Lessons Learned for Peace

How conflict analyses informed UNICEF's peacebuilding and education programming

2019

LEARNING FOR PEACE

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Acknowledgements

Contents

Abbreviations

ADR   alternative dispute resolution

CFS   child-friendly school

DRR   disaster risk reduction

ECD   early childhood development

INEE   Inter-Agency Network for Education in Emergencies

KAP   knowledge, attitudes and practices

MOE   Ministry of Education

NGO   non-governmental organization

PBEA   Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme

UNCT   United Nations Country Team

UNDP   United Nations Development Programme

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNICEF   United Nations Children's Fund

USAID   United States Agency for International Development

WASH   water, sanitation and hygiene

Executive summary

Nearly one quarter of the world's children — 535 million — live in in places where they face violent conflicts, disasters or fragility and chronic political crises. The proportion of children who grow up in these circumstances is likely to increase further in the next decade.

For UNICEF, preventing conflict and building peace is a key to realizing child rights everywhere. With a dual mandate – for humanitarian action and long-term development – UNICEF is often present before, during and after crisis.

Peacebuilding involves a multidimensional range of measures that seek to reduce the risk of lapse or relapse into violent conflict by addressing the dynamics, underlying causes and consequences of conflict, and by strengthening national capacities at all levels to identify and address these factors to lay the foundations for sustainable peace and resilient development. Social services providers – including Child Protection, Education and Early Childhood Development, Health, Nutrition, Water, Sanitation and Hygiene – have the opportunity to leverage services in ways that not only meet the needs of children and caregivers, but also – simultaneously – transform relationships between individuals and groups.

In education in particular, access to safe learning facilities provides important protection and stability for children in times of crisis. Education can build capacities and skills of children, communities and systems for managing and resolving tensions and conflict peacefully. Education can also contribute to the mitigation of the inequalities that generate conflict. When delivered equitably, conflict-sensitively, with good quality as well as relevance to the needs and aspirations of children and communities, education becomes a vehicle for identity formation, inclusiveness and state building.

The purpose of Lessons Learned for Peace is to share UNICEF's experience in conducting conflict analyses as a prerequisite for social services programming in fragile and conflict-affected contexts. As part of UNICEF's Peacebuilding, Education and Advocacy programme, supported by the Government of the Netherlands from 2012-2016, UNICEF commissioned conflict analyses in 14 countries that informed education and other social services interventions at the system, institutional, community and individual levels. The challenges, opportunities and lessons-learned of conflict analysis research in fragile and post-conflict contexts are illustrated and discussed.

It is hoped that sharing this publication helps inspire innovative and fit-for-context programming approaches for fragile and conflict-affected countries, and encourages policymakers, practitioners and influencers to make sure that the delivery of social services is operationalized in ways that are conflict-sensitive, at minimum, and at best, they make crucial contributions to peace.

Introduction

1.1. Global context

As conflicts increase in frequency and intensity, the devastating effects on children, their families, communities and countries are escalating.

According to the United Nations *Millennium Development Goals Report 2015*, conflicts are the greatest barrier to human development. In 2014, conflicts forced 60 million people out of their homes, higher than any number since World War II. An average of 42,000 people a day are displaced, nearly four times higher than in 2010 – and half of all refugees are children. Despite significant global advances in achieving universal primary education, the proportion of out-of-school children in conflict-affected countries increased from 30 per cent in 1999 to 36 per cent in 2012.[1]

As asserted in the preamble to the Sustainable Development Goals, "There can be no sustainable development without peace and no peace without sustainable development."[2] While Goal 4 and Goal 16 specifically address education and peace, respectively, all 17 of the Goals can be viewed as key elements of an ambitious, indivisible and universal agenda for peace.

Yet, an estimated 75 million children aged 3–18 who live in 35 conflict-affected countries are in serious need of educational support. Compared to their counterparts in more stable situations, refugee children are five times less likely to attend school – only 50 per cent of these children are enrolled in primary school, and less than 25 per cent are enrolled in secondary school. Girls are disproportionately impacted by 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.[3] Unless we reverse the mounting levels

Sustainable Development Goals and selected targets emphasizing education and peace

- **GOAL 4** – ensure inclusive and equitable quality education and promote lifelong learning for all

   Target 4.7 – ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

- **GOAL 16** – promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable and inclusive institutions at all levels

   Target 16.2 – end abuse, exploitation, trafficking and all forms of violence against and torture of children

   Target 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all

   Target 16.6 Develop effective, accountable and transparent institutions at all levels

   Target 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels

of insecurity in many parts of the world and restore the right to quality education to all children, the 2030 Agenda for Sustainable Development cannot be achieved.

1.2. Purpose of this report

The Peacebuilding, Education and Advocacy (PBEA) programme – Learning for Peace – was designed as a partnership between UNICEF, the Government of the Netherlands, the national governments of participating countries and other key partners. Its overarching goal was to strengthen resilience, social cohesion and human security in conflict-affected contexts, including countries at risk of, or experiencing and recovering from, conflict. Towards this end,

the programme aimed to strengthen policies and practices in education for peacebuilding. *Lessons Learned for Peace* gathers the rich and varied knowledge that was documented while carrying out education-focused conflict analysis in 14 countries experiencing or recovering from violent conflicts: Burundi, Chad, Côte d'Ivoire, the Democratic Republic of the Congo, Ethiopia, Liberia, Myanmar, Pakistan, the State of Palestine, Sierra Leone, Somalia, South Sudan, Uganda and Yemen.

The purpose of this report is to explore the process of undertaking conflict analyses under PBEA to inform peacebuilding programming, with an emphasis on the education sector. It specifically aims to:

- Analyse and share the practical experiences of undertaking a conflict analysis.

- Identify key elements of conflict analyses and tools, and show how these were employed across countries, in order to assist those who are developing their own conflict analysis.

- Highlight the organizational learning and challenges that have emerged from these experiences.

- Identify key contextual challenges to consider when planning a conflict analysis.

- Summarize the implications of conflict analyses for policy and programming.

Social services provided for the benefit of the community – education, medical care, housing, protection, water and sanitation – can be leveraged to strengthen peacebuilding and social cohesion.[4] However, the potential of social services in peacebuilding is underutilized, and social services, including education, are not adequately prioritized in national peacebuilding plans. There is also a need to ensure that social service delivery is conflict sensitive, meaning that delivery of services does not exacerbate existing factors or create new drivers of conflict in a society, and it is designed to address the root causes of conflict. Moreover, it is important to strengthen the evidence base that

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Methodology and audience

- *Lessons Learned for Peace* provides a comparative analysis of the methods used by 14 UNICEF country offices to conduct context-sensitive conflict analyses in order to inform education for peacebuilding programming.
  It synthesizes lessons learned and challenges documented by the respective UNICEF country offices on the process and content of the conflict analyses during planning, implementation and annual reporting. It also includes a desk review and examination of the country-specific conflict analyses and supporting documentation.

- This report is designed for national and international policymakers and practitioners in the area of education and other social services – including protection, health, water and sanitation – who are engaged in analysis, design, planning and implementation of programmes and policies in conflict-affected and fragile contexts.
  It is also intended for policymakers and practitioners in the area of peacebuilding who are looking to design and implement peacebuilding initiatives through social services delivery.

demonstrates links between social services and peacebuilding.

As highlighted by UNICEF's Technical Note on conflict sensitivity and peacebuilding,[5] a conflict analysis is the fundamental starting point for understanding the causes and dynamics of violent conflict, shaping conflict-sensitive programming, and developing peacebuilding interventions. By identifying the various causes of conflict,education policymakers and practitioners can employ strategies to address both immediate and structural or root causes of violent conflict, avoid worsening the existing tensions, and contribute to long-term peace.

Lessons Learned for Peace documents a wealth of information towards building the evidence base in support of multidimensional peacebuilding that occurs at all levels of society, from the community to the national government, and involving civil society, the United Nations system, and an array of international and national partners. By sharing practical experience, this report highlights factors that policymakers and practitioners in education and other sectors can apply to informing social services for peacebuilding programmes.

The following sections introduce a variety of contexts, applied methodologies, contextual considerations and preliminary lessons learned from conducting conflict analyses – and highlight common underlying causes of conflict that emerged globally, as well as programmatic responses to the cross-sector thematic areas of child protection, civil and political engagement, social cohesion and cultural development, land and environment, and gender equality.

