops to highlight lessons learned from ECD and peacebuilding interventions in other countries is one strategy for initiating successful cross-country dialogue and joint cross-country action planning to promote ECD as a social service for peacebuilding across borders.

Because ECD centres are community managed to meet community needs, it is fair to assume that communities will continue to collaborate in maintaining and protecting these centres from undue interference or violent attacks. Likewise, strengthened horizontal social cohesion supports government



For the near future, UNICEF plans to continue mainstreaming peacebuilding into ECE service provision along the border. This will include advocacy for the incorporation of peacebuilding elements in the ECE pre-service curriculum in Kyrgyzstan and the pre- and in-service curricula in Tajikistan, and the development of supplementary learning materials for peace education

efforts to serve the education needs of diverse identity groups, thus strengthening vertical social cohesion between service providers and constituencies.

While positive cross-border contact as a result of joint access to social services does not in itself guarantee sustainable peace, the projects in Ferghana Valley highlight possibilities for ECD service providers to contribute to strengthening cross-border relations between ethnic groups that are experiencing tensions and the associated risks of intensified conflict.

To build the evidence base for leveraging ECD as a social service for improving vertical and horizontal social cohesion – and to verify whether the approach is valid according to its theory of change – it is important that an assessment is undertaken to measure the extent to which social cohesion is strengthened, whether it is an effective mechanism for improving cross-border relationships, and how it impacts equitable ECD service provision in the long term.

With new funding recently (2016) confirmed by the UK Government to cover 2016–2020, UNICEF offices in Tajikistan and in Kyrgyzstan will continue peacebuilding programming in the cross-border areas in close cooperation with national and local authorities in order to expand and deepen peace education through ECD, as well as resilience programming for youth.

9.3 Multi-ethnic mothers' clubs in Côte d'Ivoire

- ▶ Summary based on: UNICEF Côte d'Ivoire, PBEA 2014 Annual Report, 2015, and PBEA 2015 Annual Report, 2016; Friedrich Affolter, 'ECD Centres as an Opportunity for Risk-Informed Community Programming in Post-Conflict and Development Contexts', UNICEF, 2016; and UNICEF, 'Peacebuilding through Early Childhood Development Centres' (video)
- ▶ UNICEF's partner: CARITAS

In Côte d'Ivoire, the 2010 election disputes triggered a resurgence of civil war, displacing an estimated 1 million people²⁴² and exacerbating divisions between communities, especially in the region bordering Liberia. Women were subjected to abuse and rape, children were victims of abuse and were recruited by military factions.

In the aftermath, the social fabric was so unravelled and levels of mistrust so elevated, that neighbours

did not trust neighbours. Despite women's central role in the household, they were rarely encouraged or empowered to contribute to reconciliation and social cohesion efforts in their communities. Underlying causes of conflict identified in a Learning for Peace conflict analysis in 2012 included: politically motivated polarization of society, including across ethnic lines; division and fragility of community structures; inequitable access to social services, including education; and politicization of the education system.

In this context, UNICEF partnered with CARITAS, an international non-profit, to deliver an early childhood development and women's empowerment programme, which aimed to use mothers' clubs and ECD centres as entry points for promoting social cohesion among conflict-affected communities, specifically women from different national, ethnic and social backgrounds.

The theory of change predicted that:



**IF ECD centres were established that provided services to children from different ethnic backgrounds – and if mothers were able to participate in literacy classes where they could also bond by discussing and sharing community matters
—> THEN distrust created during years of conflict could be replaced with new friendships, cooperation and inter-ethnic forward planning**

Challenging the social norms that marginalize women, UNICEF and CARITAS established 20 mothers' clubs, with 800 members across 20 villages, and constructed 20 early childhood centres benefiting approximately 2,000 children aged 3–5.²⁴³ Importantly, CARITAS ensured that club membership reflected each village's ethnic and social diversity, bringing together women from different identity groups around the common goal of their children's well-being.

To encourage greater sharing and trust building, CARITAS hosted a workshop for mothers and caregivers from different centres to discuss and learn from one another. Literacy classes and income-generating activities were also established at the clubs.

To complement these community-level activities, UNICEF advocated at the national level for the early childhood development model to be integrated into the new education sector plan, and for the education sector diagnosis to include ECD. This approach was presented at a regional workshop for organizations and



Côte d'Ivoire



Challenging the social norms that marginalize women, UNICEF and CARITAS established 20 mothers' clubs across 20 villages in Côte d'Ivoire, and constructed and equipped 20 early childhood centres. At the national level, UNICEF advocated for the early childhood development model to be integrated into the new education sector plan, and for the education sector diagnosis to include ECD

Ministry of Education staff, with an aim to eventually harmonize and formalize the early childhood centres and mothers' clubs.

As of 2016, the final results of a study conducted with SFCG to measure changes in social cohesion were not yet available. However, output data and anecdotal reports indicate promising outcomes. In 2014, 1,740 children aged 3–5 and 650 women of all ethnic groups (Baoule, Burkinabe, Guere, Guinean, Lobi, Senoufo, Toura, Yacouba and Wobe) benefited from the programme.²⁴⁴

Women participants reported a renewed trust in their communities:



It was difficult, we were all lost, but through the women and the ECD centre we managed to bring people together. It was important for us to become again members of a group. We can work together, produce food together, we can eat together and our children play together

Men realized that if their children could play together, parents could work together:




We have seen that conflict is not good for anybody. The conflict did not help anybody to resolve important issues. By sending kids to school, we can work together and get rich

The income-generation activities and literacy classes brought pride and respect to the women. According to CARITAS, literacy clubs established with members of the mothers' clubs gave women courage to speak out more in public and in front of men.

Although not yet confirmed through evaluation, this case demonstrates that early childhood development can be a low-cost, community-based entry point for building the foundations of peace: social cohesion, trust across identity groups, income generation, critical thinking via literacy, peaceful conflict resolution and equitable early learning and development opportunities for young children. The strategy can empower women, leading to improved positive parenting practices, increased civic engagement, and an established network for future social service delivery or outreach initiatives.

Activities to explore in future iterations of mothers' clubs would be how to best establish links with village chief structures and engage men in similar parenting clubs for peacebuilding and social cohesion aims in a way that does not destabilize the balance of trust and positive dynamics among the women of different ethnic groups. Care has to be taken that mother clubs are not being targeted by political factions in the moment they gain momentum and start playing a transformative influence in their communities. Engaging both mothers and fathers in parenting clubs should be explored as a means for transforming gendered parenting norms and promoting household-level social cohesion.



This case demonstrates that early childhood development can be a low-cost, community-based entry point for building the foundations of peace: social cohesion, trust across identity groups, income generation, critical thinking via literacy, peaceful conflict resolution and equitable early learning and development opportunities for young children

**Building sustainable
peace takes time and
investment**

Chapter 10

Adolescents and youth







When adolescent girls and boys are supported and encouraged by caring adults, along with policies and services attentive to their needs and capabilities, they have the potential to break long-standing cycles of poverty, discrimination and violence

UNICEF²⁴⁵

The role of youth in violent conflict is complex and has many interpretations, from passive victims of warfare to resilient survivors or active threats to peace.²⁴⁶ In many contexts youth play multiple roles simultaneously.

Chapter 10 explores the relationship of adolescents (aged 10–19) and youth (aged 10–24) with both conflict and the promotion of peace. While these ranges reflect United Nations statistical purposes, the terms were used in various ways in the programme documentation, so here refer to the broadest age range.

Summary Chapter 10

Underlying causes and dynamics of conflict

- Exclusion from quality, relevant education
- Limited opportunities to develop life skills across age groups, and livelihood opportunities for older youth
- Limited pathways for civic engagement

Theory of change

IF adolescents and youth were offered opportunities to access relevant, quality education and acquire life skills and peacebuilding competencies, → THEN they would change negative perceptions of youth among community leaders and positively contribute to their communities.

Programme strategies

- Building peace competencies through extra-curricular activities
- Life skills and vocational training
- Civic engagement and empowerment
- Peacebuilding forums

Several examples are provided from the Learning for Peace conflict analyses, along with exploration of ways that adolescents and youth can be empowered to contribute to social cohesion and civic engagement. Sample theories of change, programme strategies and results are offered, with greater detail presented in the summaries of work that took place in Liberia, the State of Palestine, Uganda and Côte d'Ivoire.

Underlying causes and dynamics of conflict

As identified through conflict analysis, common challenges facing youth across the wide range of conflict-affected settings include:

- High levels of unemployment and lack of access to labour markets;
- Exclusion from decision-making processes at the local and national levels, including exclusion from political processes, leading to alienated relationships with government;
- Disengagement and frustration with the irrelevance of formal education;
- Widespread experiences of violence; and
- Structural gender inequalities reinforced by education.²⁴⁷

Systematic exclusion from education can not only lead to grievances, but also hampers youth's ability to contribute to other economic and political realms of society. In some cases where adolescents and young people have limited access to education, they may be denied an alternative path from violence and extremism. A study in 2004 found that, in general, lack of education and job options increases the risk of civil war.²⁴⁸

Youth's high expectations for the value of their education as leading to gainful employment can lead to deep-seated grievances when jobs are unattainable. Learning for Peace analyses in Burundi, Chad, Liberia, Pakistan, Sierra Leone, South Sudan, the State of Palestine and Uganda identified disenfranchised youth, with limited access to quality, relevant learning opportunities, as a contributing factor to conflict. In some contexts, youth who are frustrated by lack of livelihood opportunities have expressed their grievances through criminal behaviour as a means for gaining income to support their families.

Limited pathways for civic engagement that result from exclusion and discrimination are among the key structural factors that can lead to violent conflict. This was noted in Learning for Peace conflict analyses in such countries as Liberia, Sierra Leone and Somalia, in contexts that offered limited opportunities for


adolescents and young people to participate constructively in society, express themselves or be positive change agents.

Theory of change and programme strategies


While perspectives vary on the nature of adolescent and youth engagement in dynamics of conflict, the factors that have been identified as constant are that large numbers of youth are directly affected by war, and that relatively few evidence-based programmatic responses are widely known and applied.²⁴⁹ In this context, UNICEF sought to identify and test pathways for youth to become agents of peace, and to address limited access to relevant education, livelihood opportunities and civic engagement.

Based on a synthesis of Learning for Peace case studies, the overarching theory of change proposed that if adolescents and youth were offered access to relevant, quality education and opportunities to acquire life skills and peacebuilding competencies, this would enable them to make positive contributions to their communities, change negative perceptions of these age groups among community leaders, and enable adolescents and youth to fully participate in the development and welfare of their communities, ultimately reducing conflict.

Recognizing that adolescents and youth can be active agents able to engage and influence their environments, and that they demonstrate resilience in coping with diversity and negotiating their own survival and protection, the premise was also that adolescents and young people are capable of



There are a multitude of potential entry points for peacebuilding content and pedagogy – from life skills education for all ages and livelihood opportunities for older participants to youth-relevant curriculum reform, and truth and reconciliation processes



Recognizing that adolescents and youth can be active agents able to engage and influence their environments, and that they demonstrate resilience in coping with diversity and negotiating their own survival and protection, the premise was also that adolescents and young people are capable of internalizing and applying peace-related knowledge, attitudes and skills, both within and beyond educational settings

internalizing and applying peace-related knowledge, attitudes and skills, both within and beyond educational settings. Among the wide variety of youth-focused programming that explicitly or implicitly aimed to encourage the foundations of peace, programme strategies for building youth skills and agency include civic engagement and empowerment, and youth peacebuilding forums.

As illustrated in the summaries, young people can be integrated into national truth-seeking and healing processes, as was done in Côte d'Ivoire. They can be supported and given space to speak out on vulnerabilities and capacity-building needs of youth, as was done through U-Report, a free short message service in Uganda where responses captured through a poll on 'the right to peace' were used to raise the profile of youth and peacebuilding with the Office of the Prime Minister.

Facilitation of positive and skilful engagement with society can reverse negative stereotypes regarding adolescents and youth, and lead to increased self-confidence, empowerment and a sense of accomplishment and inclusion, as shown in Liberia and the State of Palestine, and in the calligraphy lessons and discussion forums in Pakistan discussed in Chapter 5 (*see 5.3*).

Youth can be powerful change agents for peace through a variety of peacebuilding forums. In the case of Learning for Peace in Côte d'Ivoire, 5,000 youth leaders were trained and supported in constructive

Results illustrated effective pathways to increase young people's engagement with government, thus contributing to vertical social cohesion

dialogue, documentation projects, arts, music and radio programming, in order to facilitate peacebuilding forums in communities. Empowered with these skills, the youth facilitated community events where people could share experiences related to the economic and psychological impacts of the recent conflict, as well as explore future roles and responsibilities of young people in shaping the country's future.

Emerging results and implications for future programming

The summaries in this chapter illustrate some positive milestones achieved towards the empowerment of adolescents and youth to be constructive forces for change in their communities, and in some cases, peace promoters. Changes were noted at individual, community and national policy levels. At the individual level, behaviour changes were noted among youth programme participants serving as volunteers in Liberia's Ebola response, in which they developed and delivered community-strengthening measures through health messaging and community conflict mitigation.

At the community level, adolescents in the State of Palestine demonstrated a sense of empowerment by embracing opportunities to become change agents in their communities, including designing and implementing community service initiatives. Youth in Uganda, equipped with life skills relevant to further livelihood attainment, became involved in savings and loan groups, initiated their own businesses, and increased their involvement in constructive peer groups and community action.

The changes in youth behaviours were also echoed in the broader community. Community members in Uganda changed from holding negative perceptions of youth, to acknowledging them for taking responsibilities within families and the community, and viewing them as responsible and knowledgeable role models, with valuable conflict resolution skills.


Results also illustrated effective pathways to increase young people's engagement with government, thus contributing to vertical social cohesion. The Government of Liberia recognized the role of youth

for peacebuilding and reoriented the National Youth Service Programmes in support of discredited government social service delivery in response to the Ebola outbreak. As described in Chapter 4, young people in Somalia have contributed to government efforts to reform the curriculum by facilitating community-based consultations for the development of a curriculum that reflects the values and concerns of communities and young people (*see 4.2*).

Learning for Peace programming for, by and with adolescents and youth has illuminated several lessons that could be applied to other programmes. There are a multitude of potential entry points for peacebuilding content and pedagogy – from life skills education for all ages and livelihood opportunities for older participants to youth-relevant curriculum reform, and truth and reconciliation processes. To avoid replicating perceptions of exclusion or irrelevance, youth should be engaged in programme design and implementation, and the delivery of programmes that aim to increase access to education and opportunities for civic engagement should be flexible and fit for purpose.

As with all programmes in conflict-affected contexts, conflict-sensitive ('do no harm') principles must be applied to initiatives involving adolescents and youth. It is essential to ensure that facilitators of community conflict resolution are protected from violence.

As indicated in emerging results from the programme experience, youth-facilitated groups are a feasible method to provide young people who have had a history of engagement in violent conflict with safe spaces to share and process their experiences with peers. Nonetheless, as was learned through Côte d'Ivoire's peacebuilding forums, caution should be taken to ensure the groups do not become politicized, the facilitators promoting non-violence do not themselves become targets of violence, and any mass media campaigns do not create unwanted attention to the participants.



The Government of Liberia recognized the role of youth for peacebuilding and reoriented the National Youth Service Programmes in support of discredited government social service delivery in response to the Ebola outbreak

10.1 Conflict resolution during the Ebola crisis in Liberia

- ▶ Summary based on: UNICEF Liberia, *PBEA Programme Report 2015, 2016*; and Ingrid Gercama and Juliet Bedford, *PBEA Case Study of Volunteers during the Ebola Response in Liberia, Anthrologica, 2016*
- ▶ UNICEF's partners: Community peace committees, county health teams, global communities

Liberia has enjoyed peace and government stability for more than a decade, but the country continues to experience repercussions from the 14-year period of civil war. Youth unemployment, ethnic and communal tensions, and land disputes remain serious security challenges.