Annex I offers detailed tables on the analyses carried out in all 14 countries that participated in the PBEA, covering six topics: (1) the conflict analysis and date completed; (2) summary of methods used; (3) causes of conflict identified by conflict/social cohesion analyses; (4) causes of conflict prioritized for programming; (5) programmatic priorities; and (6) theories of change underpinning programmatic choices.

Peacebuilding, Education and Advocacy programme: Five key outcomes

The PBEA focused on the following key outcomes:

1. Increase inclusion of education into peacebuilding and conflict reduction policies, analyses and implementation.

2. Increase institutional capacities to supply conflict-sensitive education.

3. Increase the capacities of children, parents, teachers and other duty bearers to prevent, reduce and cope with conflict and promote peace.

4. Increase access to quality and relevant conflict-sensitive education that contributes to peace.

5. Contribute to the generation and use of evidence and knowledge in policies and programming related to education, conflict and peacebuilding.

The pursuit of these objectives has provided a unique opportunity to generate new insights into the dynamics of conflict and how they relate to education at the local, national and regional levels across a diversity of country contexts.

Annex II provides the conflict analysis summaries developed in Chad, Côte d'Ivoire, Myanmar, Uganda and Yemen.

1.3. Education in conflict-affected settings
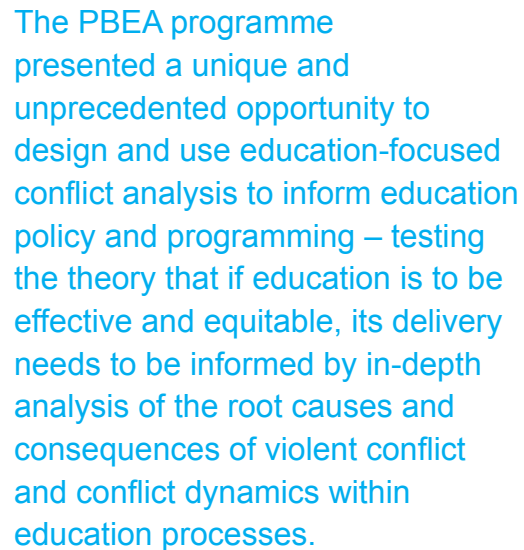
Children's access to education has improved dramatically during the past two decades. Even in the world's low-income countries, the proportion of children who never attended school declined from 32 per cent in 1992 to 14 per cent in 2008. The children who live in conflict zones, however, are not benefiting from this positive trend – in conflict-affected countries, the proportion of primary-school-age children who are not in school rose from 30 per cent in 1999 to 36 per cent in 2012.[6] Furthermore, in many countries affected by

violence, schools, teachers and students have been targeted directly by armed groups.

Access to quality education is nonetheless a right that should be sustained even in the most difficult circumstances. UNICEF has clearly recognized that equitable access to education is central to reducing the risk of conflict, promoting cohesive societies and contributing to state building. In times of crisis, education provides physical, psychosocial and cognitive protection. In the longer term, it can build the capacities of children, parents, teachers and communities to prevent, reduce and cope with conflict and to promote equality and peace.[7]

There are circumstances, however, when education can undermine all the positive processes and be a potential driver of conflict. Inequitable provision of services, access to education denied as a weapon of war, and biased curricula, textbooks and teaching methods can reinforce exclusion and stereotypes and instil behaviours and attitudes that contribute to inter-group tension.[8] The level of inequality in education and the risk of conflict have been shown to be directly related: A study of 55 countries found that if this inequality doubled, the likelihood of conflict more than doubled, rising from 3.8 per cent in 1986 to 9.5 per cent in 2008.[9]

Recognizing the potential duality of education – its capacity to promote social cohesion on one hand and its misuse to stir social fragmentation on the other – there has been an increased focus by governments, civil society and international organizations on conflict sensitivity in the education sector and the role of education in peacebuilding. The organizations working with the Inter-Agency Network for

The PBEA programme presented a unique and unprecedented opportunity to design and use education-focused conflict analysis to inform education policy and programming – testing the theory that if education is to be effective and equitable, its delivery needs to be informed by in-depth analysis of the root causes and consequences of violent conflict and conflict dynamics within education processes.

Education in Emergencies (INEE), for example, have developed a range of guidance and tools related to conflict-sensitive education sector policies and practice.[10]

However, in many countries affected by conflict, education policy and planning are still not informed by an analysis of conflict factors and their interaction with the education system. As a result, the transformative potential of education has not been realized, and education may have continued to exacerbate tensions.[11]

The PBEA programme presented a unique and unprecedented opportunity to design and use education-focused conflict analysis to inform education policy and programming – testing the theory that if education is to be effective and equitable, its delivery needs to be informed by in-depth analysis of the root causes and consequences of violent conflict and conflict dynamics within education processes. This included ensuring that education service delivery, at minimum, is conflict sensitive, adhering to the 'do no harm' principle to avoid creating or exacerbating conflict and insecurity.[12] Going beyond this involved identifying entry points for how education can directly address underlying

causes and dynamics of conflict and contribute to peace.

1.4. UNICEF, education and peacebuilding

Conflict sensitivity and peacebuilding are not new to UNICEF. Helping children live in peace has been at the core of UNICEF's work since its founding, and UNICEF has remained committed to protecting the rights of children in situations affected by conflict and violence.[13] Towards advancing the rights of every child, especially the most disadvantaged, a key focus of UNICEF's Strategic Plan 2014–2017[14] is the commitment to protect and strengthen resilience – "the ability of children, communities and systems to anticipate, prevent, withstand, adapt to and recover from stresses and shocks."[15] As of 2014, 70 per cent of the organization's programme resources were invested in conflict-affected countries, with 20 of the 25 largest UNICEF country programmes located in countries that are considered to be 'fragile'.[16]

As noted in the PBEA outcome evaluation, 2015, leveraging social services – and education specifically – to contribute to peacebuilding "has not previously been tested at scale at UNICEF. Hence PBEA represented an unprecedented effort for UNICEF to go beyond conventional development and humanitarian approaches to try out solutions that interrupt cycles of violence by addressing the root causes of conflict."[17] In its implementation, the programme created opportunity and space for learning about peacebuilding processes, and required UNICEF staff and partners at all levels to overcome conceptual and practical challenges.

As a first and crucial step, UNICEF's approach to education and peacebuilding is informed by a comprehensive conflict analysis with a focus on the role of education, located within the broader cross-sector dynamics and overall processes for peacebuilding. Under the PBEA, UNICEF conducted or commissioned conflict analyses in 14 countries to provide evidence that could support programme design, adjustments of existing programmes and strategies, and monitoring and evaluation frameworks.

These analyses examined conflict dynamics at multiple levels, including schools, communities, education and other sectors, and the broader national political economy to inform programme interventions and approaches. In most cases, the analyses were participatory, engaged a wide range of stakeholders, including young people, and created opportunities for dialogue. The next sections of *Lessons Learned for Peace* offer an overview of UNICEF's work on these conflict analyses and highlight key learning from the experience.

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UNICEF's approach to conflict analysis

2.1. Methodology

UNICEF defines 'conflict analysis'[18] as the systematic study of the profile, causes, actors and dynamics of conflict in order to understand the causes (proximate, intermediate and root), dynamics and forces that promote either violent conflict or peace. The analysis also provides an opportunity to identify and prioritize key underlying causes of conflict as the basis to inform development, humanitarian or peacebuilding programming at all levels, including project, programme, sectoral and multi-sectoral.

The process should capture multiple dimensions of a conflict – including those related to political, social, economic and security factors – and can be tailored to any geographical area or programmatic level. Depending on the context, a conflict analysis can provide a platform for diverse stakeholders to develop a shared understanding of peacebuilding priorities, and a method for reviewing and improving interventions.

While early conflict analysis work focused on the political and security aspects, studying the social aspects of conflict has increasingly gained prominence. It is understood that many conflicts, particularly within countries, emerge in response to a sense of marginalization among specific groups or in certain areas.

To identify the factors that can help prevent the emergence of or a relapse into violent conflict, marginalization must be considered in a broad manner through a holistic analysis that aims to span all aspects of the underlying causes of conflict. For UNICEF, this includes focusing on the social dimensions of conflict,

Examples of UNICEF approaches to conflict analysis

- Including UNICEF priorities within a joint inter-agency analysis, e.g., Peacebuilding Fund, United Nations Country Team, Integrated Assessment and Planning, United Nations Development Assistance Framework

- Conducting stand-alone UNICEF conflict analyses, including as part of a situation analysis

- Conducting sector-specific conflict analyses

- Conducting region- or issue-specific conflict analysis

- Advocating for the inclusion of conflict analysis in government assessment, planning and monitoring frameworks

- Including conflict analysis elements in programme planning (midterm review/ situation analysis) or Multiple

the particular role of children and young people, protection issues and equitable access to social services.

In all cases, the conflict analysis must resonate with and meet the needs of UNICEF's sector programming and advocacy work in order to enable an effective programmatic response. While there are many different conflict analysis frameworks and methodologies developed by various institutions, government and non-governmental agencies, Figure 1 illustrates a model with five key elements that are often used by UNICEF and resonate with its sector work.

Figure 1. **Key elements of conflict analysis**

Conflict analyses can vary in their scope and scale. At one end of the spectrum, consulting local newspapers, for example, would allow for a basic understanding of changes in parliament, grievances with social services access or increasingly antagonistic language. At the other end of the spectrum, involvement of the full United Nations system, at times including the World Bank or the national government, might lead a lengthy and resource-heavy process that includes such steps as comprehensive literature reviews, regional consultations and household surveys. Between a light 'conflict-scan' and a wide-ranging in-depth conflict analysis, UNICEF has undertaken a range of analyses with varying purposes and levels of comprehensiveness.

An education-focused conflict analysis, as outlined in proposed guidelines developed by the United States Agency for International Development (USAID and the Global Partnership for Education, aims to inform education strategies that will minimize negative impacts and maximize positive impacts for peacebuilding by establishing an in-depth understanding of conflict causes and dynamics in each context, and the interaction between education and these conflict factors.[19]

Conflict analysis also helps determine entry points for peacebuilding programming. Under Learning for Peace, UNICEF has strengthened its work in countries affected by conflict through the development, implementation and use of education-focused conflict analyses. In identifying underlying or root causes and consequences of violent conflict, interactions of various causes, and the types of change needed to reduce tensions and promote peace in a given context, the conflict analysis is the initial step for shaping conflict-sensitive and peacebuilding programmes.

Figure 2 illustrates the four steps UNICEF country offices have taken to complete the conflict analyses and engage in programme design; based on the context in each country, the steps were adapted as appropriate.

Figure 2. Four steps in the conflict analysis methodology

STEP 1	STEP 2	STEP 3	STEP 4
Comprehensive literature review	**In-depth consultations in targeted regions**	**Consolidation, presentation and validation of findings**	**PBEA programme designed to respond to conflict drivers**
Initial mapping and review of all relevant analyses, papers and documentation	*Participants include women, children, teachers and government representatives*		
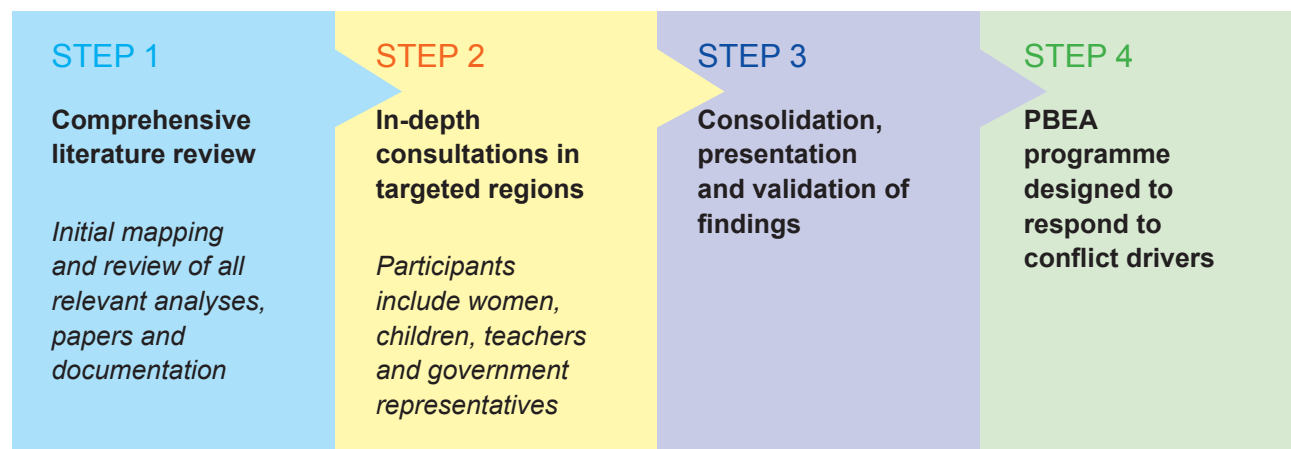
The UNICEF approach to conflict analysis is based on the Technical Note developed by the Office of Emergency Programmes as organization-wide guidance, applicable to all sectors.[20] PBEA provided a concrete opportunity to engage with this guidance across multiple country contexts, with a focus on the education sector. This created a dialogue between peacebuilding experts and the education sector about conflict analysis and how education can contribute to peacebuilding.

The technical guidance has been applied to training for staff, supported the appointment of education and peacebuilding focal points at headquarters, regional and country office levels, and promoted engagement with strategic partners and government counterparts in the field. This suggests progress towards the overall intention that conflict analysis and follow-up conflict scans or monitoring become a routine part of programming and staff reflection, regularly revised and updated, rather than perceived as a one-off technical exercise.

A distinctive feature of many of the conflict analyses completed for the PBEA programme is a differentiation between the dynamics of conflict at different levels, including cross-border, national and regions within a country. Because conflict dynamics can vary significantly from area to area in a single country, a sub-national analysis is particularly important for the development of education programmes at the district and community levels.

Most of the conflict analyses identify issues relevant for UNICEF country programmes across sectors and have therefore helped inform interventions beyond the education sector. Reflecting the multidimensional nature of peacebuilding, the analyses also consider child protection, health, nutrition, water, sanitation and hygiene (WASH), and such cross-sectoral areas as early childhood development, and adolescents and youth.

Countries that developed a broad conflict analysis and complemented it with a deeper focus on education or specific issues, such as Burundi and Yemen, had analyses that were particularly strong for informing programming. Burundi, for example, built on existing conflict analyses to look specifically at the mechanisms responsible for inter-generational transmission of violence.

Additional aspects of the conflict analysis methodology and implementation are outlined in Sections 2.2–2.4, and are reflected in the discussion of lessons learned throughout this report.

2.2. Sustained commitment to working with partners

At the country level, UNICEF works in partnership with governments and national authorities. This demands particular sensitivity regarding the concepts and language used in the conflict analysis process and subsequent programming. In several countries, for example, the analysis was framed around the role of education in strengthening 'social cohesion and resilience' because the term 'peacebuilding' carried negative political connotations or was found to be abstract and not easily translatable into local languages.

To ensure context sensitivity, UNICEF has drawn on inputs from a diversity of national and international staff, as well as from working partnerships with local agencies that provided deeper insights into the dynamics of conflict within their own society. The use of validation workshops and consultations with key stakeholders, including government, civil society, community organizations and international partners, facilitated testing the authenticity of analysis results, while highlighting the challenge of ensuring that marginalized and less powerful voices were included throughout the process.

UNICEF is committed to cultivating partnerships with other actors that operate in humanitarian and post-conflict or fragile contexts. Continuous presence and knowledge generation help bridge periods of emergency, reconstruction after violent conflict and longer-term development.

Although the initial conflict analyses conducted under PBEA have been diligent and took three months to a year to complete, the ongoing challenge is to update and sustain the knowledge gained in order to inform future programming.

This cannot be accomplished without dedicated resources, technical expertise and strong leadership commitment within UNICEF, as well as the support and commitment of government counterparts.

Ensuring that the national ministry of education endorses and validates the draft conflict analysis was a vital step towards sustaining commitment to addressing the identified conflict factors. The validation workshops and consultations with key stakeholders served as a mechanism for government endorsement of analysis findings and encouraged their use of these findings in national planning for education.

In the Democratic Republic of the Congo, a forum was held with 54 partners – including government representatives, INEE, USAID, the United Nations Educational, Scientific and Cultural Organization (UNESCO), and financial and technical partners – to share the results of the conflict analysis and raise fundamental policy issues.[21] The dialogue provided insights into how conflict is affecting education in the country and the potential role of education in promoting peace. The policy issues raised were then considered by education sector leadership in defining new policies and procedures related to education and peacebuilding.