Although peacebuilding is a priority for the Government of Liberia, momentum was stalled in 2014, when the Ebola virus disease spread across the country, killing more than 4,000 Liberians directly. The health-care system lacked the capacity, systems, supplies and technical facilities to respond to the crisis. Health-care workers were among those who died, as well as others who could not access health care when the system collapsed.

The Ebola epidemic revealed deep distrust of the Government, with widespread belief by Liberians that the disease was a hoax or a government-invented illness designed to attract donor funding. This suspicion of government authorities represented a lack of vertical social cohesion, and the epidemic also led to erosion of horizontal social cohesion.


Conflict was rekindled, this time by the stigmatization of survivors, family members of those who had died, inequitable distribution of aid, and scarcity of basic necessities such as food and jobs, especially in the quarantined communities. Specific examples include a returnee from an Ebola treatment centre being denied access to the community water source, and looting of an aid distribution centre when local people were dissatisfied with how aid was being allotted.

In response to the rising conflict, the Ministry of Education, the Ministry of Youth and Sports, and UNICEF Liberia worked together to reorient the National Youth Service Programme (NYSP). Initially a thematic area in Liberia's Strategic Roadmap for National Healing, Peacebuilding, and Reconciliation, 'youth empowerment' was subsequently developed into a funded programme through collaboration between the Ministry of Internal Affairs Peacebuilding Office, UNICEF and other partners (*see 3.3*).



Liberia





The Ebola epidemic revealed deep distrust of the Government, with widespread belief by Liberians that the disease was a hoax or a government-invented illness designed to attract donor funding

At the time of the crisis, the programme was already operational, with structures and resources present in 8 of 15 counties, including 175 university graduate National Volunteers and 75 high school graduate Junior National Volunteers who had participated in training on peacebuilding and leadership skills.

The NYSP aimed to support the Government in delivering Ebola prevention education, social mobilization, peacebuilding and social services such as health care. The assumption was that if National Volunteers and Junior National Volunteers with positive service track records returned to communities they had served in, they would be accepted and trusted by community members and therefore be effective as leaders of social mobilization campaigns for Ebola prevention, and available to resolve conflicts if and when they arose.

Equipped with training from Ministry of Health specialists, 375 volunteers embarked on an Ebola response in 13 counties, in October 2014. The Volunteers conducted a large-scale awareness campaign to deliver key messages about Ebola prevention via door-to-door visits and in public spaces such as markets, places of worship and traditional conflict resolution platforms. Consistent with government intentions, the messages offered life-saving information about the disease, such as signs and symptoms, control, contact tracing and registration to assist orphans.

To enhance community capacities to resolve and manage conflict, the Volunteers coordinated with and provided training for 750 members of community peace committees. When conflicts occurred – such as disputes over land, water, domestic violence, or loans and debts, – the Volunteers worked with local leaders to introduce alternative dispute resolution mechanisms to the community.


Anecdotal reports indicate that communities turned to the Volunteers as providers of an alternative means of conflict resolution, and it was documented that the Volunteers resolved 1,362 community conflicts.

Notably, they succeeded in negotiating a peace accord in Nimba County between the Wea and Nikweah clans that had been locked in a bitter conflict following the alleged mob killing of one clan's member by the other clan. According to key informants, the conflict resolution services provided by Volunteers reduced the number of cases brought to the overburdened court system.

A vital function of the Volunteers was resolving Ebola-related conflicts, such as those arising from inequitable aid distribution and stigmatization of survivors. This work aimed to address the tensions arising from misinformation about the causes and dangers of Ebola, and the profound fear that resulted in stigmatization of survivors. As a result of the NYSP's reorientation to the Ebola response, both health and peacebuilding outputs were achieved.

With regard to health results, although it is impossible to quantify the number of lives saved by the Volunteers' efforts, it is certain that their campaign made an important contribution by reaching 44,000 people with information on causes and prevention of Ebola. Anecdotal reports indicate that communities were more educated about the disease and thus were more willing to enrol in treatment centres and less likely to be aggressive towards survivors. The Volunteer's work mitigated stigmatization and anxiety that could have turned into triggers of conflict, and offered community members the opportunity to learn new skills for conflict resolution.

A third impact that deserves highlighting is the effect of community service on youth volunteers. The NYSP programme provided a year-long opportunity to build solid peacebuilding and leadership competencies.




A vital function of the National Volunteers in Liberia was resolving Ebola-related conflicts, such as those arising from inequitable aid distribution and stigmatization of survivors. They also conducted a large-scale awareness campaign to deliver key messages about Ebola prevention

Youth testified that their work in communities of cultural identities other than their own, and the responsibilities they were entrusted with, helped them become more mature and to be more self-confident communicators, coaches, facilitators, negotiators and community educators. Many of these skills will benefit the education system, because after the completion of their community service, the majority of Volunteers were assigned as teachers in 78 schools across 13 counties.


This case demonstrates that an existing youth programme, such as NYSP in Liberia, can be reoriented and young people can receive timely and effective training to address hazards such as a health epidemic and emerging conflicts at the village level. It underscores that youth volunteers can be valuable resources in emergency contexts for the dissemination of information and community mobilization. It also illustrates how a youth volunteer programme can imbue young citizens with community education and leadership as a result of their active participation in social services delivery and decision-making processes.

Due to its success, the Government of Liberia planned to legislate for the NYSP to become independent of external donors and fully government funded. After a year of service, many Volunteers expressed that the experience, while initially difficult, had changed them and built their character and citizenship skills. A long-term challenge will be to sustain the programme by transferring skills to future cohorts of young activists.

The NYSP response to the Ebola crisis also highlights enabling factors for the success of similar programmes. For example, the participants' effectiveness in their work with communities depended on the support and involvement of community leaders and other stakeholders. Factors that can bolster



This case demonstrates that an existing youth programme, such as NYSP in Liberia, can be reoriented and young people can receive timely and effective training to address hazards such as a health epidemic and emerging conflicts at the village level



The programme underscores that youth volunteers can be valuable resources in emergency contexts for the dissemination of information and community mobilization. It also illustrates how a youth volunteer programme can imbue young citizens with community education and leadership as a result of their active participation in social services delivery and decision-making processes

community support include previous experience in the community, deep knowledge of the local practices, and formal introductions to local authorities.

The Junior National Volunteers were recruited from their own communities, so they typically knew the local language and customs. Several community leaders noted that the Junior National Volunteers' engagement in conflict resolution prior to the Ebola crisis made them more efficient peer educators during the outbreak.

The National Volunteers, however, were sent where the need was greatest during the epidemic, and it was not always possible to place them in a community where they had previous experience. This led to reduced efficiency of the National Volunteers' efforts, and in some cases, ostracism and resentment from community members.²⁵⁰

To ensure conflict-sensitive placement of programme participants in communities under duress, as was the case during the Ebola epidemic, it is crucial to reduce the risks to participants of rejection, and possibly harm, due to being wrongly perceived as a threat. But even in communities facing severe hazards, it is possible to place government-sponsored volunteers if they are known and respected by community members for their previous accomplishments.

10.2 Adolescents “speak up” in the State of Palestine

- ▶ Summary based on: UNICEF State of Palestine, *PBEA Programme Report 2013–2015*, 2016; and UNICEF, ‘State of Palestine Case Study: Adolescent Skills Development Programme in East Jerusalem’, 2015
- ▶ UNICEF’s partners: State of Palestine Ministry of Education and Higher Education, Higher Council for Youth and Sports, Palestinian Vision Organization (PalVision), MA’AN Development Center, Tamer Institute for Community Education, Save Youth Future Society, Youth Development Department, Palestine Education for Employment, Teacher’s Creativity Center

The Palestinian population is overwhelmingly young, with nearly 40 per cent aged 0–14 and 30 per cent age 15–29.²⁵¹ Younger and older adolescents (aged 10–14 and 15–19) have limited opportunities to participate constructively in society, express themselves or be agents of positive change.

In particular, adolescents’, and more specifically girls’, constructive engagement in their communities is often restricted due to conservatism, gender prejudices and fear that they might become victims of violence linked to the protracted conflict. The latter is particularly true in cities where tensions and clashes with Israeli security forces or settlers are common, with adolescents often being victims of violence, and sometimes contributing to it.

While the conflict plays a primary role in the violent environment children live in, there is another important factor: the acceptance of violence as a social norm. This includes the frequent use of corporal punishment – at home and at school –and the use of non-peaceful methods of conflict resolution in a society locked in a protracted conflict for decades. The theory of change on ‘Learning for Peace’ suggests that:

IF adolescents are provided the opportunity to gain skills and opportunities to communicate, --> THEN their positive participation in society will increase and they will express themselves in a more peaceful and constructive manner, ultimately enhancing their social inclusion and sense of belonging



State of Palestine




Recognizing that adolescents can have a crucial role in building and sustaining social cohesion and peacebuilding, UNICEF has partnered with the Palestinian Government and seven civil society organizations²⁵² to develop a life skills programme called 'Adolescents Speak Up'. It aims at building participants' skills in communication, and in the planning and implementation of social initiatives, while providing them with opportunities to lead projects that will contribute to support their peers and will help them become agents of positive change in their communities.

Since the start of the project in 2014, more than 14,000 adolescents aged 12–18 coming from vulnerable and marginalized areas have attended training on 'twenty-first century skills' and life skills. These include skills in communication, collaboration, critical and creative thinking, leadership, information technology, problem solving, active citizenship and conflict resolution. The training sessions have helped adolescents build self-esteem. They have also resulted in the mobilization of 2,800 adolescent who used their newly built civic skills to become volunteers, supporting their peers and communities.

In total, the adolescents led more than 630 initiatives tackling a wide range of local issues such as early marriage, road safety, the lack of recreational space, the need to protect the environment or the need to empower girls and women.²⁵³

Throughout the activities, the adolescents shared ideas and let their schools, communities and even policymakers know that their needs were important and their thoughts valuable. The initiative also helped increase their feeling of belonging at school, in their community and in society. Several adolescents said they were planning to start their own initiatives, for instance to advocate for a reform of textbooks or to film documentaries on human rights.

A survey conducted as a follow-up to the project showed that it has helped improve adolescents' receptiveness to the concept of social cohesion, for instance, in terms of tolerance, attitude towards



The training sessions of the 'Adolescents Speak Up' project have helped adolescents build self-esteem and become volunteers to support their peers and communities

participation in violence, or sense of belonging to the community. The survey also underlined the importance of organizing such projects with community-based organizations and local communities, and of increasing the time spent on the non-violence components.

10.3 Adolescent and youth peacebuilding competencies development in Uganda

- ▶ Summary based on: UNICEF, 'Promoting Peace in Karamoja through Integrated Adolescent and Youth Development Programmes: Lessons learned', 2016; and UNICEF Uganda, *PBEA Programme Report 2015, 2016*
- ▶ UNICEF's partner: BRAC

Karamoja is located in the arid region of north-eastern Uganda where the borders of Uganda, South Sudan, and Kenya converge. It is home primarily to the Nilotic agro-pastoralists belonging to seven ethnic groups. The region is prone to conflicts within and between clans in Uganda and to cross-border conflicts with the Turkana and Pokot of Kenya.

Cattle raiding has long been a source of both livelihood and conflict in the region. Recently, the frequency of large-scale cattle raids has been reduced due to the Government of Uganda's disarmament policy. Disengaged from cattle raids, many youths were left idle and without a way to earn a living.

Consequently, some engaged in commercial sex work, early and forced marriages, alcoholism, stealing, gambling for money, brewing of traditional beer known as kwete, and abuse of drugs. Others were accused by communities of stealing food, ox ploughs and saucepans, and of abusing those who opposed their criminal activities.

Some youth who found employment were underpaid and exploited, which led to conflicts with their employers. Because of these dynamics, community members perceived the youth as worthless and the biggest threat to peace in their communities.

In recognition that youth can be a powerful transformative force in a community's return to peace, UNICEF Uganda partnered with BRAC, an international non-governmental organization, to deliver a youth skills-building programme. The programme theory of change predicted that:

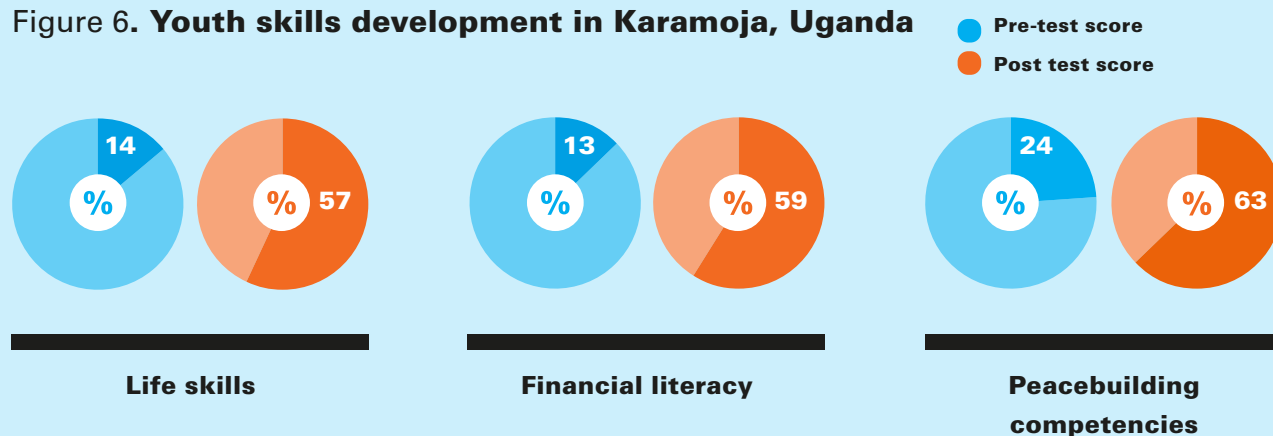
IF adolescents and youth were equipped with relevant life skills and peacebuilding competencies → THEN they can change negative perceptions of youth among community leaders and positively contribute/fully participate in the development and welfare of their communities, thus reducing conflict-promoting behaviours

The approach included two strategies for individual capacity building: (1) a communication campaign, including radio shows, 'listenership groups' and community dialogue on peace and education, and theatre performances; and (2) training for village youth clubs in Karamoja. During the programme period, a total of 900 youth from the region participated in training on such topics as life and livelihood skills, financial literacy and peacebuilding.

According to a UNICEF-commissioned study, significant results have been achieved. As illustrated in Figure 6, overall, youth benefited from an increase in financial literacy, life skills and peacebuilding competencies. Regarding life skills and financial literacy, some of the youth invested money from their refund for the cost of travelling to the training sessions into income-generating activities such as businesses in agriculture and the vocational and service industry.

Among participants, it was noted that there has been a significant increase in the formation of village savings groups and loan groups, a community structure that can only operate on trust. The emerging


Figure 6. **Youth skills development in Karamoja, Uganda**





Uganda





Youth in Uganda were acknowledged for taking action and responsibility within families and communities, and were beginning to be perceived as role models – knowledgeable, responsible, resourceful and supportive to the needs of their communities

financial status among the youth was seen as a major step towards addressing idleness and related criminal behaviour.

Where peacebuilding competencies are concerned, some youth became involved in peacebuilding processes in their respective communities. In collaboration with local authorities, elders, UNICEF and other development agencies, the youth engaged in conflict resolution processes between individuals and within and across groups.

The high level of programme participants' involvement in constructive peer groups and community action was consistently reported by participants, parents and community members. Youth themselves described how they learned from their peers, for example, how to take initiative to support vulnerable community members, or ways to pass on information and knowledge on the peaceful resolution of conflict.

Significantly, some of the adult community members changed their perceptions of the youth for the better. Youth were acknowledged for taking action and responsibility within families and communities, and were beginning to be perceived as role models – knowledgeable, responsible, resourceful and supportive to the needs of their communities. But this change was accompanied with additional expectations. For example, the community expected youth to manage bigger investments, educate the wider community of young people, solve day-to-day problems, and take up greater leadership roles within their parishes, sub-counties and districts.

This experience in Uganda illustrates that training is an effective strategy to equip adolescents and youth with life skills, financial literacy and peacebuilding competencies. It also shows that doing so can change community members' negative perceptions of adolescents and youth. The increase in positive perceptions

of youth and rising expectations for their role in society validate the programme's theory of change.