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Another example of ensuring sustained commitment to conflict analysis results is the systematic inclusion of conflict and risk analysis into national education sector analysis. In West and Central Africa, conflict, risk and vulnerability factors were explicitly examined in the government-led National Education System Analyses in Chad and the Democratic Republic of the Congo, among other countries, thereby enabling decision makers to use an evidence-based approach in developing conflict-sensitive education policies and programmes.

The UNICEF West and Central Africa Regional Office partnership with the Pôle de Dakar of UNESCO's International Institute for Educational Planning and national counterparts facilitated development of country-specific methodologies for the education sector analysis chapters on risk and vulnerability, and conflict. As of 2015, these methodologies were being replicated directly by Pôle de Dakar in Burkina Faso, Côte d'Ivoire and Guinea-Bissau and were used to inform global guidelines for the risk and vulnerability chapter of the education sector analysis.

Along with documented achievements, challenges were also revealed. Conducting analysis in diverse contexts, with a wide range of national and international consultants, partner organizations and governments requires strong technical leadership, quality control measures and continuous dialogue to ensure that programming recommendations remain practical and useful. As a fundamental step, it is essential to build trust with government counterparts to ensure their endorsement of the process and, ultimately, to take ownership of the implications. This may be challenging in certain contexts and should be factored into the timeline developed for implementing a conflict analysis.

Conducting analysis in diverse contexts requires strong technical leadership and continuous dialogue to ensure that programming recommendations remain practical and useful. It is essential to build trust with government counterparts to ensure their endorsement of the process and, ultimately, to take ownership of the implications.

While involving national research partners in the conflict analysis process is a valuable approach, it is important to realistically assess partners' experience and their existing skills, as well as the implications these have for research outputs. Identifying institutions and individuals that bring both a peacebuilding and an education background to the assignment has often proved to be a challenge.

It is also important to acknowledge that individuals and organizations may bring their own framework and bias to the work they conduct. In aiming for the most effective outcomes and implementation of the findings, UNICEF needs to clearly communicate with organizations or teams that are set up to conduct conflict analysis and provide the following information:

■ Specifications that identify the minimum expectations in terms of methodology.

■ The anticipated focus on education within the wider dynamics of conflict.

■ Background that enables understanding of the distinction between root, proximate and trigger conflict factors.

■ The rationale behind programme recommendations and prioritization.

2.3. Supporting evidence-based policy and programmes

Collecting and analysing data on the links between education and conflict, and between education and social cohesion and resilience, are vital tasks in support of evidence-based programming and planning, and for measuring the long-term effectiveness of interventions. This has been a particular challenge at the sub-national level, where there is limited availability of reliable, disaggregated data on gender, ethnicity and religious affiliation.

Measuring the PBEA programme's impact on the complex issues of social cohesion and resilience required going beyond data collection at the activity level, such as the number of teachers who participated in conflict management training. UNICEF has therefore used innovative methods and tools to collect data and construct baselines related to the knowledge, attitudes and practices (KAP) of individuals regarding social cohesion, resilience and how education as a social service can

contribute to peacebuilding.[22] Efforts have been under way to gather and update relevant data through KAP surveys in Myanmar, Pakistan, and multiple countries in Eastern and Southern Africa and West and Central Africa.

In Pakistan, the Youth Social Cohesion Survey gauged programme beneficiaries' level of social cohesion through five domains: (1) tolerance; (2) trust; (3) sense of belonging and inclusion; (4) participation; and (5) recognition and legitimacy. In Burundi and Uganda, population-based surveys were conducted with methodologies and data collection priorities tailored to country needs, as defined by UNICEF in conversation with key partners. These surveys examine links between the delivery of social services, particularly education, and societal pressures that can give rise to violence in fragile and conflict-affected settings.

In Ethiopia, Kenya, Somalia and South Sudan, social cohesion index surveys were carried out at programme intervention sites. Table 1 lists the key domains for social cohesion and

Table 1. Composite indicators for social cohesion and resilience (Ethiopia, Kenya, Somalia and South Sudan*)

Social cohesion (Index Scale 1–5)	Resilience (Index Scale 1–5)**
Domain 1.1 Trust and tolerance – Respondents exhibit higher levels of trust and acceptance of others in their communities.	**Domain 2.1. Vulnerability –** Degree to which respondents have been able to withstand shocks without losing personal assets and are feeling empowered in decision-making processes.
Domain 1.2 Civic and social participation – Respondents contribute increased time and effort to civic and social activities that cut across identity lines.	**Domain 2.2 Coping strategies for dispute resolution –** Respondents demonstrate higher levels of positive coping strategies for addressing grievances and disputes.
Domain 1.3 Inclusion in governance processes – Respondents report a greater sense of empowerment in government decision-making processes.	**Domain 2.3 Support mechanisms –** Respondents report increased level of confidence in the support they can access and confidence in responding to shocks.
Domain 1.4 Attitude towards social services – Respondents report a higher level of satisfaction with relevant education services.	
Domain 1.5 Constructive dispute resolution – Respondents demonstrate a greater preference for non-violent dispute resolution strategies.	

* Final methodologies and analysis were country specific.

** It has been noted that there is significant overlap between 'social cohesion' and 'resilience to conflict'. *See, for example:* 'Fostering Resilience in Situations of Fragility and Conflict: Framing the expert roundtable discussions', Outcome Document of the Expert Roundtable co-organized by UNDP, UNICEF, Interpeace and the Rockefeller Foundation, New York, 18–19 September 2014; available at <www.erinmccandless.net/on-resilience.html>.

resilience measurement used in these surveys.

Population-based KAP surveys offer baselines and identify key priorities in relation to geographical area, beneficiary groups and the most salient factors, or interaction of factors, that affect social cohesion. In-depth exploration is then possible through follow-up focus group discussions and progress monitoring to track results and inform programme adjustments. The population-based surveys that UNICEF began conducting as part of PBEA programme implementation and monitoring provided highly relevant information for the overall conflict analysis process.

Conducting periodic 'conflict scans' is an additional tool that was used to assist in tracking progress against conflict factors and dynamics identified in the conflict analysis. Conflict scans are quick, flexible and tailored to specific priorities. They employ a variety of methodologies and helped ensure that conflict factors and dynamics captured in the conflict analysis were tracked and updated on a regular basis.

As several countries reported, work within the education sector was informed by conflict analysis findings when UNICEF was able to engage with planning processes during their development, and when there was ongoing dialogue between stakeholders. Finding the right entry point and building from existing processes enhanced the potential to integrate education into peacebuilding, and vice versa.

The education sector planning process provided UNICEF with an opportunity to advocate at the highest levels of relevant government authorities to address drivers of conflict. In Sierra Leone, the Education Sector Implementation Plan developed by the Ministry of Education, Science and Technology received US$17.9 million in support from the Global Partnership for Education, for 2014–2017. Addressing inequities, bringing marginalized groups to the centre, and providing quality

education and other social services placed the education sector in a strong position to address conflict drivers.

Democratic Republic of the Congo: Incorporating risk and conflict indicators in national data collection

In the Democratic Republic of the Congo, the Rapport sur l'Etat du Système Educatif National (Report on the Status of the National Education System) now takes into account risks and conflicts, thus enabling decision makers to use an evidence-based approach in developing conflict-sensitive policies and programmes for education. The 2014 status report indicates that conflicts have a significant impact on primary school completion rates:

■ 65 per cent of the country's out-of-school children aged 6–11 live in the six conflict-affected provinces, with 33 per cent residing in Katanga Province and 29 per cent in Province Orientale.

■ 1 out of 4 students did not feel safe at school.

■ Only 2 out of 10 teachers had participated in training on conflict resolution.

Based on recommendations made in the report's chapter on vulnerability and conflict, the national Education Management Information System indicators and data collection tools are being revised.

Source: Ministry of Primary, Secondary and Professional Education, Democratic Republic of the Congo, *Rapport sur l'Etat du Système Educatif National, Pour une éducation au service de la croissance et de la paix*, UNICEF and UNESCO-IIPE Pôle de Dakar, Dakar, December 2014; available from <http://unesdoc unesco.org/images/0023/002326/232623f.pdf>.