While further study is needed to measure the long-term impacts, emerging results suggest that by positively participating in peaceful conflict resolution in their communities, youth may be reducing incidents of violent conflict. Recommendations for sustaining and growing the programme include the following:

- For government, there is a need to consider practical conflict-sensitive interventions that seek to reduce youths' vulnerabilities. There is a crucial need, for example, to construct or rehabilitate water points in locations where adolescents and youth remain highly vulnerable to rape, abduction and forced marriages due to the distances covered to fetch water.
- Government involvement could also be applied to establishing a coordination mechanism for all agencies that provide services for adolescents and young people to ensure collaboration and maximization of resources.
- Development partners could train more adolescents and youth to expand the programme's reach, as well as conduct awareness campaigns for adult community members in order to strengthen their support of the youth-focused activities.
- UNICEF and other partners could carry out a participatory analysis on how the various belief systems and roles played by parents, community members and local institutions positively or negatively affect progress made by the adolescents and youth to generate 'home-grown' measures for strengthening family/community support for young people.

Development partners could train more adolescents and youth to expand the programme's reach, as well as conduct awareness campaigns for adult community members in order to strengthen their support of the youth-focused activities

10.4 Youth peacebuilding forums in Côte d'Ivoire

- ▶ Summary based on: Emilie Flower, *Case Study: Transitional justice participatory video and most significant change evaluation*, UNICEF WCARO and UNICEF Côte d'Ivoire, 2015 (video available at <www.insightshare.org/watch/video/justice-transitionnelle.html>); and UNICEF Côte d'Ivoire, *PBEA Programme Report 2015, 2016*.
- ▶ UNICEF's partners: InsightShare, ICTJ, SFCG

During episodes of conflict in Côte d'Ivoire in 2002 and 2010, youth were mobilized to support politically motivated violence. As described in a report produced by the International Center for Transitional Justice (ICTJ) and UNICEF, "Young people played a highly visible role in the horrors of the war, provoking a social tendency to characterize Ivorian youth as reckless thrillseekers, taking out their frustration with life on the society around them by destroying it."²⁵⁴

Given their historical role as both victims of political manipulation and perpetrators of group divisions and violence, youth form a key population in the context of peacebuilding in Côte d'Ivoire. However, there is little public space available for them to contribute to society.

With the understanding that young people can play a vital role in mitigating violence and promoting peace, UNICEF and ICTJ partnered to create a transitional justice network to engage youth in non-partisan forums for their expression of grievances and to foster forgiveness and peacebuilding. The guiding theory of change predicted that:

IF youth are enabled to share their experiences and their concerns related to the recent crises with peers and authority figures in their lives and learn about good citizenship → THEN this would enable youth to distance themselves from violent conflict, and ultimately prevent future mobilization into politically instigated violence

Seeking to promote reconciliation across Côte d'Ivoire, particularly after the elections, a network of 5,000 young people – many of them at one time perpetrators or witnesses of youth-led violence – was invited to join platforms for sharing their experiences during the past conflict, and discussing their roles and



Côte d'Ivoire




responsibilities in shaping the country's future. With ICTJ support, UNICEF heard their stories, sought to understand the motives behind either mobilization for or distancing themselves from violence, and learned how youth could be positively engaged in peacebuilding and transitional justice.

Youth leaders received training and were supported in creating social dialogue platforms, including special dialogue groups for young people in need of peer groups where they felt safe sharing their experiences and discussing ways to start anew. Other training efforts included documentation projects, arts, music and radio programming to reach and teach a mass audience on their experience of the conflict and their responsibilities leading up to the election and afterwards. In partnership with the Dr. Peter Graze foundation, youth artists went on tour in six conflict-affected regions and participated in popular TV and radio shows to sensitize their peers on transitional justice and peacebuilding.

The work conducted in Côte d'Ivoire enabled UNICEF and ICTJ to appreciate how youth with a history of violence can be supported in using their capacities and talents for peace initiatives, and in making their contribution to transitional justice.

In 2015, UNICEF commissioned a 'most significant change' evaluation of the transitional justice network, which at the time included around 200 dialogue groups with 5,000 participants, 30 per cent female. In the evaluation methodology, participants, or 'storytellers', documented personal accounts of their experience as a result of the programme. The sample included 30 youth, aged 18–30, who had received the UNICEF-ICTJ training and 18 who had worked with and/or been affected by programme participants; 15 of the total 48 storytellers were female.²⁵⁵



In Côte d'Ivoire, UNICEF commissioned a 'most significant change' evaluation of the transitional justice network, which included around 200 dialogue groups with 5,000 participants, 30 per cent female. In the evaluation methodology, participants documented personal accounts of their experience as a result of the programme

This youth-led participatory evaluation method involved documenting individual stories of change, some of which were recorded on video. The following sample is based on one of these stories:

The storyteller was a lone child whose mother died before the crisis. During the war, his father, who was a policeman, was abducted from his house, so the storyteller set out to find him.

His search led him to a military camp in Bouaké where he became a child soldier. He later escaped and travelled to Abidjan, where he was trained by 'Centre des Amigos' [the Amigo Foundation, an NGO that supports marginalized/out-of-school youth] as a tailor, helped to retrace his father, and introduced to the transitional justice network, where he learned how to forgive and lighten his load by talking with people about his story.

In regard to his experience with the network, the storyteller stated:

“

I didn't know that despite everything that has happened, one day I would be able to talk with people in harmony like that and explain my story. I didn't know because everything that I was, I had endured alone²⁵⁶

The evaluation asked selected trainees to analyse all the stories documented and to identify the areas in which they felt they had changed the most (key domains of change), as well as factors that inhibited or supported their change ('blockers' or 'enablers'). Trainees identified the following domains of change: forgiveness, the promotion of peace, positive models and reinforcement of capacity. Other key changes


were growth in self-confidence, shifts in behaviour, improved organization, responsibility and campaigning – indicating positive developments in competencies at the individual level.

The top enablers were the UNICEF-ICTJ training and other rights-based training, followed by ‘people of good nature’, prayer and groups. In regard to blockers, youth analysis identified ‘the crisis’, death of a family member, destruction of their homes, abandonment, armed groups, responsibility for the family, timidity, division and tradition. This kind of analysis demonstrates the participants’ capacities to think critically about their context and identify factors that promote peace.

The Learning for Peace experience in Côte d’Ivoire indicates that youth peacebuilding forums can enable young people with histories of engagement in violent conflict to speak out and share their experiences and needs, without risking persecution or stigmatization.

There are also lessons learned about the evaluation methodology. Participatory, qualitative methods such as the video and most significant change evaluation allow for rich qualitative documentation of perceptions of change experienced by programme participants. Trainers for the evaluation reflected that it functioned as an intervention in itself, because the methodology promotes critical thinking, empathy, consensus building and group facilitation skills. The evaluators reported that the production of videos of youth stories succeeded in raising awareness of peacebuilding among a wider audience.

The experience also serves as a reminder of the importance to monitor conflict sensitivity and security. Mass-media campaigns create heightened visibility of youth participants, which may result in unwanted consequences. Youth who are involved in promoting non-violence education may put themselves in harm’s way, especially if they previously participated in violent conflict and are subsequently seen as stepping away from their former associations.



The Learning for Peace experience in Côte d’Ivoire indicates that youth peacebuilding forums can enable young people with histories of engagement in violent conflict to speak out and share their experiences and needs, without risking persecution or stigmatization

**Individuals – from a child
or adolescent to a parent,
teacher or policy leader –
can be powerful
champions of peace**

Notes

Key terms

- 1 *This glossary of key terms was developed by the Humanitarian Action and Transitions Section (HATIS), Programme Division, UNICEF New York, and updated in November 2016. It served as guidance throughout implementation of Learning for Peace and will continue to be revised and applied as support for UNICEF's ongoing and future work in education and peacebuilding.*
- 2 *Definition of 'education for peacebuilding' adapted from: Herrington, Rebecca, *Emerging Practices in Design, Monitoring, and Evaluation for Education for Peacebuilding Programming*, Search for Common Ground, Washington, D.C., October 2015, p. 13.*
- 3 *Based on: UN Women Training Centre, 'Gender Equality Glossary', UN Women, Santo Domingo, Dominican Republic, 2011–2016, <<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36>>.*
- 4 *Resolution adopted by the United Nations General Assembly, 'Follow-Up to Paragraph 143 on Human Security of the 2005 World Summit Outcome', A/RES/66/290, 25 October 2012, paras. 3, 3(a).*
- 5 *UNICEF Office of Emergency Programmes, *Conflict Sensitivity and Peacebuilding in UNICEF: Technical Note*, United Nations Children's Fund, June 2012, p. 3; available under 'Guidelines and Tools' at <[www.unicef.org/emergencies.com/downloads/eresource/Conflict_Sensitivity_and_Peacebuilding.html](http://www.unicef.org/emergencies/downloads/eresource/Conflict_Sensitivity_and_Peacebuilding.html)>.*
- 6 *United Nations Children's Fund, 'Peace Education', UNICEF, 1 January 2011, <www.unicef.org/education/focus_peace_education.html>.*
- 7 *Adapted from: Decision of the United Nations Secretary-General's Policy Committee, May 2007.*
- 8 *Adapted from: UNICEF Division of Data, Research and Policy, 'Technical Note: Resilient Development', United Nations Children's Fund, New York, 18 April 2016, pp. 1, 3.*
- 9 *Colletta, Nat J., and Michelle L. Cullen, 'The Nexus between Violent Conflict, Social Capital and Social Cohesion: Case studies from Cambodia and Rwanda', *Social Capital Initiative Working Paper*, no. 23, World Bank, Washington, D.C., 2000, p. 4.*

Chapter 1: Introduction

- 10 *World Bank, *Reshaping the Future: Education and postconflict reconstruction*, World Bank, Washington, D.C., 2005, p. xii; available at <<http://documents.worldbank.org/curated/en/860731468138857154/Reshaping-the-future-Education-and-post-conflict-reconstruction>>.*
- 11 *United Nations, 'Sustainable Development Goals', 2016, <www.un.org/sustainabledevelopment/sustainable-development-goals>.*

- 12 United Nations General Assembly, 'Transforming Our World: The 2030 Agenda for Sustainable Development', A/RES/70/1, 21 October 2015, p. 2; available at <www.un.org/ga/search/viewm_doc.asp?symbol=A/RES/70/1>.
- 13 World Health Organization, 'WHO Says Address Protracted Emergencies to Achieve Sustainable Development Goals', United Nations, 12 April 2016, <www.un.org/sustainabledevelopment/blog/2016/04/who-says-address-protracted-emergencies-to-achieve-sustainable-development-goals>.
- 14 World Bank, *World Development Report 2011: Conflict, security, and development*, World Bank, Washington, D.C., 2011, p. 63; available at <<https://openknowledge.worldbank.org/handle/10986/4389>>.
- 15 Ibid., pp. 5, 65.
- 16 Hoeffler, Anke, Syeda Shahbano Ijaz and Sarah von Billerbeck, 'Post-Conflict Recovery and Peacebuilding', World Development Report 2011 Background Paper, World Bank, Washington, D.C., 10 October 2010, p. 4.
- 17 World Bank, *World Development Report 2011*, World Bank, Washington, D.C., 2011, p. 2.
- 18 Organisation for Economic Co-operation and Development, *Fragile States: Domestic revenue mobilization in fragile states*, OECD, Paris, 2014, p. 15.
- 19 United Nations High Commissioner for Refugees, 'World at War: Global trends – Forced displacement in 2014', UNHCR, Geneva, 2015, pp. 2, 3; available at <www.unhcr.org/558193896.html>.
- 20 United Nations Educational, Scientific and Cultural Organization, *EFA Global Monitoring Report 2015: Education for All 2000–2015 – Achievements and challenges*, UNESCO, Paris, 2015, p. 8.
- 21 Global Partnership for Education, 'Factsheet: Education in conflict-affected and fragile situations', GPE, 2016, p. 1.
- 22 Nicolai, Susan, et al., 'Education Cannot Wait: Proposing a fund for education in emergencies', Overseas Development Institute, London, May 2016, p. 10; available at <www.odi.org/publications/10405-education-cannot-wait-fund-education-emergencies>.
- 23 Global Coalition to Protect Education from Attack, *Lessons in War 2015: Military use of schools and universities during armed conflict*, GCPEA, New York, May 2015, p. 32; open PDF from <www.protectingeducation.org/sites/default/files/documents/eua_2014_full_0.pdf>.
- 24 Global Coalition to Protect Education from Attack, *Education Under Attack 2014*, GCPEA, New York, 2014, p. 14; available at <www.protectingeducation.org/resources>.
- 25 See, for example: FHI 360 Education Policy and Data Center, 'Horizontal Inequality in Education and Violent Conflict: Literature review', United Nations Children's Fund, New York, February 2015; available at <www.dmeforpeace.org/educateforpeace/horizontal-inequality-in-education-and-violent-conflict-literature-review>.

- 26 Bush, Kenneth D., and Diana Saltarelli, *The Two Faces of Education in Ethnic Conflict: Towards a peacebuilding education for children*, United Nations Children's Fund, Innocenti Research Centre, Florence, Italy, 2000, pp. 9–16; available at <www.unicef-irc.org/publications/269>.
- 27 FHI 360 Education Policy and Data Center, 'Does Horizontal Education Inequality Lead to Violent Conflict?: A global analysis', United Nations Children's Fund, New York, April 2015, pp. 32–33.
- 28 Ibid., p. 3.
- 29 FHI 360 Education and Policy Data Center, 'Education Inequality and Violent Conflict: Evidence and policy considerations', Policy Brief, FHI 360, Washington, D.C., June 2016, p. 3.
- 30 Ibid., p. 4.
- 31 See, for example: United Nations Peacebuilding Support Office, *Peace Dividends and Beyond: Contributions of administrative and social services to peacebuilding*, UN-PBSO, New York, 2012; available at <www.un.org/en/peacebuilding/pbso/pbresources.shtml>.
- 32 For further discussion of reconciliation in the context of transitional justice, see: Ramírez-Barat, Clara, and Roger Duthie, *Education and Transitional Justice: Opportunities and challenges for peacebuilding*, International Center for Transitional Justice and United Nations Children's Fund, New York, November 2015; available at <www.ictj.org/publication/education-transitional-justice-opportunities-challenges-peacebuilding>.
- 33 Novelli, Mario, Mieke T. A. Lopes Cardozo and Alan Smith, 'A Theoretical Framework for Analysing the Contribution of Education to Sustainable Peacebuilding: 4Rs in conflict-affected contexts', Research Consortium on Education and Peacebuilding and United Nations Children's Fund, January 2015; open PDF from <<https://educationanddevelopment.files.wordpress.com/2014/11/theoretical-framework-jan15.pdf>>. The framework builds on such work as: Fraser, Nancy, 'From Redistribution to Recognition? Dilemmas of justice in a "post-socialist" age', *New Left Review*, vol. 1/212, July–August 1995, pp. 68–93; Lederach, John Paul, *Building Peace: Sustainable reconciliation in divided societies*, United States Institute of Peace, Washington, D.C., 1997; and Galtung, Johan, 'Three Realistic Approaches to Peace: Peacekeeping, peacemaking, peacebuilding', *Impact of Science on Society*, vol. 26, no. 1–2, 1976, pp. 103–115.
- 34 Novelli, Mario, Mieke T. A. Lopes Cardozo and Alan Smith, 'A Theoretical Framework for Analysing the Contribution of Education to Sustainable Peacebuilding: 4Rs in conflict-affected contexts', Research Consortium on Education and Peacebuilding and United Nations Children's Fund, 2017.
- 35 United Nations Peacebuilding Support Office, *Peace Dividends and Beyond: Contributions of administrative and social Services to peacebuilding*, UN-PBSO, New York, 2012. See also: United Nations Educational, Scientific and Cultural Organization, *EFA Global Monitoring Report 2011: The hidden crisis – Armed conflict and education*, UNESCO, Paris, 2011; Smith, Alan, Simone Datzberger

and Alan McCully, *The Integration of Education and Peacebuilding: Synthesis report on findings from Myanmar, Pakistan, South Africa and Uganda*, Research Consortium on Education and Peacebuilding and United Nations Children's Fund, March 2016; Sayed, Yusuf, and Mario Novelli, *The Role of Teachers in Peacebuilding and Social Cohesion: Synthesis report on findings from Myanmar, Pakistan, South Africa and Uganda*, Research Consortium on Education and Peacebuilding and United Nations Children's Fund, March 2016; and Lopes Cardozo, Mieke T. A., Sean Higgins and Marielle L. J. Le Mat, *Youth Agency and Peacebuilding: An analysis of the role of formal and non-formal education – Synthesis report on findings from Myanmar, Pakistan, South Africa and Uganda*, Research Consortium on Education and Peacebuilding, University of Amsterdam.

Note: The Research Consortium on Education and Peacebuilding synthesis reports are available at <<https://educationanddevelopment.wordpress.com/rp/research-consortium-education-and-peacebuilding>>.

- 36 United Nations Children's Fund, *Annual Results Report 2015: Humanitarian action*, UNICEF, New York, June 2016, p. 7.
- 37 UNICEF Office of Emergency Programmes, *Conflict Sensitivity and Peacebuilding in UNICEF: Technical Note*, United Nations Children's Fund, June 2012, p. 1.
- 38 United Nations Children's Fund, 'UNICEF Strategic Plan, 2014–2017: Realizing the rights of every child, especially the most disadvantaged', E/ICEF/2013/21, United Nations Economic and Social Council, New York, 11 July 2013, paras. 25, 8; available at <www.unicef.org/strategicplan>.
- 39 The full text of the Charter of the United Nations, 26 June 1945, is available at <www.un.org/en/charter-united-nations>.
- 40 United Nations, 'Universal Declaration of Human Rights', Paris, 10 December 1948, available at <www.un.org/en/universal-declaration-human-rights>.
- 41 United Nations Children's Fund, 'UNICEF's Mission Statement', updated 25 April 2003, <www.unicef.org/about/who/index_mission.html>.
- 42 The Convention on the Rights of the Child and its Optional Protocols are available (under 'Basic Documents') at <www.ohchr.org/EN/HRBodies/CRC/Pages/CRC25thAnniversary.aspx>.
- 43 UNICEF Evaluation Office, *Evaluation of UNICEF's Peacebuilding, Education and Advocacy Programme (PBEA): Outcome evaluation*, United Nations Children's Fund, New York, November 2015, p. xiv.
- 44 United Nations Children's Fund, *Lessons Learned for Peace: How conflict analyses informed UNICEF's peacebuilding and education programme*, UNICEF, New York, forthcoming in 2018.
- 45 UNICEF Evaluation Office, *Evaluation of UNICEF's Peacebuilding, Education and Advocacy Programme (PBEA): Outcome evaluation*, United Nations Children's Fund, New York, November 2015, p. xiv.

- 46 United Nations Children's Fund, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: 2014 Annual Consolidated Report*, UNICEF, New York, June 2015, pp. 50–51.
- 47 Ibid., p. 49.

Chapter 2: Measuring peacebuilding results

- 48 Ricigliano, Robert, *Making Peace Last: A toolbox for sustainable peacebuilding*, Routledge, Abingdon, UK, 2016, p. 238. Steve Killelea, an Australian entrepreneur and philanthropist, founded the Institute for Economics and Peace in 2007. The Institute's ground-breaking research includes the Global Peace Index, a world-leading measure of peacefulness (see <<http://economicsandpeace.org/bio/steve-killelea>>).
- 49 See, for example: United Nations Peacebuilding Support Office, *Peace Dividends and Beyond: Contributions of administrative and social services to peacebuilding*, UN-PBSO, New York, 2012; and General Assembly Security Council, 'Report of the Secretary-General on Peacebuilding in the Immediate Aftermath of Conflict', A/63/881-S/2009/304, United Nations, 11 June 2009.
- 50 Corlazzoli, Vanessa, and Jonathan White, 'Measuring the Un-Measurable: Solutions to measurement challenges in fragile and conflict-affected environments', United Kingdom Department for International Development, March 2013, pp. 3, 45; available at <www.sfcg.org/tag/publications>.
- 51 Church, Cheyanne, and Mark M. Rogers, *Designing for Results: Integrating monitoring and evaluation in conflict transformation programs*, Part 1, Search for Common Ground, Washington, D.C., 2006, p. 93.
- 52 Examples include: Organisation for Economic Co-operation and Development, *Reducing the Involvement of Youth in Armed Violence: Programming Note*, OECD Publishing, Paris, May 2011, <www.oecd.org/dac/conflict-fragility-resilience/docs/47942093.pdf>; and David-Ferdon, Corinne, and Thomas R. Simon, *Preventing Youth Violence: Opportunities for action*, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, Atlanta, Ga., June 2014, <www.cdc.gov/violenceprevention/youthviolence/pdf/opportunities-for-action.pdf>.
- 53 Church, Cheyanne, and Mark M. Rogers, *Designing for Results*, Part 1, Search for Common Ground, Washington, D.C., 2006, p. 39.
- 54 Search for Common Ground, 'Conflict Scans: Guidance note for the conflict scan methodology – A quick and actional approach to conflict analysis', SFCG, March 2015; open PDF from <[www.dmeforpeace.org/sites/default/files/Conflict%20Scan%20Guidance%20_%20March%202015%20\(1\).pdf](http://www.dmeforpeace.org/sites/default/files/Conflict%20Scan%20Guidance%20_%20March%202015%20(1).pdf)>.
- 55 UNICEF Evaluation Office, *Evaluation of UNICEF's Peacebuilding, Education and Advocacy Programme (PBEA): Outcome evaluation*, United Nations Children's Fund, New York, November 2015, pp. 76–77.

- 56 *Adapted from: Herrington, Rebecca, *Emerging Practices in Design, Monitoring and Evaluation for Education for Peacebuilding Programming*, Search for Common Ground, Washington, D.C., October 2015, pp. 44, 34, 56–57; open PDF from <www.sfcg.org/wp-content/uploads/2016/06/Emerging-Practice-Guide.pdf>.*
- 57 *Note: As of March 2015, Rumonge was part of Bururi Province, which was subsequently separated into two provinces: Bururi and Rumonge.*
- 58 Search for Common Ground, 'Burundi: Conflict Scan', *Conflict Scan Report 1*, SFCG and United Nations Children's Fund, March 2015, p. 3.
- 59 Search for Common Ground, 'Burundi: Conflict Scan', *Conflict Scan Report 3*, SFCG, February 2016, p. 2.
- 60 Search for Common Ground, 'Burundi: Conflict Scan', *Conflict Scan Report 1*, SFCG and United Nations Children's Fund, March 2015, p. 3.
- 61 Search for Common Ground, 'Burundi: Conflict Scan', *Conflict Scan Report 3*, SFCG, February 2016, p. 1.
- 62 *Ibid.*, p. 14.
- 63 *For additional information on the role of bashingantahe, see: International Institute for Child Rights and Development, *Community Engagement to Strengthen Social Cohesion and Child Protection in Chad and Burundi: 'Bottom up' participatory monitoring, planning and action*, IICRD, 29 July 2016.*
- 64 Save the Children International and United Nations Children's Fund, *Child Protection: Knowledge, attitudes and practices study – Rakhine State, Myanmar*, SCI and UNICEF, August 2014, p. 9.
- 65 Office for the Coordination of Humanitarian Affairs, 'Myanmar: Displacement in Rakhine State (August 2013)', United Nations, <<http://reliefweb.int/report/myanmar/myanmar-displacement-rakhine-state-august-2013>>.
- 66 Office for the Coordination of Humanitarian Affairs, 'Rakhine Response Plan (Myanmar): July 2012–December 2013', United Nations, 2013, p. 21.
- 67 Most of them belonging to the self-identified Rohingya community.
- 68 *This definition of 'social cohesion' was extrapolated from: Colletta, Nat J., and Michelle L. Cullen, 'The Nexus between Violent Conflict, Social Capital and Social Cohesion: Case studies from Cambodia and Rwanda', *Social Capital Initiative Working Paper*, no. 23, World Bank, Washington, D.C., 2000, p. 4.*
- 69 Herrington, Rebecca, Bosun Jang and Veronica Lee, *Social Cohesion of Children and Youth in Pakistan: UNICEF Pakistan Social Cohesion and Resilience Programme* (draft), United Nations Children's Fund, Islamabad, October 2015, pp. 15, 13, 19, 22, 24 (final report forthcoming).

- 70 Herrington, Rebecca, Bosun Jang and Veronica Lee, *Social Cohesion of Children and Youth in Pakistan: UNICEF Pakistan Social Cohesion and Resilience Programme* (draft), United Nations Children's Fund, Islamabad, October 2015, pp. 6–7 (final report forthcoming).
- 71 UNICEF Pakistan, *Education for Social Cohesion and Resilience: Pakistan Peacebuilding, Education and Advocacy Programme*, United Nations Children's Fund, Islamabad, 2016, p. 13.
- 72 UNICEF Evaluation Office, *Evaluability Assessment of the Peacebuilding Education and Advocacy Programme*, United Nations Children's Fund, New York, November 2013.
- 73 Pham, Phuong N., Patrick Vinck and Niamh Gibbons, *Uganda: Population-based survey on peace and education*, Harvard Humanitarian Initiative, Brigham and Women's Hospital, and United Nations Children's Fund, Cambridge, Mass., Boston and New York, December 2015.
- 74 PeacebuildingData.org, 'Uganda UNICEF Study 2015', Harvard Humanitarian Initiative, Cambridge, Mass., <www.peacebuildingdata.org/interactivemaps/uganda2015#/?series=Overall&indicator=7_2_1>

Chapter 3: Policy and institutional capacity building

- 75 United Nations Educational, Scientific and Cultural Organization, *EFA Global Monitoring Report 2011: The hidden crisis, armed conflict and education*, UNESCO, Paris, 2011, p. 160.
- 76 See, for example: Scott-Villiers, Patta, et al., *A Study of Education and Resilience in Kenya's Arid and Semi-Arid Lands*, UNICEF Eastern and Southern Africa Regional Office, Nairobi, November 2015, p. xiii.
- 77 United Nations Children's Fund, 'Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: Conflict Analysis Summary – Sierra Leone,' UNICEF, New York, March 2015, p. 3.
- 78 See, for example: Carnegie Commission on Preventing Deadly Conflict, *Preventing Deadly Conflict*, Carnegie Corporation of New York, New York, 1997; and Development Assistance Committee, *DAC Guidelines on Conflict, Peace and Development Co-Operation*, Organisation for Economic Co-operation and Development, Paris, 1997.
- 79 General Assembly Security Council, 'Prevention of Armed Conflict: Report of the Secretary-General' (A/55/985–S/2001/574), United Nations, New York, 7 June 2001, para. 69; available at <<https://reliefweb.int/report/world/prevention-armed-conflict-report-secretary-general-a55985-s2001574>>.
- 80 United Nations Education Scientific and Cultural Organization, et al., 'Policy: Where do we want to go?', Booklet 3, *Safety, Resilience, and Social Cohesion: A guide for education sector planners*, International Institute for Educational Planning, Paris, 2015, p. 10; available at <<http://education4resilience.iiep.unesco.org/en/node/110>>.
- 81 Smith, Alan, 'Peacebuilding Priorities for Education', presentation to the Pan Africa Symposium for Education Ministers in Africa, Addis Ababa, 1–3 June 2016.

- 82 United Nations Children's Fund, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: 2014 Annual Consolidated Report*, UNICEF, New York, June 2015, p. 19.
- 83 Organisation for Economic Co-operation and Development, *Supporting Statebuilding in Situations of Conflict and Fragility: Policy guidance*, DAC Guidelines and Reference Series, OECD Publishing, 2011, p. 3.
- 84 UNESCO International Institute for Educational Planning, Global Education Cluster and United Nations Children's Fund, *Guidance Notes for Educational Planners: Integrating conflict and disaster risk reduction into education sector planning* (draft), IIEP, Paris, 2011; available at <www.iiep.unesco.org/en/integrating-conflict-and-disaster-risk-reduction-education-sector-planning-2889>.
- 85 See, for example: United Nations Educational, Scientific and Cultural Organization, et al., 'Overview: Curriculum enhancement to promote safety, resilience, and social cohesion', Booklet 1, *Safety, Resilience, and Social Cohesion: A guide for curriculum developers*, International Institute for Educational Planning, Paris, 2015.
- 86 United Nations Children's Fund, 'Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: Conflict Analysis Summary – Sierra Leone,' UNICEF, New York, March 2015, pp. 2–3.
- 87 See, for example: UNICEF – Teachers Talking about Learning, 'Child Protection: Discipline and violence', United Nations Children's Fund, 2001, <www.unicef.org/teachers/protection/violence.htm>.
- 88 UNICEF Sierra Leone, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: UNICEF Sierra Leone 2014 Annual Report*, United Nations Children's Fund, 2015, p. 9.
- 89 Information on the Myanmar Comprehensive Education Sector Review can be found at: <www.cesrmm.org/index.php/en>.
- 90 Ministry of Internal Affairs, et al., *Towards a Reconciled, Peaceful and Prosperous Liberia: A strategic roadmap for national healing, peacebuilding and reconciliation* (July 2013–June 2030), Republic of Liberia, 2013, p. 2.
- 91 Republic of Liberia, 'Agenda for Transformation: Steps toward Liberia RISING 2030', Government of Liberia, 15 April 2013, p. 132; available at <<http://allafrica.com/view/resource/main/main/id/00080846.html>>.
- 92 UNICEF West and Central Africa Regional Office, 'West and Central Africa Regional Priorities 2016–2021', United Nations Children's Fund, Dakar, 28 December 2015, p. 6.
- 93 Ibid., pp. 7, 9. *Percentages for primary completion and attendance based on*: UNESCO Institute for Statistics, 'Data Centre: Education', United Nations Educational, Scientific and Cultural Organization, Montreal, 2014.

- 94 UNESCO-IIEP and UNICEF WCARO, *Guidance Notes for Educational Planners: Integrating conflict and disaster risk reduction into education sector planning*, International Institute for Educational Planning, Paris, 2011; available at <www.iiep.unesco.org/en/integrating-conflict-and-disaster-risk-reduction-education-sector-planning-2889>.
- 95 Volumes 1 and 2 of the *Education Sector Analysis Methodological Guidelines* are available at <www.iipe-poledakar.org/en/publications/methodological-documents>.
- 96 Global Partnership for Education and UNESCO-IIEP, 'Guidelines for Education Sector Plan Preparation', International Institute for Educational Planning, Paris, 2015; available at <www.globalpartnership.org/content/guidelines-education-sector-plan-preparation>.

Chapter 4: Learning materials and curricula

- 97 Sayed, Yusuf, and Mario Novelli, 'The Crucial Role of Teachers in Peacebuilding', Global Partnership for Education, 28 October 2015, <www.globalpartnership.org/blog/crucial-role-teachers-peacebuilding>.
- 98 *A detailed description of types of bias that can be found in textbooks is offered at:* Sadker, David, 'Seven Forms of Bias in Instructional Materials', Myra Sadker Foundation, Tucson, Ariz., <www.sadker.org/curricularbias.html>.
- 99 Hussain, Azhar, Ahmad Salim and Arif Naveed, *Connecting the Dots: Education and religious discrimination in Pakistan – A study of public schools and madrassas*, United States Commission on International Religious Freedom, Washington, D.C., November 2011, p. 15.
- 100 United Nations Children's Fund, *Lessons Learned for Peace: How conflict analyses informed UNICEF's peacebuilding and education programme*, UNICEF, New York, forthcoming in 2018.
- 101 United Nations Educational, Scientific and Cultural Organization, *EFA Global Monitoring Report 2011: The hidden crisis, armed conflict and education*, UNESCO, Paris, 2011, p. 7.
- 102 United Nations Children's Fund, *Lessons Learned for Peace: How conflict analyses informed UNICEF's peacebuilding and education programme*, UNICEF, New York, forthcoming in 2017.
- 103 Bentreovato, Denise, Karina V. Korostelina and Martina Schulze, eds., *History Can Bite: History education in divided and postwar societies*, V&R unipress, Göttingen, Germany, 2016, p. 17; available at <[http:// repository.gei.de/handle/11428/202](http://repository.gei.de/handle/11428/202)>.
- 104 Kagawa, Fumiyo, and David Selby, *Child-Friendly Schooling for Peacebuilding*, UNICEF, New York, September 2014, p. 35.
- 105 Wray, Dylan, 'Facing the Past – Transforming Our Future: A professional development program for history teachers in South Africa', Chapter 11 in *Transitional Justice and Education: Learning peace*,

edited by Clara Ramírez-Barat and Roger Duthie, Social Science Research Council, New York, 2016, pp. 335–361; available at <www.ssrc.org/publications/view/transitional-justice-and-education-learning-peace>.