2.4. Additional elements of the applied methodology

Over the years, many tools have been developed to support conflict analysis in general (*see the box, page 7*), as well as methodologies specifically for education-focused conflict analysis.[23] The overall approach advocated by UNICEF is consistent with current thinking in the peacebuilding community and among United Nations agencies.[24]

UNICEF's Technical Note on conflict sensitivity and peacebuilding recommends inclusion of five elements in conflict analysis: (1) profile (context)/situation analysis; (2) causal analysis; (3) stakeholder analysis; (4) analysis of conflict dynamics; and (5) prioritization of findings for programming.[25] These elements can be adapted for different contexts, while retaining the core components and methodology, which means that conflict analysis can build on previous studies where appropriate, and be flexible enough to use language that makes the most sense in a specific environment. The points below summarize how country teams applied these elements in their conflict analyses.

Context/situation analysis

Creating a 'snapshot' of a given context, including political, economic and sociocultural factors, is the purpose of this type of analysis. Virtually all of the conflict analyses involved some form of context analysis, in some cases on the topics of 'peace and development' or 'social cohesion'.

Context analysis provides a good opportunity to build on existing work and avoid duplication of efforts, and a literature review was one tool used frequently by the PBEA analysis teams. In South Sudan, the approach was based on a desk study that synthesized literature from a range of sources and perspectives, including those of South Sudanese civil society, the Government of South Sudan and the international community. In a small number of cases, such as Uganda, the conflict analysis drew on existing UNICEF data to highlight inequalities in terms of access to education in various parts of the country.

In Burundi, where extensive conflict analysis had already taken place, the approach included new research on themes prioritized by the UNICEF Country Office in consultation with partners, including an analysis of cyclical and inter-generational violence, and the particular vulnerability of adolescents. In the State of Palestine, the Country Office reviewed such documents as the United Nations Development Assistance Framework and a study on public education in Gaza, and also commissioned a study on education and social cohesion in East Jerusalem.

In Myanmar, a peace and development analysis had been completed by the United Nations Country Team, with participating agencies such as the United Nations Development Programme (UNDP), UN Women and UNICEF. The Myanmar Country Office chose to build on this study by commissioning a conflict analysis of education in Rakhine State.

In Pakistan, results of the social cohesion analysis were successfully integrated in the provincial sector planning processes in Sindh and Balochistan. Both Education Sector Plans have costed implementation plans, with corresponding priorities for social cohesion and resilience objectives such as activities to strengthen education governance structures at the school level, textbook review and revision, and development of school language policies. In Punjab, education governance that failed to integrate marginalized groups was identified as an area of potential fragmentation.

It is conceivable that countries that did not include situation analysis in their methodology from the start have subsequently incorporated this element to contextualize and frame the in-depth findings. Availability, reliability and existence of disaggregated data – particularly on gender, ethnicity, religious affiliation, and

especially at the sub-national level – have often been a challenge and present a priority area for future efforts to develop evidence-based peacebuilding and risk-informed programming.

Causal analysis

A causal analysis identifies and classifies existing and potential causes of tension or violent conflict, often referred to as 'drivers' or 'factors' of conflict. This includes:

- Root causes – long-term, underlying or structural reasons for conflict, such as long-standing disputes over territory or structural inequalities between groups.

- Proximate or intermediate causes – visible manifestations of the conflict, such as violence or political mobilization as a response to poor governance.

- Conflict triggers – events or issues, such as elections, economic crises or food shortages, that can lead to or 'trigger' outbreaks of violence.

Consequences of violent conflict, such as rape and sexual violence, can undermine national healing long after a war ends. Root and intermediate causes of violent conflict are not always easy to compartmentalize, and the symptoms and causes of violent conflict are often interrelated and mutually reinforcing.

In most cases, causal analyses involved a combination of factors identified through the literature reviews and context analysis, plus fieldwork in-country to consult with stakeholder groups. This enabled the identification of a range of generic conflict drivers, many of which were common across PBEA countries. For the sake of conceptual clarity, UNICEF has moved from using the language of conflict 'drivers' to that of conflict 'factors', with the understanding that many of these are mutually reinforcing.[26]

Availability, reliability and existence of disaggregated data – particularly on gender, ethnicity, religious affiliation, and especially at the sub-national level – have often been a challenge and present a priority area for future efforts to develop evidence-based peacebuilding and risk-informed programming.

The Yemen conflict analysis demonstrates a good example of where the analysis successfully compartmentalizes root causes and symptoms, while also highlighting their interrelatedness and reinforcing dynamics (*see Annex II for the conflict analysis summary*). Such distinctions were not always evident in the completed conflict analyses of other countries. Not distinguishing clearly between these different levels made it challenging to articulate entry points for programming.

Stakeholder analysis

A stakeholder analysis identifies vital local, national, regional and international actors that influence or are influenced by the conflict and investigates their perspectives (e.g., interests, needs, positions, resources) and their relationships with one another, and with other entities. determines how to engage with such stakeholders, and identifies possible opportunities to act. A stakeholder 'mapping' matrix that identifies stakeholders and considers their capacities, relationships, supporters and agendas is useful for this exercise.

All the conflict analyses that went through a consultation process involved a range of stakeholders. In the majority of PBEA conflict analyses, this involved consultations with parents, teachers, school management

committees, education officials, religious and traditional leaders, and security personnel. When the focus was set too narrowly on the formal education system, however, traditional conflict stakeholders were not always part of the process. This may have left out representatives from the justice, political and security sectors, illegal armed groups, human rights organizations and media.

The conflict analysis phase produced a range of finished reports, with some emphasizing the history and political economy and de-emphasizing the role of education. Others were more focused on the formal education sector, without being situated in a wider historical and political economy analysis. To produce well-balanced conflict analysis, it is crucial that researchers ensure a balanced selection of stakeholder informants.

Analysis of conflict dynamics

The analysis of conflict dynamics aims to examine interactions between causes of conflict, as well as 'dividers' (sources of tension) and 'connectors' (cohesion factors or capacities for peace), and helps identify opportunities for appropriate programmatic responses. Ideally, this involves consulting with a broad range of stakeholders. While most conflict analyses included consultations with both education-specific and broader actors, UNICEF identified a need for strengthening the analysis of interactions between stakeholders and causes of conflict, and the implications for education programmes.

In many cases, the PBEA analyses reflect an uneven balance between peacebuilding analysis that identified political and economic conflict factors, and those that highlighted specific needs within the education system. Formal schooling was typically the focus, and non-formal and alternative education strategies were not systematically or sufficiently identified. Further, while various stakeholders may have been involved in consultations, few of the conflict analyses are explicit about the dynamics operating among the stakeholders.

Consultants and partners undertaking the conflict analyses may not have always had an informed understanding of how conflict dynamics interacted with education and thus failed to make these links. There were also difficulties in highlighting factors that may be perceived as 'political' for agencies working

Engaging children and adolescents in conflict analysis

Understanding children's and adolescents' experiences and perceptions is a priority for UNICEF and vital for an in-depth analysis of the relationship between conflict and education.

Several of the PBEA conflict analyses involved primary-school-aged children and adolescents in the process, engaging them through such methods as interviews and focus group discussions, led by the research team as well as peer educators. In Liberia, this included consultations with close to 400 children, in some cases using games to initiate the dialogue. In Burundi, a study was commissioned with a focus on the issues and perceptions of adolescents aged 14–19. In Côte d'Ivoire, primary school children were asked to draw their perceptions of school before, during and after the crisis.

Building on this experience, UNICEF developed Engaging Adolescents in Conflict Analysis to support meaningful and ethical work with children and adolescents. This guidance note suggests considerations to take before engaging in a conflict analysis, practical suggestions and methodologies, and recommendations for implementation. It is available under 'Guidelines and Tools', at <http://unicefinemergencies.com/downloads/eresource/adolescents.html>.

with government partners (e.g., political-party interference in schools or universities, and harmful governance practices in certain provinces), particularly because such references may challenge the political or economic interests of powerful groups within society.

Prioritization for programming
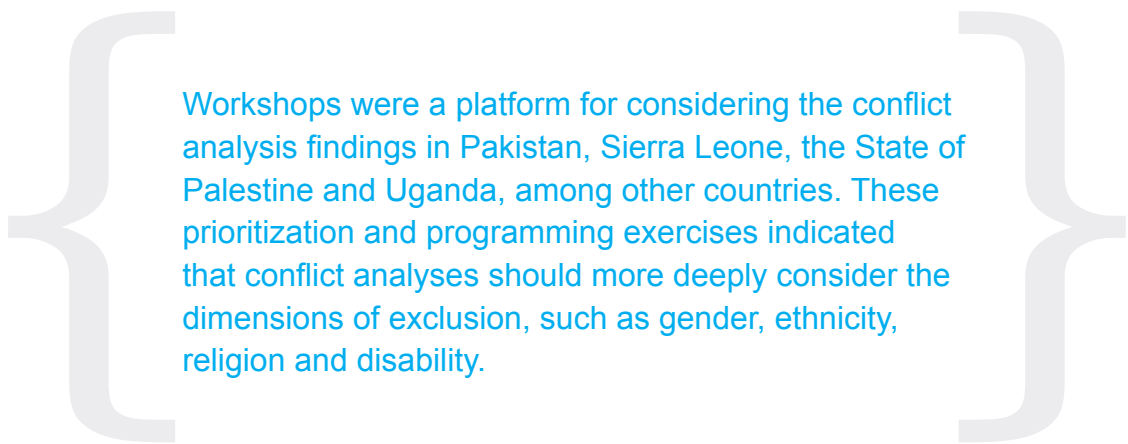
The prioritization process is meant to be conducted in the context of multi-stakeholder, strategic planning, using criteria derived from conflict analysis findings. Importantly, this process promotes consensus building and multi-stakeholder buy-in.

Building on the results of literature review, stakeholder analysis and consultations, it is the next step for those who intend to use conflict analysis to inform their plans and programmes, across and within sectors. While the analysis might indicate that a specific underlying cause of conflict should be a priority, decision makers, ministry staff and programme managers, as well as UNICEF, government and civil society partners, will need to assess their plans according to the programme areas that fit their mandate and where they have the

most expertise and capacity to design an effective response.

Youth alienation, for example, was identified as a significant factor in both Liberia and Sierra Leone. In Sierra Leone, early childhood development and curriculum development were identified as the priority programme areas by UNICEF in consultation with the Government, and in line with existing technical expertise in the Sierra Leone Country Office.

In Liberia, UNICEF managed the National Youth Service programme, with a focus on peacebuilding, in partnership with the Government of Liberia, USAID Liberian Food and Enterprise Development, and the Peace Corps. Along with assessing existing capabilities in the Sierra Leone Country Office, UNICEF was able to identify partners with technical expertise in youth-focused programming that might be outside its mandate or areas of comparative advantage – highlighting the importance of being flexible and adapting priorities to deliver strong peacebuilding results. Adolescent and youth programming was added after government buy-in was secured through

> Workshops were a platform for considering the conflict analysis findings in Pakistan, Sierra Leone, the State of Palestine and Uganda, among other countries. These prioritization and programming exercises indicated that conflict analyses should more deeply consider the dimensions of exclusion, such as gender, ethnicity, religion and disability.

advocacy, partners were identified and capacities in the UNICEF Country Office were strengthened.

The most common approach to prioritization for programming was to hold verification workshops with key stakeholders, including government, civil society, international organizations and communities. Workshops were a platform for considering the conflict analysis findings in Pakistan, Sierra Leone, the State of Palestine and Uganda, among other countries. Documentation of these prioritization and programming exercises indicates that conflict analyses should more deeply consider the dimensions of exclusion, such as gender, ethnicity, religion and disability.

Addressing exclusion is already a strong priority and practice in UNICEF, and findings from the conflict analyses and the validation workshops re-emphasize the importance of this work. Specifically, strengthening analysis of dimensions of exclusion and their links to violent conflict in a given context is necessary for prioritizing programming and for developing a more refined, equitable, inclusive and effective programme aimed to have peacebuilding-relevant outcomes.

The conflict analysis process should also include a discussion on which combination of programming and policy responses can be selected to achieve sustainable results. Including such recommendations in the conflict

analysis report increases the chances that the findings will be used to inform programming.

One of the key challenges here is being able to develop a robust theory of change that connects an underlying cause of conflict with a proposed education for peacebuilding response and potential peacebuilding results. Strong cooperation between education and peacebuilding experts in identifying programming and policy responses was essential to ensuring that strategies were focused on peacebuilding on one hand, and supported education outcomes on the other. Good examples of programmatic entry points based on analysis are included in the Yemen conflict analysis summary.

Finally, it is important to consider that seed funding for peacebuilding projects can be a strong catalyst, even though the level of funding it represents at the country level may be relatively modest compared to other resources made available to education authorities. While higher budgets in the long term are needed to encourage commitment from senior management personnel to ensure that results are delivered, seed funding that is dedicated to conflict analysis research, knowledge generation and model initiatives can pave the way for substantial peacebuilding programmes. As such, there is a strong need to leverage, align and integrate education for peacebuilding work with the broader development and education-specific agendas to ensure long-term sustainability.

Factors to consider in conflict analysis design and implementation[27]

3.1. Planning time and resources

Each conflict analysis completed for the PBEA programme reflects unique circumstances, making it difficult to apply overarching recommendations across contexts. Keeping in mind that every community, country and region is different, there are nonetheless several key factors to consider when designing and implementing any type of conflict analysis.

One of the first considerations is to ensure that ample time and resources are in place. Conflict analyses supported by UNICEF took longer to complete than anticipated. Factors that delayed the planned schedules included the time needed to negotiate and ensure the buy-in of national governments, and the limited availability of individuals and institutions capable of conducting good-quality research and analysis in peacebuilding and education.

In many countries, numerous languages and dialects are spoken, and conflict analysis consultants sometimes relied on local partners to conduct consultations and interpret responses, adding to delays in implementation. Analysis was also complicated by ongoing emergencies that stretched human capacities and material resources, making it hard to prioritize peacebuilding discussions. In the Democratic Republic of the Congo, Somalia and other countries, volatile security situations limited access to certain areas.

{ Capacity development is an important dimension of implementing a conflict analysis. In Somalia, the approach involved data collection through schools and trained community members, including service users, staff and community elders to conduct and/ or actively participate in planning, designing and implementing surveys in their own communities. }
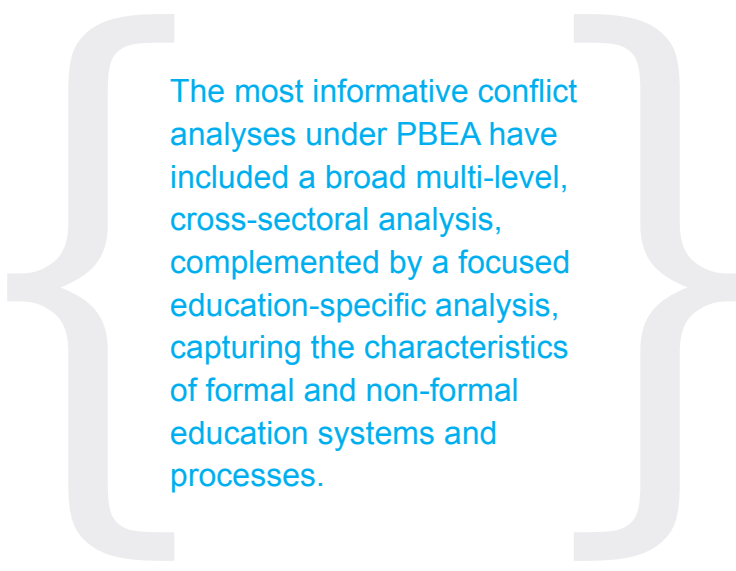
A crucial step in the preparation is engaging a diverse team for conflict analysis implementation. A review of PBEA processes suggests the value of combining international and local expertise, carefully taking into account the background and potential bias of consultants and implementing partners. This can provide a useful range of knowledge and perspectives, and helps secure credibility and ownership of analysis findings.

Capacity development is also an important dimension of implementing a conflict analysis, building expertise within the country for longer-term analyses and review. Côte d'Ivoire, Ethiopia, Liberia and Somalia engaged both national and international consultants in the design and implementation of conflict analyses. In Somalia, the approach involved data collection through schools and trained community members, including service users, staff and community elders to conduct and/or actively participate in planning, designing and implementing surveys in their own communities.

3.2. Exploring past and current developments at multiple levels

Understanding the historical context in which a country's formal and non-formal education systems have developed, as well as the current political changes, provides useful insights into existing 'political economy dynamics' (the underlying motivations of actors) and can suggest pathways for reforming the delivery of education services.

South Sudan, for example, only recently became an independent country, and as the PBEA literature review indicates,[28] education is a key area of social services provision, facing a range of urgent and diverse challenges. These include fulfilling the commitment to a

> The most informative conflict analyses under PBEA have included a broad multi-level, cross-sectoral analysis, complemented by a focused education-specific analysis, capturing the characteristics of formal and non-formal education systems and processes.

new decentralized system of education, and ensuring equitable access to resources and the right to participate in the benefits stemming from building the new State. It is also crucial to promote appreciation of ethnic and cultural diversity, including addressing the practical questions of which language of instruction will be used and how the education system itself will contribute towards shared citizenship in the development of South Sudan.