- 106 *Two illustrated books developed in Liberia – Sara and the Plum Tree Palaver and Let’s Speak Out – aim to promote peacebuilding and address sexual violence against children, respectively. See:* Worzi, Alvin, ‘New Supplementary Reader Promotes Peace’, *Daily Observer*, 23 February 2014, <www.liberianobserver.com/news/new-supplementary-reader-promotes-peace>; and Harmon, William Q., ‘Gov’t, UNICEF Intensify Fight against Rape’, *Daily Observer*, 10 June 2014, <www.liberianobserver.com/news/gov%E2%80%99t-unicef-intensify-fight-against-rape>.
- 107 Kagawa, Fumiyo, and David Selby, *Child-Friendly Schooling for Peacebuilding*, UNICEF, New York, September 2014, p. 34.
- 108 *An example of a curriculum designed to promote critical thinking on issues of equality, justice and crisis is found in:* Parker, Walter C., Akira Inomiya and John Cogan, ‘Educating World Citizens: Toward multinational curriculum development’, *American Educational Research Journal*, vol. 36, no. 2, Summer 1999, pp. 117–145.
- 109 United Nations Children’s Fund, ‘Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: Social Cohesion and Resilience Analysis Summary’, UNICEF, New York, March 2016, pp. 3–4.
- 110 *See, for example:* National Commission for Justice and Peace, ‘Education vs. Fanatic Literacy: A study on the hate content in the textbooks in Punjab and Sindh Provinces’, NCJP, Lahore, Pakistan, March 2013.
- 111 Nayyar, A. H., and Ahmad Salim, eds., ‘The Subtle Subversion: The state of curricula and textbooks in Pakistan’, Sustainable Development Policy Institute, Islamabad, n.d.; and Ghosh, Shreya, ‘Activating Citizenship: The nation’s use of education to create notions of identity and citizenship in South Asia’, *International Journal of Progressive Education*, vol. 8, no. 3, October 2012, pp. 128–139.
- 112 Barakat, Sultan, et al., *Beyond Fragility: A conflict and education analysis of the Somali context*, University of York and United Nations Children’s Fund, 2014, pp. 2–3, 60, 82; open PDF from <www.york.ac.uk/media/prdu/documents/publications/Beyond%20Fragility-a%20conflict%20and%20education%20analysis%20of%20the%20Somali%20context.pdf>.
- 113 Knezevic, Neven, and W. Glenn Smith, *Reducing Fragility and Supporting Peacebuilding through Youth Facilitation of the National Education Curriculum Framework in Somalia: Achievements, challenges and lessons learned*, UNICEF Eastern and Southern Africa Regional Office, Nairobi, July 2015.

- 114 United Nations Office for the Coordination of Humanitarian Affairs, 'South Sudan Crisis: Humanitarian Snapshot', OCHA, 15 August 2014; available at <<http://reliefweb.int/report/south-sudan/south-sudan-crisis-humanitarian-snapshot-15-august-2014>>.
- 115 Novelli, Mario, et al., *Exploring the Linkages between Education Sector Governance, Inequity, Conflict, and Peacebuilding in South Sudan*, UNICEF Eastern and Southern Africa Regional Office, Nairobi, February 2016, p. 1.
- 116 UNICEF South Sudan, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: UNICEF South Sudan Programme Report 2015* (final), United Nations Children's Fund, New York, 30 June 2016, p. 4.
- 117 UNICEF South Sudan, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: UNICEF South Sudan Programme Report 2015* (final), United Nations Children's Fund, New York, 30 June 2016, p. 9.
- 118 Knezevic, Neven, and W. Glenn Smith, *Curriculum, Life Skills and Peacebuilding Education: Promoting equity and peacebuilding in South Sudan – Results and lessons Learned*, UNICEF Eastern and Southern Regional Office, Nairobi, June 2015.

Chapter 5: Access to conflict-sensitive education and non-formal schooling

- 119 UNICEF Turkey, 'A New Safe Space for Syrian and Turkish Girls', United Nations Children's Fund, Şanlıurfa, 14 December 2015, <www.unicef.org.tr/basinmerkezidetay.aspx?id=22611&dil=en&d=1>.
- 120 Coombs, Philip H., and Manzoor Ahmed, *Attacking Rural Poverty: How non-formal education can help*, Johns Hopkins University Press, Baltimore and London, 1974, p. 8. *See also*: Yasunaga, Mari, 'Non-Formal Education as a Means to Meet the Learning Needs of Out-Of-School Children and Adolescents', UNESCO Institute for Statistics and United Nations Children's Fund, 2 May 2014; and Baxter, Pamela, and Lynne Bethke, *Alternative Education: Filling the gap in emergency and post-conflict situations*, International Institute for Educational Planning, Paris, 2009.
- 121 *See, for example*: Bush, Kenneth D., and Diana Saltarelli, *The Two Faces of Education in Ethnic Conflict: Towards a peacebuilding education for children*, United Nations Children's Fund, Innocenti Research Centre, Florence, Italy, 2000, pp. 9–16.
- 122 United Nations Children's Fund, 'Social Cohesion and Resilience Analysis Summary: Pakistan', UNICEF, New York, March 2016, p. 7.
- 123 Pinheiro, Paulo Sérgio, *World Report on Violence against Children*, United Nations Secretary-General's Study on Violence against Children, 2006, p. 319.

- 124 United Nations Children's Fund, *Lessons Learned for Peace: How conflict analyses informed UNICEF's peacebuilding and education programme*, UNICEF, New York, forthcoming in 2017.
- 125 United Nations Children's Fund, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: 2014 Annual Consolidated Report*, UNICEF, New York, June 2015, p. 16.
- 126 See, for example: United Nations Peacebuilding Support Office, *Peace Dividends and Beyond: Contributions of administrative and social services to peacebuilding*, UN-PBSO, New York, 2012.
- 127 Farrell, Joseph P., and Ash Hartwell, *Planning for Successful Alternative Schooling: A possible route to education for all*, UNESCO-IIEP, 2008, p. 8; open PDF from <<http://unesdoc.unesco.org/images/0015/001598/159851e.pdf>>.
- 128 Greater detail on the application of conflict sensitivity to education activities can be found in the following source and the corresponding training materials: Inter-Agency Network for Education in Emergencies, *INEE Guidance Note on Conflict Sensitive Education*, INEE, New York, 2013; available at <http://toolkit.ineesite.org/inee_conflict_sensitive_education_pack>.
- 129 United Nations Children's Fund, 'Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: Conflict Analysis Summary – Chad,' UNICEF, New York, February 2015.
- 130 Ministry of Education, 'Présentation du Guide de construction sensible aux crises: évidences et leçons' (Presentation on the Guide to Crises-Sensitive Construction: Evidence and lessons), Republic of Chad and United Nations Children's Fund, 2016.
- 131 EFA Global Monitoring Report, 'Regional Fact Sheet: Education in Eastern Africa', ED/EFS/MRT/2013/FS/1 REV.2, United Nations Educational, Scientific and Cultural Organization, Paris, January 2014, p. 4.
- 132 UNICEF Ethiopia, 'Equity, Social Cohesion and Peacebuilding through the Education Sector: Context analysis for the Developing Regional States of Ethiopia', United Nations Children's Fund, Addis Ababa, 2014.
- 133 Ministry of Education, 'Education Sector Development Plan II', Government of Ethiopia, Addis Ababa, 2002, p. 16.
- 134 United Nations Children's Fund, 'Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: Social Cohesion and Resilience Analysis Summary – Pakistan,' UNICEF, New York, March 2016, pp. 3–4.
- 135 Malik, Alla Bakhsh, et al., 'Pakistan Education Statistics 2012–2013', National Education Management Information System, Academy of Educational Planning and Management, Ministry of Federal Education and Professional Training, Islamabad, 2014, p. 55.
- 136 Moulton, Jeanne, et al., 'Madrasah Education: What Creative Associates has learned', Creative Associates International, Washington, D.C., 2008, p. 2.

- 137 Peace Education and Development Foundation, 'Baseline and Endline Survey on Social Cohesion and Resilience in Swat', UNICEF Pakistan, Islamabad, 2014.
- 138 Aga Khan University-Institute for Educational Development and UNICEF Pakistan, 'Promoting Social Cohesion through Creativity in Madrasas: Evidence from Swat District, Pakistan – Case study' (draft), United Nations Children's Fund, Islamabad, p. 15.
- 139 UNICEF Pakistan, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: UNICEF Pakistan 2015 Annual Report*, United Nations Children's Fund, New York, 2016, p. 11.
- 140 United Nations High Commissioner for Refugees, 'Kenya Factsheet', UNHCR, 31 October 2016, p. 2.
- 141 Redden, Jack, ed., 'World's Biggest Refugee Camp 20 Years Old', United Nations High Commissioner for Refugees, Geneva, 21 February 2012, <www.unhcr.org/en-us/news/makingdifference/2012/2/4f439dbb9/dadaab-worlds-biggest-refugee-camp-20-years-old.html>.
- 142 UNICEF-UNHCR Dadaab EMIS, July 2016 (internal data).
- 143 King, Elisabeth, and Chrissie Monaghan, *Peace Education and Peacebuilding in Dadaab Refugee Camp: Results and lessons learned*, UNICEF Eastern and Southern Africa Regional Office, Nairobi, 19 December 2015, pp. 8–9.
- 144 Women's Refugee Commission, 'Strategic Research into the Youth Education Pack (YEP) Model', Norwegian Refugee Council, 2015, p. 4; available at <www.nrc.no/resources/reports/strategic-research-into-the-youth-education-pack-yep-model>.
- 145 Monaghan, Chrissie, and Elisabeth King, *Youth Education Programming and Peacebuilding in Dadaab Refugee Camp: Results and lessons learned*, UNICEF Eastern and Southern Africa Regional Office, Nairobi, 10 December 2015.

Chapter 6: Security and non-violence in schools, learning spaces and communities

- 146 Global Coalition to Protect Education from Attack, *What Schools Can Do to Protect Education from Attack and Military Use*, GCPEA, New York, September 2016, p. 3; available at <www.protectingeducation.org/resources>.
- 147 United Nations Secretary-General's Study on Violence against Children, 'Where Violence Occurs: In schools and educational settings', <www.unviolencestudy.org>. *See also*: United Nations Educational, Scientific and Cultural Organization, *Stopping Violence in Schools: A guide for teachers*, UNESCO, Paris, 2011, pp. 9–14; available at <www.ungei.org/resources/5878.htm>.

- 148 UNICEF State of Palestine, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: UNICEF State of Palestine 2014 Annual Report*, United Nations Children's Fund, New York, 2015, pp. 3, 12.
- 149 United Nations Children's Fund, 'Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: Conflict Analysis Summary – Somalia,' UNICEF, New York, June 2014, pp. 6, 7.
- 150 *International agreements that regulate or ban the use of landmines and explosive remnants of war include the International Anti-Personnel Mine Ban Treaty (1997) and the Convention on Cluster Munitions (2008)*. See: United Nations Mine Action Service, 'Laws & Treaties', United Nations, 2016, <www.mineaction.org/resources/lawstreaties>.
- 151 Office of the Special Representative of the Secretary-General for Children and Armed Conflict, 'Landmines, Cluster Munitions, and Unexploded Ordnances', United Nations, <<https://childrenandarmedconflict.un.org/effects-of-conflict/landmines-cluster-munitions-and-unexploded-ordnances>>.
- 152 *For global fact sheets on the statistics that are available, see:* Persi, Loren, 'Victim Assistance Information Gateway: Landmines/ERW & children', <<https://victimassistance.wordpress.com/advocacy/mines-and-children>>.
- 153 United Nations Children's Fund, 'Risk-Informed Programming for Resilience: Guidance note', UNICEF, New York, forthcoming in 2017.
- 154 Reilly, Elena, *Peacebuilding Knowledge, Attitudes and Skills: Desk review and recommendations*, United Nations Children's Fund, New York, June 2013, p. 20.
- 155 UNICEF Division of Policy and Practice, 'Education in Conflict and Transition Contexts: Case studies from the Democratic Republic of the Congo, Nepal and Southern Sudan', United Nations Children's Fund, New York, 2010, pp. 11–12; available (English) at <www.unicef.org/french/evaluation/index_56532.html>. See also: Global Coalition to Protect Education from Attack, *Study on Field-Based Programmatic Measures to Protect Education from Attack*, GCPEA, New York, December 2011, pp. 15, 22.
- 156 United Nations Children's Fund, 'Social Cohesion & Education Sector Analysis Summary – State of Palestine', UNICEF, New York, May 2016, pp. 2, 4–5, 7.
- 157 Palestinian Central Bureau of Statistics, 'Multiple Indicator Cluster Survey 2014: Key findings', Ramallah, Palestine, February 2015, p. 21.
- 158 Planning and Development General Directorate, 'Baseline Assessment of Violence', Ministry of Education and Higher Education, Ramallah, Palestine, 2011.
- 159 See: United Nations Children's Fund, 'Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: Conflict Analysis Summary – Somalia,' UNICEF, New York, June 2014.

- 160 Barakat, Sultan, et al., *Beyond Fragility: A conflict and education analysis of the Somali context*, University of York and United Nations Children's Fund, 2014.
- 161 Herrington, Rebecca, 'Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: Schools as Zones of Peace programme – UNICEF Somalia Case Study' (draft), United Nations Children's Fund, New York, June 2015.
- 162 Knezevic, Neven, and W. Glenn Smith, *Humanitarian Action, Conflict Sensitivity and Peacebuilding through Education in South Sudan: Achievements, challenges, and lessons learned*, UNICEF Eastern and Southern Africa Regional Office, Nairobi, 2015.
- 163 *For further information, see:* Global Coalition to Protect Education from Attack, 'Safe Schools Declaration Endorsements', 2018, <www.protectingeducation.org/guidelines/support>.
- 164 Myint, Jack, 'The Truth about Myanmar's New Ceasefire Agreement', *The Diplomat*, 30 October 2015, <<http://thediplomat.com/2015/10/the-truth-about-myanmars-new-ceasefire-agreement>>.
- 165 *The Economist*, 'Landmines in Myanmar: Politically explosive', Hpa-An and Yangon, 13 July 2013, <www.economist.com/news/asia/21581775-failure-clear-landmines-casts-doubt-myanmars-peace-processes-politically-explosive>.
- 166 Geneva Call and DCA Mine Action, 'Humanitarian Impact of Landmines in Burma/Myanmar', Geneva Call, Geneva, 2011, p. 3; available at <<http://reliefweb.int/report/myanmar/humanitarian-impact-landmines-burmamyanmar>>.
- 167 International Campaign to Ban Landmines, 'Spotlight on Myanmar', ICBL, 27 March 2014, <www.icbl.org/en-gb/news-and-events/news/2014/spotlight-on-myanmar.aspx>.

Chapter 7: Community conflict resolution and communication for peacebuilding

- 168 United Nations Children's Fund, 'Education for Peacebuilding: Sara's story', UNICEF, New York, 3 June 2016; see the video at <www.youtube.com/watch?v=0T6JRjdbeOE>.
- 169 Kagawa, Fumiyo, and David Selby, *Child-Friendly Schooling for Peacebuilding*, UNICEF, New York, September 2014, p. 6.
- 170 *See, for example:* Østby, Gundrun, 'Horizontal Inequalities, Political Environment, and Civil Conflict: Evidence from 55 developing countries, 1986–2003', World Bank, Washington, D.C., 2007.
- 171 FHI 360 Education Policy and Data Center, 'Horizontal Inequality in Education and Violent Conflict: Literature review', United Nations Children's Fund, New York, February 2015, p. 11.