In many countries, one of the most important entry points for education programming that supports long-term peacebuilding goals is upstream, at the political level, which needs to be examined in tandem with the level of equitable and quality service delivery. Translating analysis findings into recommendations for education programmes requires striking a balance between articulating macro-level factors of conflict and distilling education-related factors. Two challenges need to be addressed:

■ Conflict analyses that are too broadly focused on the historical context or macro factors of contemporary conflict are insufficient to inform programming, and should be complemented with the use of stakeholder consultations to identify how larger issues can impact education, and vice versa.

- Conflict analyses that are too narrowly focused on the formal education sector, without making broader connections to how education might contribute to conflict or peacebuilding, fail to provide sufficient guidance for risk-informed, peacebuilding-relevant education programmes.

The most informative conflict analyses under PBEA have included a broad multi-level, cross-sectoral analysis, complemented by a focused education-specific analysis, capturing the characteristics of formal and non-formal education systems and processes. Similar sector-specific analyses could be conducted for other sectors for a refined and informed approach to cross-sectoral programming for peacebuilding.

The conflict analyses illustrate the importance of distinguishing between the dynamics of conflict at different levels, from local communities and districts to the national, regional and international levels. The geopolitics of Yemen, for example, or the cross-border impacts of the conflict in Chad and the Democratic Republic of the Congo, have implications for education in terms of meeting the needs of internally displaced people and refugees, and the responsibilities for providing education that fall to neighbouring host governments. Other examples from the analyses include security implications of the cross-border arms trade, and the challenge of providing access to education for migrant and nomadic populations across South Sudan and northern Uganda.

Most conflict analyses focused on the role of social services, particularly education, at the national level, specifically in terms of such issues as equity of access and quality of education, decentralization, reform of school curriculum, and challenges arising from high levels of uneducated and unemployed youth. In some cases, they emphasized how education can be used to deliver other essential social services and contribute to peacebuilding and promote social cohesion among groups.

A distinctive feature of the conflict analyses was the capacity to focus on conflict dynamics at the sub-national level and their implications for education. This sometimes involved a focus on a particular area that experienced violent conflict within a country, such as Nord-Kivu Province in the Democratic Republic of the Congo, the state of Rakhine in Myanmar, and Gulu District in Uganda. In several countries, data collection involved multiple sub-national regions, including: 16 regions in Côte d'Ivoire; four provinces in the Democratic Republic of the Congo; four regional states in Ethiopia; five counties in Liberia; field studies in different areas in Pakistan; three districts in Sierra Leone; three zones in Somalia; and four subregions in Uganda.

Understanding the historical origins of conflict in Sierra Leone

The conflict analysis in Sierra Leone finds that unequal access to education is due to more than a lack of capacity to provide social services: It has historical and political origins. Uneven development between the capital of Freetown and rural districts was a consequence of colonial history when rural resource extraction was channelled through urban centres and fuelled migration to the cities. These patterns continued after independence, while, simultaneously, indigenous efforts to gain property rights over mining were blocked and development gaps widened.

Widespread grievances initially contributed to the mobilization of armed groups, however once a violent insurgency was launched the conflict took a course of its own. Despite the cessation of violence and more than a decade of investment in post-conflict reconstruction, uneven distribution of social services such as education remains.

People who live in locations where there is support for the dominant political party, such as the areas surrounding Makeni, have better access to education – whereas those living in such areas as Kailahun and Pujehun have poor access to education. It is in those areas where people, especially youth, were first mobilized for armed conflict. This represents a key priority area for policy reform and equity-focused and peacebuilding-relevant programmatic approaches.

This approach highlights the dynamics of conflict at the district and community levels, which can be quite distinct from the national picture. Although it presents challenges in terms of developing differentiated approaches to programming, it also provides opportunities to achieve better results through a sharper focus on conflict dynamics at the local level.

In the Karamoja subregion of Uganda, two priorities emerged as a result of conflict analysis findings: (1) livelihood strategies for youth; and (2) strengthening community resilience against conflict and environmental challenges. In Acholi, closing the gaps in education enrolment and completion rates compared with other regions in the country was found to be vital. In Western Region, focusing on integration of refugee communities was identified as a high priority.

Finally, it is important to ensure that analysis of the local context encompasses overarching historical events that have enduring effects on conflict dynamics. The conflict analysis in the Democratic Republic of the Congo, for example, could have dedicated more efforts to illustrating how the Rwandan genocide and the wars that followed, with involvement from a significant number of African countries, continue to have a legacy and define local conflict dynamics.

3.3. Fostering dialogue among partners

Working in partnership with governments and national authorities demands particular sensitivity in terms of the concepts and languages used in conflict analyses and consequent programming.

In such contexts as Ethiopia, Pakistan and the State of Palestine, the emphasis is on the role of education in building or strengthening resilience and social cohesion, since the term 'peacebuilding' was considered to have negative political connotations. In Myanmar,
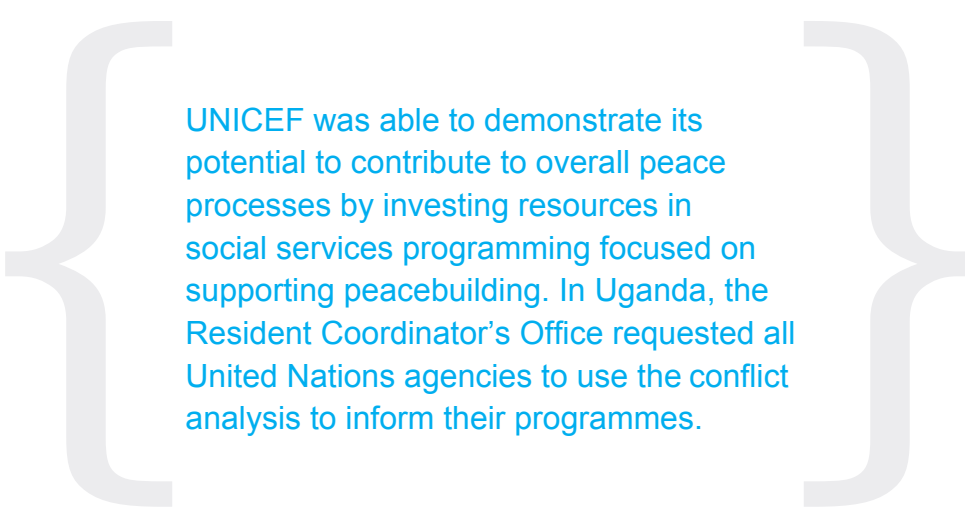
there is a focus on the 'recognition and inclusion' of minorities. The conflict analysis in Sierra Leone suggests that the Government is most comfortable with language that refers to the 'consolidation' of peace and 'transition' to sustainable development.[29]

Through participatory consultation and validation processes, conflict analyses conducted under the PBEA programme, along with subsequent conflict scans and conflict analysis updates, contributed to fostering dialogue and collaboration among opposing groups. Examples of this work include the following:

■ In Pakistan, more than 60 focus group discussions, 20 consultative workshops and 12 in-depth interviews were held with a wide range of stakeholders, ensuring the inclusion of key religious figures, government officials, women, children and out-of-school young people.

■ In Sierra Leone, full engagement of a wide variety of participants resulted in a strong sense of ownership of the analysis and contributed to a greater common understanding of the transformative potential of education.

■ In Liberia, the emphasis on peacebuilding as a process established the foundation for new practices and partnerships among government ministries. As a result of the consultative process, the Ministry of Education has demonstrated a willingness to lead effectively and coordinate with the Ministry of Internal Affairs-Peacebuilding Office and the Ministry of Youth and Sports.

3.4. Understanding the United Nations presence and UNICEF's role in the country context

The PBEA programme was implemented in countries where the United Nations has a

> UNICEF was able to demonstrate its potential to contribute to overall peace processes by investing resources in social services programming focused on supporting peacebuilding. In Uganda, the Resident Coordinator's Office requested all United Nations agencies to use the conflict analysis to inform their programmes.

diverse presence – ranging from the United Nations Country Team (UNCT), composed of various agencies, funds and programmes, to operations mandated by the Security Council, including special political missions and peacekeeping operations. UNICEF is present in most conflict-affected and fragile settings, and focuses on the continuum covering humanitarian response, transition and development.