- 172 See Stewart's concept of horizontal inequalities and Ted Gurr's concept of relative deprivation, both of which describe how inequalities between groups may give rise to conflict, as cited in: Stewart, Frances, 'Horizontal Inequalities as a Cause of Conflict: A review of CRISE findings', World Development Report 2011 Background Paper, World Bank, Washington, D.C., 20 August 2010, p. 2.
- 173 Lederach, John Paul, *Preparing for Peace: Conflict transformation across cultures*, Syracuse University Press, Syracuse, New York, 1995.
- 174 Haider, Huma, 'Community-Based Approaches to Peacebuilding in Conflict-Affected and Fragile Contexts', *Governance and Social Development Resource Centre Issues Paper*, International Development Department, University of Birmingham, November 2009, pp. 4–5; available at <<http://epapers.bham.ac.uk/642>>.
- 175 UNICEF Côte d'Ivoire, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: UNICEF Côte d'Ivoire 2014 Annual Report*, United Nations Children's Fund, 2015, pp. 5, 6–7.
- 176 UNICEF Côte d'Ivoire, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: UNICEF Côte d'Ivoire Programme Report 2015*, United Nations Children's Fund, New York, 2016, p. 12.
- 177 Ibid., p. 13.
- 178 Flower, Emilie, *Case Study: Peace clubs – Participatory video and most significant change evaluation*, UNICEF West and Central Africa Regional Office and UNICEF Côte d'Ivoire, 2015, p. 13.
- 179 Ibid., pp. 6–8.
- 180 Brown, Michelle, and Michael Boyce, 'DR Congo: Katanga in crisis', Refugees International, Washington, D.C., 26 June 2014, pp. 1, 2–3, ; available at <www.refugeesinternational.org/reports/2015/10/13/dr-congo-katanga-in-crisis>.
- 181 United Nations Children's Fund, 'Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: Conflict Analysis Summary – Democratic Republic of the Congo', UNICEF, New York, March 2015, p. 7.
- 182 United Nations Children's Fund, 'Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme Case Study: Social integration of Pygmies in Manono Territory, Katanga Province, Democratic Republic of the Congo' (draft), UNICEF, New York, February 2015.
- 183 Ibid., p. 11.
- 184 See, for example: Pettigrew, Thomas F., and Linda R. Tropp, 'A Meta-Analytic Test of Intergroup Contact Theory', *Journal of Personality and Social Psychology*, vol. 90, no. 5, 2006, pp. 751–783.
- 185 Staub, Ervin, *Overcoming Evil: Genocide, violent conflict, and terrorism*, Oxford University Press, New York, 2011, p. 341.

- 186 United Nations High Commissioner for Refugees, 'Kenya Factsheet', UNHCR, October 2016, p. 2; open PDF from <www.unhcr.org/ke/wp-content/uploads/sites/2/2016/12/Kenya-Operation-Factsheet-October-2016.pdf>.
- 187 King, Elisabeth, and Chrissie Monaghan, *Peace Education and Peacebuilding in Dadaab Refugee Camp: Results and lessons learned*, UNICEF Eastern and Southern Africa Regional Office, Nairobi, 19 December 2015, pp. 8–9.
- 188 UNICEF Press Centre, 'Yemen', United Nations Children's Fund, 3 August 2016, <www.unicef.org/media/media_82622.html>.
- 189 *See, for example*: Office for the Coordination of Humanitarian Affairs, 'Under-Secretary-General for Humanitarian Affairs and Emergency Relief Coordinator, Stephen O'Brien: Statement to the Security Council on Yemen', United Nations, New York, 16 February 2016.
- 190 United Nations Children's Fund, 'News Note: UNICEF calls for safety of schools in Yemen as the new school year opens', UNICEF, Sana'a/Geneva, 4 October 2016, <www.unicef.org/media/media_92867.html>.
- 191 Harneis, Julien, 'Statement on the Killings of Children in Recent Escalation of Violence: Attributable to Julien Harneis, UNICEF representative in Yemen', UNICEF, Sana'a, 9 August 2016, <www.unicef.org/media/media_92068.html>.
- 192 United Nations Children's Fund, 'News Note: UNICEF calls for safety of schools in Yemen as the new school year opens', UNICEF, Sana'a/Geneva, 4 October 2016, <www.unicef.org/media/media_92867.html>.
- 193 C4D Network Ltd., 'Yemen: Puppet shows for peacebuilding – A case study' (draft), United Nations Children's Fund and Search for Common Ground, Sana'a, January 2016, p. 6.
- 194 United Nations Children's Fund, 'Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: Conflict Analysis Summary – Burundi', UNICEF, New York, February 2105, pp. 3, 4.

Chapter 8: Gender

- 195 Rehn, Elisabeth, and Ellen Johnson Sirleaf, *Women, War and Peace: The independent experts' assessment on the impact of armed conflict on women and women's role in peace-building*, United Nations Development Fund for Women, New York, 2002, p. 76.
- 196 *See, for example*: International Crisis Group, 'Beyond Victimhood: Women's peacebuilding in Sudan, Congo and Uganda', *Africa Report*, no. 112, 28 June 2006; International Peace Institute, 'Women in Conflict Mediation: Why it matters', Issue Brief, IPI, New York, September 2013; and O'Reilly, Maria, Andrea Ó Súilleabháin and Thania Paffenholz, 'Reimagining Peacemaking: Women's roles in peace processes', International Peace Institute, New York, 2015.

- 197 World Bank, 'Integrating Gender into the World Bank's Work: A strategy for action', World Bank, Washington, D.C., 2002, pp. 1–16.
- 198 United Nations Security Council, 'Resolution 1325 (2000)', S/RES/1325 (2000), United Nations, New York, 31 October 2000. To date, this is the most comprehensive resolution on linking the issue of gender equality with peace and security, and is supported by six additional Security Council resolutions: 1820 (2008), 1888 (2009), 1889 (2009), 1960 (2010), 2106 (2013) and 2122 (2013). These resolutions are available at <www.un.org/en/sc/documents/resolutions>.
- 199 Von Joeden-Forgey, Elisa, 'Gender, Sexualized Violence, and the Prevention of Genocide', Chapter 6 in *Reconstructing Atrocity Prevention*, edited by Sheri P. Rosenberg, Tibi Galis and Alex Zucker, Cambridge University Press, New York, 2016, pp. 129–130.
- 200 Francesch, Maria Cañadas, et al., *Alert 2010! Report on conflicts, human rights and peacebuilding*, Escola de Cultura de Pau, Barcelona, 30 December 2009, p. 140.
- 201 United Nations Children's Fund, 'Gender, Education and Peacebuilding Brief: Emerging issues from "Learning for Peace" ', UNICEF, New York, January 2016, p. 2, citing: Caprioli, Mary, 'Gender Equality and Civil Wars', *CPR Working Paper*, no. 8, World Bank, Washington, D.C., September 2003; Caprioli, M., 'Primed for Violence: The role of gender inequality in predicting internal conflict', *International Studies Quarterly*, vol. 49, 2005, pp. 161–178; and Melander, Erik, 'Gender Equality and Intrastate Armed Conflict', *International Studies Quarterly*, vol. 49, no. 4, December 2005, pp. 695–714
- 202 See, for example: Hudson, Valerie M., et al., *Sex & World Peace*, Columbia University Press, New York, April 2012, p. 3.
- 203 FHI 360 Education and Policy Data Center, 'Education Inequality and Violent Conflict: Evidence and policy considerations', Policy Brief, FHI 360, Washington, D.C., June 2016, p. 3.
- 204 Rehn, Elisabeth, and Ellen Johnson Sirleaf, Women, *War and Peace: The independent experts' assessment on the impact of armed conflict on women and women's role in peace-building*, United Nations Development Fund for Women, New York, 2002, p. 79.
- 205 See: O'Gorman, Eleanor, *Independent Thematic Review on Gender for the UN Peacebuilding Support Office (PBSO): Final report*, PBSO, March 2014; and Coomaraswamy, Radhika, *Preventing Conflict, Transforming Justice, Securing the Peace: A global study on the implementation of United Nations Security Council resolution 1325*, UN Women, 2015; available at <<http://wps.unwomen.org/resources>>.
- 206 United Nations Children's Fund, 'Gender, Education and Peacebuilding Brief: Emerging issues from "Learning for Peace" ', UNICEF, New York, January 2016, p. 6.
- 207 Sommers, Marc, and Stephanie Schwartz, 'Dowry and Division: Youth and state building in South Sudan', *Special Report*, no. 295, United States Institute of Peace, Washington, D.C., November 2011, p. 1.

- 208 United Nations Girls' Education Initiative, 'School-Related Gender-Based Violence Is Preventing Education for All', Policy Paper 17, EFA Global Monitoring Report-UNESCO, Paris, March 2015, pp. 3, 2, 4.
- 209 Parkes, Jenny, et al., *A Rigorous Review of Global Research Evidence on Policy and Practice on School-Related Gender-Based Violence*, United Nations Children's Fund, New York, 2016, pp. VIII, VI; available at <<http://hivhealthclearinghouse.unesco.org/library/documents/rigorous-review-global-research-evidence-policy-and-practice-school-related-gender>>.
- 210 United Nations Children's Fund, 'Gender, Education and Peacebuilding Brief: Emerging issues from "Learning for Peace" ', UNICEF, New York, January 2016, p. 3.
- 211 United Nations Educational, Scientific and Cultural Organization, 'Children Still Battling to Go to School', EFA Global Monitoring Report Policy Paper, no. 10, UNESCO, Paris, July 2013, p. 1.
- 212 United Nations Children's Fund, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: 2014 Annual Consolidated Report*, UNICEF, New York, 2015, p. 40. See also: United Nations Children's Fund, 'Gender Equality and the Empowerment of Women and Girls: The case for support', UNICEF, New York, December 2015; available at <www.unicef.org/publicpartnerships/66662_66875.html>.
- 213 United Nations Children's Fund, 'Breaking Down Gender Stereotypes in Schools in Uganda', UNICEF, Kampala, 15 May 2015, <<http://learningforpeace.unicef.org/blog/breaking-down-gender-stereotypes-in-schools-in-uganda>>. NO LONGER AVAILABLE
- 214 See, for example: El-Bushra, Judy and Emilie Rees Smith, *Gender, Education and Peacebuilding: A review of selected Learning for Peace case studies*, United Nations Children's Fund, New York, June 2016.
- 215 United Nations Children's Fund, 'Gender, Education and Peacebuilding Brief: Emerging issues from "Learning for Peace" ', UNICEF, New York, January 2016, p. 6.
- 216 Adapted from: El-Bushra, Judy and Emilie Rees Smith, 'Lessons Learned', *Gender, Education and Peacebuilding: A review of selected Learning for Peace case studies*, United Nations Children's Fund, New York, June 2016, pp. 23–28.
- 217 UNICEF Child Protection Section, Programme Division, *Communities Care: Transforming lives and preventing violence – Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme Report*, United Nations Children's Fund, New York, 2016, p. 7.
- 218 American Institutes for Research, *Evaluation of the Transformative Potential of Positive Gender Socialization in Education for Peacebuilding*, United Nations Children's Fund, New York, May 2016, p. xi.

- 219 United Nations Children's Fund, 'Gender, Education and Peacebuilding Brief: Emerging issues from "Learning for Peace" ', UNICEF, New York, revised edition 2016 (forthcoming).
- 220 Guskey, Thomas R., 'Professional Development and Teacher Change', *Teachers and Teaching: Theory and practice*, vol. 8, no. 3–4, 2002, pp. 381–391.

Chapter 9: Early childhood development

- 221 [Emphasis in the original.] Irwin, Lori G., Arjumand Siddiqi and Clyde Hertzman, 'Early Child Development: A powerful equalizer' (final report), Commission on the Social Determinants of Health, World Health Organization, March 2007, p. 3; available at <www.who.int/maternal_child_adolescent/documents/ecd_final_m30/en>.
- 222 Leckman, James F., Catherine Panter-Brick and Rima Salah, eds., *Pathways to Peace: The transformative power of children and families*, MIT Press, Cambridge, Mass., 2014.
- 223 Ang, Lynn, and Sandy Oliver, *A Systematic Policy Review of Early Childhood Development and Peacebuilding in Fourteen Conflict-Affected and Post-Conflict countries*, University College London Institute of Education, 2015, p. 107; open PDF from <<http://discovery.ucl.ac.uk/1539923/1/Early-Childhood-Development-and-Peacebuilding-Full-Report.pdf>>.
- 224 Center on the Developing Child, 'The Impact of Early Adversity on Children's Development', *InBrief*, Harvard University, Cambridge, Mass., 2007, pp. 1–2; available at <<http://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development>>.
- 225 United Nations Children's Fund, 'Early Childhood Development: The key to a full and productive life', UNICEF, New York, n.d., p. 11; open PDF from <www.unicef.org/dprk/ecd.pdf>.
- 226 Ibid., inside front cover.
- 227 United Nations Children's Fund, *Programming Experiences in Early Child Development* (first edition), UNICEF Early Childhood Development Unit, New York, November 2006, p. 2.
- 228 El-Khani, Aala, et al., 'Syria: The challenges of parenting children in refugee situations of immediate displacement', *Intervention*, vol. 14, no. 2, July 2016, pp. 99–113.
- 229 United Nations Children's Fund, '87 Million Children under 7 Have Known Nothing but Conflict: UNICEF', UNICEF, New York, 24 March 2016, <www.unicef.org/media/media_90745.html>.
- 230 Adapted from: United Nations Children's Fund, 'Starting Early to Build Stronger and More Peaceful Societies', UNICEF, New York, September 2015. For another perspective on early childhood and peacebuilding, see: Yale University and AÇEV Partnership, 'The Ecology of Peace: Formative childhoods and peacebuilding – A brief note', Yale-AÇEV Partnership, New Haven, Conn., and Istanbul, 2012; open PDF from <http://childstudycenter.yale.edu/fcpb/research/publications/briefnote_online_

FINAL_171407_28959_v2.pdf>.

- 231 Heckman Equation, '13% ROI Research Toolkit', 2017, <<https://heckmanequation.org/resource/13-roi-toolbox>>.
- 232 United Nations Children's Fund, 'Early Childhood Development: The key to a full and productive life', UNICEF, New York, n.d., p. 11.
- 233 United Nations Children's Fund, 'Starting Early to Build Stronger and More Peaceful Societies', UNICEF, New York, 2015, p. 2.
- 234 Ibid., p. 3.
- 235 *For information on the Early Childhood Peace Consortium, see:* Child Study Center, 'Formative Childhood and Peace Building', Yale School of Medicine, New Haven, Conn., 29 July 2016, <<http://childstudycenter.yale.edu/fcpb/ecpc>>.
- 236 Smith, Glenn W., *Early Childhood Education and Peacebuilding in Areas of Ongoing Conflict and Refugee Settlements in Western Uganda and Early Childhood Education and Peacebuilding in Postconflict Northern and Eastern Uganda*, UNICEF Eastern and Southern Regional Office, May 2015.
- 237 The border areas between the two countries are located in the south-west corner of Central Asia's vast Ferghana Valley, which also spreads across eastern Uzbekistan.
- 238 *See, for example:* Jamoat Resource Centre of Vorukh, *Potential for Peace and Threats of Conflict: Development analysis of cross-border communities in Isfara District of the Republic of Tajikistan (Vorukh, Chorkhuh, Surkh, Shurab) and Batken District of the Kyrgyz Republic (Ak-Sai, Ak-Tatyr, and Samarkandek)*, United Nations Development Programme in Tajikistan, Dushanbe, July 2011; and Trilling, David, 'Kyrgyzstan-Tajikistan: What's next after border shootout?', EurasiaNet.org, 13 January 2014, <www.eurasianet.org/node/67934>.
- 239 National Statistical Committee of the Kyrgyz Republic and UNICEF Kyrgyzstan, *Multiple Indicator Cluster Survey in the Kyrgyz Republic 2014*, National Statistical Committee of the Kyrgyz Republic and United Nations Children's Fund, Bishkek, March 2016, p. vii.
- 240 Ministry of Education and Science, Education Management Information System (EMIS), Government of Tajikistan, 2015. According to the UNESCO Institute for Statistics, in 2015, the gross enrolment ratio in pre-primary education was 10.65 per cent. *Source:* UNESCO Data Centre, 'Country Profile: Tajikistan', <www.uis.unesco.org>.
- 241 Ministry of Education and Science, Education Management and Information System (EMIS), Government of Tajikistan, 2016.
- 242 United Nations Operation in Côte d'Ivoire, 'Post-Election Crisis', UNOCI, 2011, <<https://peacekeeping.un.org/mission/past/unoci/elections.shtml>>.

- 243 UNICEF Côte d'Ivoire, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: UNICEF Côte d'Ivoire Programme Report 2015*, United Nations Children's Fund, New York, 2016, pp. 13, 14.
- 244 UNICEF Côte d'Ivoire, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: UNICEF Côte d'Ivoire Annual Report 2014*, United Nations Children's Fund, New York, 2015, p. 15.

Chapter 10: Adolescents and youth

- 245 United Nations Children's Fund, 'Adolescents and Youth', UNICEF, New York, 29 June 2016, <www.unicef.org/adolescence>.
- 246 *For a more in-depth discussion of these roles, see:* Sommers, Marc, 'Youth and Conflict: A brief review of available literature', United States Agency for International Development, Washington, D.C., May 2006, pp. 5–8.
- 247 Lopes Cardozo, Mieke T. A., Sean Higgins and Marielle L. J. Le Mat, *Youth Agency and Peacebuilding: An analysis of the role of formal and non-formal education – Synthesis report on findings from Myanmar, Pakistan, South Africa and Uganda*, Research Consortium on Education and Peacebuilding and United Nations Children's Fund, February 2016, p. 8.
- 248 Collier, Paul, and Anke Hoeffler, 'Greed and Grievance in Civil War', *Oxford Economic Papers*, vol. 56, no. 4, 2004, pp. 563–595.
- 249 Sommers, Marc, 'Youth and Conflict: A brief review of available literature', United States Agency for International Development, Washington, D.C., May 2006, p. 9.
- 250 Gercama, Ingrid, and Juliet Bedford, *Peacebuilding Education and Advocacy Programme: Case study of volunteers during the Ebola response in Liberia*, *Anthrologica*, July 2016, pp. 30–31.
- 251 Palestinian Central Bureau of Statistics, 'Palestinian Youth Survey, 2015: Main findings', PCBS, Ramallah, 2016, <www.pcbs.gov.ps/portals/_pcbs/PressRelease/Press_En_YouthSurvPal2015E.pdf>.
- 252 State of Palestine Ministry of Education and Higher Education, as well as the Higher Council for Youth and Sports and the Palestinian Vision Organization (PalVision), MA'AN Development Center, Tamer Institute for Community Education, Save Youth Future Society, Youth Development Department, Palestine Education for Employment and the Teacher's Creativity Center.
- 253 UNICEF State of Palestine, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: UNICEF State of State of Palestine Programme Report 2015*, United Nations Children's Fund, 2016, p. 14.

- 254 Ladisch, Virginie, and Joanna Rice, 'Addressing the Recent Past in Schools: Reflections from Côte d'Ivoire', in *Transitional Justice and Education: Learning peace*, edited by Clara Ramírez-Barat and Roger Duthie, Social Science Research Council, New York, November 2016, p. 363; available at <www.ssrc.org/publications/view/A92FAE86-F19A-E611-80C2-005056AB0BD9>.
- See also:* Indigo Côte d'Ivoire, Malian Institute of Research and Action for Peace, and Interpeace, *Beyond Ideology and Greed: Trajectories of young people towards new forms of violence in Côte d'Ivoire and Mali*, Indigo Côte d'Ivoire, IMRAP and Interpeace, Abidjan, Côte d'Ivoire, and Bamako, Mali, October 2016; the Executive Summary (English) and full report (French) are available at <www.interpeace.org/resource/ideology-trajectories-violence-video>.
- 255 Flower, Emilie, *Case Study: Transitional justice – Participatory video and most significant change evaluation*, UNICEF West and Central Africa Regional Office and UNICEF Côte d'Ivoire, 2015, pp. 6–8.
- 256 *Ibid.*, p. 11

Image credits

- 1** Cover: © UNICEF/UN061849/Brown. Children at the Baudupha IDP camp in Rakhine State, Myanmar, April 2017.
- 6** © UNICEF/UN030146/Rich. On 15 August 2016 in the Bentiu Protection of Civilians site (POC) in Unity State, South Sudan, Maet, 6, carries an old broken saucepan with a hole in it and a UNICEF folder to school.
- 13** © UNICEF/UNI108217/Nesbitt. A schoolgirl is seen at the Habajod Mobile School in a nomadic settlement near Bura in Kenya's North East Province on March 25, 2011.
- 15** Top: © UNICEF/UNI6512/EIbaba. On 8 January 2009, a boy stands amidst the ruins of buildings destroyed by bombing, in a refugee camp near the southern city of Rafah, Occupied Palestinian Territory. Left: © UNICEF/UNI115524/Holt. On 27 July 2011, a boy holds a gun in a reception centre for former soldiers from the rebel Al-Shabaab group, in Mogadishu, Somalia. Right top: © UNICEF/UNI28540/Holtz. On 16 May 2008, girls sit together in class at a UNICEF-supported school in a camp for refugees from neighbouring Sudan, in the north-eastern province of Haute-Kotto, Central African Republic, near the Sudan border. Right bottom: © UNICEF/UN068179/Noorani. A girl walks to a UNICEF-supported Learning Centre through muddy streets in Kutupalong Makeshift Settlement for Rohingya refugees in Ukhiya, a sub-district of Cox's Bazar District, Bangladesh, Tuesday 13 June 2017.
- 23** © Adrián Cerezo, 2018. Infographics: figure 1 and 2.
- 26** Top: © UNICEF/UNI47582/Noorani. A girl walks to the UNICEF-supported school at a camp for Iraqi Palestinian refugees in Al-Tanf, a buffer zone between the Syrian and Iraqi border, Syrian Arab Republic, 2009. Left: © UNICEF/UNI28474/Cranston. Children stand next to tents and a pile of their bedding at a temporary camp for people displaced by the post-election violence, in the town of Kitale in Rift Valley Province, Kenya, 2008. Right top: © UNICEF/UNI126740/Holt. A girl, clutching a notebook, passes an armed man, on a street in Mogadishu, Somalia, 2012. Right bottom: © UNICEF/UNI6557/EI Baba. On 13 January 2009, a boy inspects a building that was destroyed during a missile strike on the refugee camp in the southern city of Rafah, Occupied Palestinian Territory.
- 33** © UNICEF/UN0150305/Dejongh. Two girls having fun near their school in the village of Bakotie Fomasa, central Côte d'Ivoire, 2017.
- 41** Top: © UNICEF/UN010858/Prinsloo. On 13 February 2016, children play at the Kamesa Child-Friendly Space in Musaga in Bujumbura in Burundi. Left: © UNICEF/UNI125189/Krzysiek. A group of children from Buterere district on the outskirts of Bujumbura, Burundi, 2011. Right: © UNICEF/UN010837/Prinsloo. On 11 February 2016, Jean-Pierre, 17, writes on the blackboard at school in the district of Busoni in Burundi. He was tricked into taking part in fighting and was then detained by Burundian authorities and charged with involvement in armed groups in July 2015.

- 45** Top: no information available. Creation Date: Thursday 14 February 2013. Left: © UNICEF/UN061835/Brown. Myo Thein, 10, prays in a mosque at the Sin Tet Maw camp for internally displaced persons in Rakhine State, Myanmar, Thursday 6 April 2017. Right: © UNICEF/UN059875/Zar Mon. Baum Myaw, a young girl who fled from a township near the border with China due to fighting, and her friends studying at a school in Myitkyina nearby IDP camps, Myanmar, 2017.
- 49** Top: © UNICEF/UNI101499/Ramoneda. Girls attend class in a village in Nowshera District, Khyber-Pakhtunkhwa Province, Pakistan, 2010. Left: © UNICEF/UNI187504/Noorani. Children play outside their home in Sadra Sharif, in Dera Ismail Khan district of Khyber-Pakhtunkhwa province in Pakistan, 2010. Right: © UNICEF/UNI186367/Malik. Jan Bibi and Mohammad Sharif sit in the courtyard of their house with their children in Baluchistan, Pakistan, 2015.
- 55** Top: © UNICEF/UN056980/Ose. Gloria Aziku, 9, at Jurumini Primary School in Adjumani District in Uganda 2 March, 2017. Left: © UNICEF/UNI125154/Krzysiek. April 2012, A young shepherd from Ijenda, the province of Bujumbura Rural, Burundi. Right: © UNICEF/UN0203496/Nakibuuka. Adolescent girls and boys pose for a photograph after their lifeskills lesson. They make necklaces, bracelets and other materials with beads. Uganda, 2018.
- 61** © UNICEF/UN061830/Brown. A student sits in a classroom at a school at the Sin Tet Maw camp for internally displaced persons in Rakhine State, Myanmar, Thursday 6 April 2017.
- 68** Top: © UNICEF/UN065261/Phelps. In April 2017, Teacher and Community Health Worker (CHW) Memuna Conteh smiles with students in a classroom at King Fahed Islamic Primary School in Rokupr Wosie Village in Magbema Chiefdom, Kambia District, Sierra Leone. Left: © UNICEF/UN065177/Phelps. In March 2017, Facilitator Maria Seray runs a training session for community health workers (CHWs) at a school in Magburaka Village in Tonkolili District, Sierra Leone. Right: © UNICEF/UN065188/Phelps. In March 2017, students learn English from Community Health Worker Tamba Musa (standing), at Pakistan Secondary School in Yengema, Kono District. Sierra Leone.
- 72** Top: © UNICEF/UN061788/Brown. Students read from a blackboard in a classroom of the school at the Phan Khar Kone IDP camp in Bhamo city, Kachin State, Myanmar, 29 March 2017. Left: © UNICEF/UN068435/Noorani. Eight-year-old Rohingya refugee Yasmin Akther sings during an assembly with other children at the "Prajapatti" (Butterfly) UNICEF Learning Center in Kutupalong Makeshift Settlement for Rohingya refugees in Ukhiya, Bangladesh, 13 June 2017. Right: no information available.
- 76** Top: © UNICEF/UNI174450/Jallonzo. In November 2014, in the initial phases of U-Report's launch in Liberia, (wearing blue) UNICEF-supported social mobilizers from the group Adolescents Leading an Intensive Fight against Ebola (A-LIFE) raise awareness of the technology among other youths, in the West Point neighbourhood of Monrovia, the capital, Liberia. Left: © UNICEF/UNI196036/Grile. A girl

claps during a sing-along in a class at Monrovia Demonstration School in Monrovia, Liberia, on the first day of the new academic year, 2015. Right: © UNICEF/UNI178336/Naftalin. On 14 January 2015 in Liberia, adolescent girls, including Michelle Abika (centre), read information on a mobile telephone, in the West Point neighbourhood of Monrovia, the capital.

- 80** Top: © UNICEF/UN0149745/Dejongh. Students playing outside at a koranic school in the town of Korhogo, in the South West of Côte d'Ivoire. 2017. Left: © UNICEF/UN016914/Dejongh. A child reporter reads from a script during a broadcast from a studio at Radio Odienné in Odienné, Denguélé District, Côte d'Ivoire, Wednesday 17 February 2016. Bottom: © UNICEF/UN0135130/Dejongh. Celebrations of the International Day of the girl at the lycée de jeunes filles of Bingerville in Côte d'Ivoire, 2017.
- 85** © UNICEF/UN0149451/Sokhin. Children play in the yard of the child friendly space in Ndenga village, Central African Republic, November 2017.
- 93** Top: © UNICEF/UNI122260/Zaidi. In 2011, boys listen as a teacher reads a 'Meena' story to their class, at a UNICEF-supported temporary learning centre in a camp in southern Sindh Province, Pakistan. Meena is an animated South Asian character whose adventures expose discrimination against girls and women and offer alternative behaviours promoting their rights. Left: © UNICEF/UNI187020/Noorani. Children walk through a rural street in the village of Jinnah Colony in Muzaffargarh, amongst one of the worst affected districts in Punjab province, Pakistan, 2011. Right: © UNICEF/UNI102894/Noorani. Girls write on wooden writing boards during class at a UNICEF-supported temporary learning centre in the village of Basti Bhaya in Rajanpur district, Punjab Province. Pakistan, 2011.
- 97** Top: © UNICEF/UN061110/Knowles-Cours. Students listen intently to their teacher at UNICEF-supported Salaama primary school in Galkayo, Somalia, Wednesday 12 April 2017. Left: © UNICEF/UNI93537/Taylor. Girl pupils in class at the UNICEF-assisted school in Dami internally displaced persons' camp, Hargeisa, Northwest Somalia ('Somaliland'), 2006. Right: © UNICEF/UNI88496/Taylor. Boy pupils at the UNICEF-assisted school in Dami (B) internally displaced persons (IDP) camp in Hargeisa, Northwest Somalia ('Somaliland'), 2006.
- 102** Top: © UNICEF/UN070386/Hatcher-Moore. A child looks into a tent classroom at the primary school in the Protection of Civilians (PoC) site in Bor, South Sudan, 22 March 2017. Left: © UNICEF/UN09922/Ohanesian. On 9 February 2016, James Jidit Matai, age 14, class 2 at the Hope Primary School in the Juba PoC, South Sudan. Right: © UNICEF/UN0154616/Nakibuuka. A refugee child mother practices her tailoring skills at a UNICEF-supported Child Friendly Space in Bidibidi refugee settlement, Uganda, 2017.
- 111** © UNICEF/UN014184/Sang Mooh. School children in the remote village of Ourbiguine, Ouaddai region, Sahel belt, Chad, 2015.

- 119** Top: © UNICEF/UNI185296/Rich. On 10 May 2015, students attend class at Quinze Ans school, in the city of Moundou, Chad. Left: © UNICEF/UN014166/Sang Mooh. Girl writes on blackboard in the remoted village of Ourbiguine, Ouaddai region, Sahel belt, Chad, 2015. Right: © UNICEF/UN0120144/Sokhin. Students play football at the School of Peace, Kousseri internally displaced peoples site, Lake Region, Chad, 20 April 2017.
- 125** Top: © UNICEF/UN0139718/Bizuwerk. Titedeyo Gole, 9, is a Pastoralist child in 3rd grade in Naikia Primary School in Dasenech woreda, Ethiopia, 2017. Left: © UNICEF/UN0161975/Ayene. Children in a UNICEF and partners supported primary schools in Arado and Galifage, Afar, Ethiopia February 2018. Right: © UNICEF/UN059430/Ayene. A teacher gives education instruction to local boys in a class, Ethiopia, 2017.
- 129** Top: © UNICEF/UNI187055/Noorani. Sitting on floor in a UNICEF-supported Temporary Learning Centre, a young girl child holds a wooden writing board, in the village of Basti Bhaya in Rajanpur, Punjab province, Pakistan, 2011. Left: © UNICEF/UNI187053/Noorani. Sitting on floor in a UNICEF-supported Temporary Learning Centre, a young child writes on a wooden board, in the village of Basti Bhaya in Rajanpur, Punjab province, Pakistan, 2011. Right: © UNICEF/UNI143884/Zaidi. Saiqa Gigyani, a child protection monitor, reads Meena stories for children at a UNICEF child protective place in Jalozei camp, settlement for people displaced by conflict areas of Khyber-Pakhtunkhwa province in Pakistan, 2012.
- 134** Top: UNICEF/UNI114737/Holt. On 9 July 2011, Somali women and children stand outside temporary tents in the Dagahaley refugee camp, one of the three camps that comprise the Dadaab camps, in North Eastern Province, near the Somalia border, Kenya. Left: © UNICEF/UNI115497/Modola. On 28 July 2011, a woman and her child return home in the town of Dadaab in North-Eastern Province, Kenya. Right: © UNICEF/UNI127307/Noorani. Adolescent girls make necklaces, at the Dagoretti Child Development Centre, in the Mutuini area of the Dagoretti division of Nairobi, Kenya, 2012.
- 141** © UNICEF/UN030155/Rich. On 15 August 2016 in the Bentiu Protection of Civilians site (POC) in Unity State, Mawal, 10, brings to school with him the remains of an unknown plastic toy to sit on in class, South Sudan.
- 149** Top: © UNICEF/UNI132707/EI Baba. On 18 November 2012, girls salvage belongings from the rubble of their home, in the Shabbora refugee camp, near the city of Rafah, in the southern Gaza Strip, Occupied Palestinian Territory. Left: © UNICEF/UNI123462/Pirozzi. A teacher helps 12-year-old students with their classwork, at Rawdat El Zuhur School in East Jerusalem, in the West Bank, Occupied Palestinian Territory, 2012. Right: © UNICEF/UN0222686/Izhiman. On 12 July 2018 in the State of Palestine, 14-year old Marwan has just crossed the checkpoint at the end of the street where he lives. Marwan must pass here on the way to and from school.

- 152** Top: © UNICEF/UNI93534/Taylor. Girl pupils outside at tent at the UNICEF-assisted school in Dami internally displaced persons' camp, Hargeisa, Northwest Somalia ("Somaliland"), 2006. Left: © UNICEF/UNI93536/Taylor. A girl outside the tent-classroom at the UNICEF-assisted school in Dami internally displaced persons' camp, Hargeisa, Northwest Somalia ("Somaliland"), 2006. Right: © UNICEF/UNI88495/Taylor. Boy pupils at the UNICEF-assisted school in Dami (B) internally displaced persons (IDP) camp in Hargeisa, Northwest Somalia ("Somaliland"), 2006.
- 157** Top: © UNICEF/UN0202141/Rich. On 17 April 2018 in Yambio, South Sudan, Ganiko, 12 yrs, and Jackson, 13 yrs, stand during a ceremony to release children from the ranks of armed groups and start a process of reintegration. Left: © UNICEF/UN058637/Knowles-Cours. On 8 March 2017 in South Sudan, (centre) Tabatha, 15, takes notes during a class, in UNICEF-supported Torit One Primary School in Torit County in Eastern Equatoria State. Right: © UNICEF/UN070392/Hatcher-Moore. Children study at the Greenbelt Academy, a secondary school in Bor, South Sudan, 22 March 2017.
- 161** Top: © UNICEF/UN061862/Brown. Students in a classroom at the internally displaced people school at the Phan Khar Kone IDP camp in Bhamo city, Kachin State, Myanmar, 29 March 2017. Left: © UNICEF/UN0217538/LeMoyne. On 13 June 2018, Jesmin, a Rohingya refugee, is photographed in the flooded part of the camp where she lives with her mother, father and siblings in a plastic shelter, Bangladesh. © UNICEF/UN061798/Brown. Aung Soe Min (right), who was injured in 2011 as a Myanmar Armed Forces soldier demining in Kayin State and (left) Daung Ja, who was injured 2010 laying landmines while fighting with the Kachin Independence Army, at newly-opened physical rehabilitation centre in Myitkyina, Kachin State, Myanmar, March 2017.
- 169** © UNICEF/UN08241/Madhok. In October 2015, children participate in singing, drawing, making craft and puppetry shows at Al Zubairi school in Sana'a, Yemen.
- 177** Top: © UNICEF/UN0151144/Dejongh. Children at a confessional school in the town of Korhogo, in the North West of Côte d'Ivoire, 2017. Left: © UNICEF/UN061358/Dejongh. Young reporters interview children in the streets of Abidjan, for the weekly radio show aired in eight locations in Côte d'Ivoire, 2017. Right: © UNICEF/UNI111457/Asselin. On 27 April 2011, boys play football in the courtyard of the Centre Sauvetage BICE, a UNICEF-supported centre for vulnerable children in the city of Abidjan, Côte d'Ivoire.
- 182** Top: © UNICEF/UN0162335/Tremeau. Teacher Edouard Kabukapua, 28, accompanies his students as they sing on their way to their class in a temporary tent school in Mulombela village, Kasai region, Democratic Republic of the Congo, 25 January 2018. Left: © UNICEF/UN0162283/Tremeau. Bertine Kamuanya Balekelayi, 30, holds the hand of her son Kansanga at the Saint Martyr Health Centre in Kananga, Kasai region, Democratic Republic of the Congo, 20 January 2018. Right: © UNICEF/

UN0162334/Tremeau. Students attend a class in a temporary tent school set up by UNICEF in Mulombela village, Kasai region, Democratic Republic of the Congo, 25 January 2018.

- 187** Top: © UNICEF/UNI114738/Holt. On 9 July 2011, a woman and several children walk through a dust storm to their tent, in an area for new arrivals in the Dagahaley refugee camp in North Eastern Province, near the Somalia border in Kenya. Left: © UNICEF/UNI108117/Nesbitt. Yusuf Adow writes in his schoolbook in his class 2 classroom at the Najah boarding primary school in Garrisa, provincial capital of North East Province in Kenya on March 25, 2011. Right: © UNICEF/UNI127323/Noorani. Atut, 10, plays football with other children at Nadirkonyen, a UNICEF-supported centre for children who live on the streets, Kenya, 2012.
- 191** Top: © UNICEF/UN08239/Madhok. In October 2015, children participate in singing, drawing, making craft and puppetry shows at Al Zubairi school in Sana'a, Yemen. Left: © UNICEF/UN0153963/Obadi. Students sit under a tree as a teacher leads a class in Bait Al Faqueeh, Al Hudaydah Governorate, Yemen, 11 November 2017. Right: © UNICEF/UN073959/Clarke. A student stands in the ruins of one of his former classrooms, which was destroyed in June 2015, at the Aal Okab school in Saada, Saada Governorate, Yemen, 24 April 2017.
- 195** Top: © UNICEF/UNI126812/Krzysiek. June 2012, A handicap drummer from the Saint Kizito Rehabilitation Centre in Bujumbura, performs in front of the local media a traditional dance on the occasion of the Day of the African Child in the Child Friendly School in Kanyosha, Bujumbura rural, Burundi. Left: © UNICEF/UNI50667/Press. A boy dressed in costume, drum sticks in his hands, waits to start his performance in the garden of the UNICEF office in Bujumbura, Burundi, 1994. Right: © UNICEF/UNI123569/Krzysiek. August 2011, Actors from UNICEF-supported TUBIYAGE local NGO perform an interactive play for the community of the Busiga commune in the Ngozi province, north of Burundi.
- 201** © UNICEF/UNI165249/Holt. Sarah Mowlid Mohammed poses for a photograph in the Shabelle IDP settlement in Garowe, Somalia Tuesday, July 1, 2014.
- 210** Top: © UNICEF/UN0232194/Njiokiktjien. Gift (1 year and 7 months) and his grandmothers on the day of his return home from the Al Sabbah Childrens hospital in Juba, South Sudan, 2018. Left: © UNICEF/UNI165254/Holt. Sarah Mowlid Mohammed poses for a photograph in the Shabelle IDP settlement in Garowe, Somalia Tuesday, July 1, 2014. Right: © UNICEF/UN0231892/Njiokiktjien. A family reunification after being apart for years; Deng (14), Mami (16), Achuei (25) and Alew (19) are playing games together in Lologo 2, the area in Juba, South Sudan, where they live, 2018.
- 215** Top: © UNICEF/UN056966/Ose. Refugee children walk home together after school in Nyumanzi refugee settlement, Uganda, 2017. Left: © UNICEF/UNI28087/LeMoyne. A girl speaks in class at Alero P7

Primary School near the Pabbo camp for people displaced by conflict, in the northern Gulu District, Uganda, 2007. Right: © UNICEF/UN037688/Proscovia Nakibuuka. A young boy from the Karamoja region points at a message board on a tree, advocating for an end to early marriage, Uganda, 2014.

- 223** © UNICEF/UN041224/Ushakov. On the way to the new community based kindergarten in Yrdyk village, Jetty-Oguz district, Issyk-Kul province, Kyrgyzstan. December 2015.
- 231** Top: © UNICEF/UN045781/Jimmy Adriko. Parents get their children registered at one of the tents where they received short birth certificates during the Early Childhood Development activation event in Kotido District, Uganda, 2016. Left: © UNICEF/UN037611/Events. Children dance to the ECD song at the launch the National Integrated Early Childhood Development Policy (NIECD) and Action Plan, Uganda, 2016. Right: © UNICEF/UN045694/Bongyereirwe. School children and their teachers play during the Early Childhood Development Community activation event at Pece Stadium, Gulu District, Uganda, 2016.
- 236** Top: © UNICEF/UN040836/Pirozzi. Young children play with LEGO in an Early Childhood Education Centre in Gafurov, village Ispisor jamoat, Tajikistan, May 2016. Left: © UNICEF/UN041220/Nematov. Children in the 'Buchur' community based kindergarten in Kyzyl-Bel village, Kyrgyzstan, 2012. Right: © UNICEF/UN041216/. Children of community based kindergarten in Darhum village of Leilek district enact a scene about friendship. Gulnara Zhenishbekova, Batken, February 2015, Kyrgyzstan.
- 246** Top: © UNICEF/UN061717/Dejongh. In the village of Kako, in the South West of Côte d'Ivoire, mothers of the club mère enfant have the opportunity to go back to school, 2017. Left: © UNICEF/UN061711/Dejongh. Mother writing on blackboard with baby on her back in club mère enfant, Kako, Côte d'Ivoire, 2017. Right: © UNICEF/UN061710/Dejongh. Mother writing on blackboard with baby on her back in club mère enfant, Kako, Côte d'Ivoire, 2017.
- 251** © UNICEF/UNI187472/Noorani. A young girl child attends a UNICEF supported Child Protection Centre in Ghaniabad village of Dera Ismail Khan district in Khyber-Pakhtunkhwa province in Pakistan, 2010.
- 259** Top: © UNICEF/UNI166994/Ahmed Jallanzo. In April 2014 in Liberia, girls look at a poster, distributed by UNICEF, bearing information on and illustrations of best practices that help prevent the spread of Ebola virus disease (EVD), in the city of Voinjama, in Lofa County. Left: © UNICEF/UNI174454/Christopher Fabian. On 24 October 2014, adolescent girls participate in a workshop to help customize U-Report technology to reach the country's young people most effectively, in the West Point neighbourhood of Monrovia, Liberia. Right: © UNICEF/UNI171713/Cody Griggers. On 17 September 2014, 150 adolescent girls trained by UNICEF and implementing partners marched across West Point community in Monrovia, Liberia to launch Adolescents Leading the Intensive Fight against Ebola, or "A-LIFE".

- 265** Top: © UNICEF/UNI74172/Pirozzi. On 14 October 2009, a girl is interviewed by Egyptian television channel Nile TV at a safe space for adolescents and other family members in the town of Rafah, Occupied Palestinian Territory. Left: © UNICEF/UNI6775/El Baba. On 26 January 2009, a girl looks through a hole in a wall in her school, in the Tal Al Hawa neighbourhood of Gaza City, that was shelled during the recent military incursion in the Gaza Strip, Occupied Palestinian Territory. Right: © UNICEF/UNI6714/El Baba. On 21 January 2009, a girl moves a concrete block as another sits nearby amid rubble in front of a destroyed building in the refugee camp in the southern city of Rafah, Occupied Palestinian Territory.
- 269** Top: © UNICEF/UNI199696/Wandera. Pupils display placards calling for peace, September 2015, Uganda. Left: © UNICEF/UNI28010/LeMoyne. A girl stands in front of a mathematics equation written on the blackboard in her class at Lotome Primary School in the north-eastern Moroto District. Uganda, 2007. Right: © UNICEF/UN037670/Nakibuuka. An adolescent girl from Karamoja region presents the key issues compiled by children and adolescents at the International Day of the Girl Child commemoration event held in Moroto District, Uganda, 2014.
- 273** Top: © UNICEF/UN0151475/Dejongh. Abidjan U-Reporters, Côte d'Ivoire, 2017. U-Report is a social platform created by UNICEF, available via SMS, Facebook and Twitter where young people express their opinion and be positive agent of change in their communities. Left: © UNICEF/UN061368/Dejongh. A young reporter, 17-year-old Ines, speaks on a radio show, Côte d'Ivoire, 2017. Right: © UNICEF/UN0161724/Diarassouba. The young U-Reporters from Abidjan, in Côte d'Ivoire, organized a community service where they cleaned the beach of Petit Bassam, in Port Bouet, February 2018.
- 308** Back cover: © UNICEF/UNI202917/Holt. On 21 November 2015, UNICEF Advocate for Children Affected by War Ishmael Beah holds a child's hand as he listens to a child formerly associated with armed groups talk about his experiences of the civil war at a UNICEF supported centre in Juba, South Sudan.

Every effort has been made to acknowledge photographers for their work. Any copyright holders we have been unable to include or to whom inaccurate acknowledgement has been made are invited to contact Friedrich W. Affolter at Learning for Peace, email: faffolter@unicef.org

Acknowledgements

Learning for Peace Narratives from the Field is made possible by the dedication of UNICEF staff and partners to the promotion of peace through education. Their documentation of peacebuilding successes and challenges enables others to benefit from the lessons learned.

We are grateful to the Government of the Netherlands, whose commitment to UNICEF's Peacebuilding, Education and Advocacy programme – Learning for Peace – has supported crucial changes in the field of education and peacebuilding, and positively impacted the lives of millions of children living in conflict-affected contexts.

Our appreciation is also extended to the staff and consultants who contributed suggestions, revisions and, in some cases, wrote summaries for this publication, including Friedrich W. Affolter, Anna Azaryeva Valente, Sharif Baaser, Katie Bartholomew, Andrew Dunbrack, Brenda Haiplik, Bosun Jang, John Lewis, Kathryn Moore and Aditi Shrikhande, as well as Cynthia Koons, who prepared the draft manuscript, Catherine Rutgers, editor, and Yvonne Nelson, designer.

In addition, this compendium would not have been possible without the reviews and inputs provided by each of the UNICEF country and regional offices that were part of Learning for Peace.

Imprint

Learning for Peace: Narratives from the Field 2012-2016

A compendium of programme strategies

Published by UNICEF

Education Section, Programme Division

3 United Nations Way, New York, New York

<https://www.unicef.org>

UNICEF's Learning for Peace resources on ECCN (Education in Crisis and Conflict Network)

<https://eccnetwork.net/resources/learning-for-peace>

International Network for Education in Emergencies - INEE

<http://www.ineesite.org/en/learning-for-peace>

Associate Director Education Sector

Josephine Bourne

Learning for Peace programme manager

Friedrich W. Affolter

Design and art direction

Yvonne Nelson Brand Design, Amsterdam, the Netherlands

© United Nations Children's Fund (UNICEF) 2018

Disclaimer: The opinions presented in this publication do not necessarily reflect the position of the United Nations Children's Fund or the Government of the Kingdom of the Netherlands. The designations do not imply an opinion on the legal status of any country or territory, or of its authorities, or the delimitation of frontiers. Links to external websites do not imply endorsement by UNICEF regarding the accuracy of information contained therein or of the views expressed; questions or comments concerning content provided at non-UNICEF websites should be directed to the contact person designated on the site. While every attempt has been made to ensure that all URLs were active at the time of publication, UNICEF makes no guarantee of their future functionality.

Learning for Peace's objective is to test how education can be leveraged to contribute to the mitigation of drivers of conflict in fragile and post-conflict countries.

Unlike other UNICEF education in emergency programs, peacebuilding is seen as the primary objective of Learning for Peace, with the goal of strengthening – through the education system and the provision of social services – resilience, social cohesion, and human security in conflict-affected contexts.