UNICEF is an integral part of the UNCT, both in humanitarian emergency and development contexts and, in some locations, is the largest operational agency on the ground. Given its mandate for children, UNICEF leads on child-related issues in the UNCT, and has therefore found opportunities to substantially contribute to peacebuilding, especially in the area of social services. When there is a peacekeeping mission beyond the UNCT, UNICEF has a key role in contributing to the mission's mandate on peacekeeping and to the integrated United Nations response to conflict.

In PBEA countries, UNICEF was able to demonstrate its potential to contribute to overall peace processes by investing resources in social services programming focused on supporting peacebuilding. In Uganda, for example, the conflict analysis was well received

by other United Nations agencies and the Resident Coordinator's Office, which requested all United Nations agencies to use the conflict analysis to inform their programmes. The conflict analysis also increased awareness among funding agencies of the role of education in peacebuilding, and the UNICEF Uganda Country Office has been able to align the PBEA programme with the joint-agency Peacebuilding Fund programme.

However, more needs to be done to make the strategic links from the PBEA programme to the higher-level peacebuilding agenda of the United Nations. In practice, UNICEF's role and contribution to wider United Nations engagement in peacebuilding processes, particularly in the ability to influence peacebuilding at the individual, community and policy levels, varies according to the context and the capacities of both UNICEF staff and partners.

Most of the completed conflict analyses did not focus on the United Nations presence and how UNICEF interacts with it. In its future peacebuilding work, UNICEF should further explore its role within the larger United Nations peacebuilding processes.

Building international support at the country level: Global Partnership for Education

Conflict analyses under PBEA were conducted at a time when many education actors began emphasizing the need to develop and implement more context-driven and effective education programmes and policies in fragile and conflict-affected countries.

The Global Partnership for Education's Strategic Plan 2012–2015, for example, included strengthening the ability of fragile and conflict-affected governments to develop and implement their education plans as a key objective.*

Out of 14 PBEA countries, 12 were receiving support for implementing education sector plans through the Global Partnership for Education. The table below indicates where UNICEF was the supervising entity, managing entity or coordinating agency when conflict analyses were conducted or completed.

UNICEF's role in countries receiving Global Partnership for Education grants

Country	Duration of the grant	Supervising entity	Managing entity for plan development	Managing entity for programme iimplementation	Coordinating agency
Burundi	2013–2016				X
Chad	2013–2016			X	X
Côte d'Ivoire	2012–2015				X
Democratic Republic of the Congo	Review in October 2013				X
Liberia	2010–2015				X
Ethiopia	2010–2013				X
Pakistan	Review in October 2013		X		
Sierra Leone	Review in October 2013				X
Somalia	2013–2016			X	
South Sudan	2013–2016			X	
Uganda	Review in October 2013				X
Yemen	2013–2014	X		X	

* Global Partnership for Education, 'Strategic Plan 2012–2015', GPE, Washington, D.C., available at <www.globalpartnership.org/content/strategic-plan-2012-2015>.

Analysis findings and their implications for education and peacebuilding
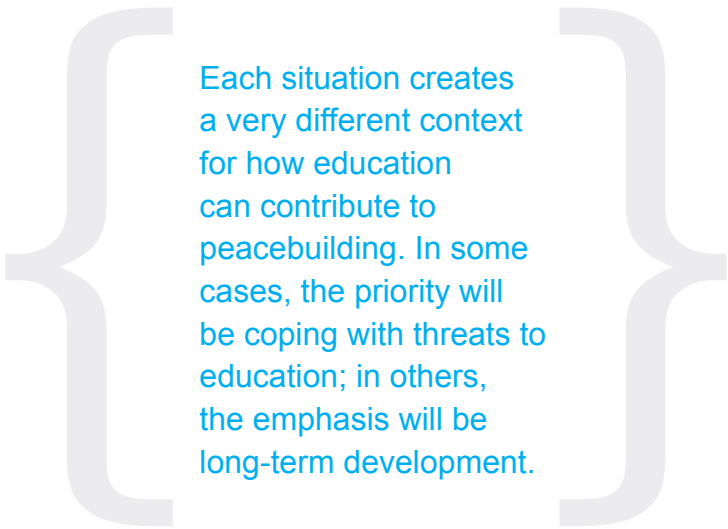
4.1. Unique and ever-changing dynamics

While history and the research literature indicate that peacebuilding is cyclical, rather than linear, and that relapses into violent conflict are common,[30] each country that is implementing education for peacebuilding programmes faces distinctive conflict dynamics. Violent conflict may be ongoing, a peace agreement and/or cessation of hostilities may be in place, or the country could be transitioning to development after years of relative stability.

Violent conflict is a daily threat in the Democratic Republic of the Congo, Somalia, the State of Palestine and Yemen, which means that protection and safe access to schooling are the dominant priorities for communities and partners. In other contexts, there have been formal peace agreements, but this does not guarantee that reversions to violence will not take place. In South Sudan, for example, conflict erupted not long after independence was gained from the Sudan. In other PBEA countries – such as in Liberia, Sierra Leone and Uganda – peaceful transitions have lasted over a significant number of years, so the language of post-conflict reconstruction may be less relevant than a focus on the consolidation of peace and transition into longer-term development. Each situation creates a very different
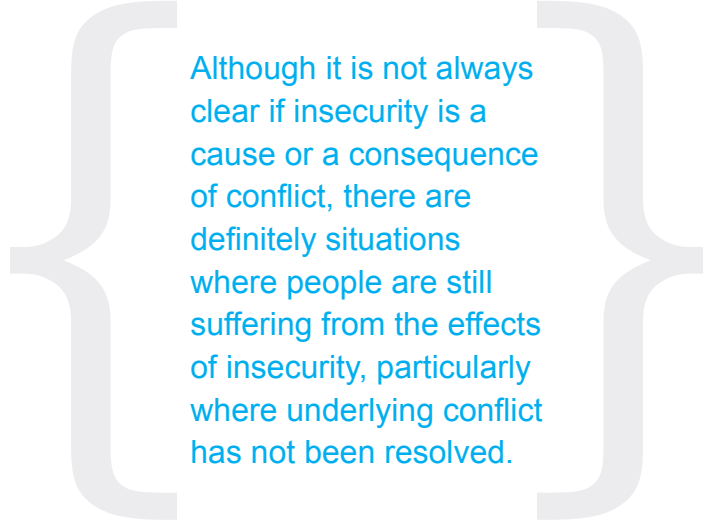
context for how education can contribute to peacebuilding. In some cases, the priority will be coping with threats to education, ensuring access to education for conflict-affected populations, including those who are displaced, and focusing on protection measures for children. In others, the emphasis will be long-term development, including reconstruction, education sector policy, governance, curriculum, behaviour change and learning.

Because country contexts are not static, conflict analysis needs to be viewed as

{ Each situation creates a very different context for how education can contribute to peacebuilding. In some cases, the priority will be coping with threats to education; in others, the emphasis will be long-term development. }

'a way of thinking', rather than a one-time task. This entails persistent monitoring of conflict dynamics and the adjustment of priorities for how education can contribute to peacebuilding. In some situations, rapid change is brought about by events, such as the African Union offensive against Al-Shabaab in Somalia, or the relapse into violence in South Sudan. Emergencies, such as the recent Ebola outbreak in Sierra Leone and Liberia, can also bring to light and exacerbate existing tensions between citizens and government.

Root and intermediate causes of violent conflict are not always easy to compartmentalize, and in most cases the symptoms and causes of violent conflict are interrelated. It is therefore important to ensure a depth of analysis, so that the root causes are evident and their relationship to other levels is understood. In Myanmar, for example, the recognition that the education system does not mirror multiple cultural identities enabled government and partners to begin working on multilingual education policy and programmes for multicultural curriculum reform.

Section 4.2 summarizes the causes of conflict at different levels, including root causes, proximate causes and conflict triggers. The distinctions between the different levels were not always evident in the conflict analyses and, in many cases, were labelled as general 'drivers of conflict'. Clearer differentiation between root causes, proximate causes, conflict triggers and consequences of conflict would contribute to a more robust analysis.

4.2. Common causes of conflict identified by PBEA conflict analyses

As reflected in Annex I, which summarizes analysis findings in all 14 countries, several

{ Although it is not always clear if insecurity is a cause or a consequence of conflict, there are definitely situations where people are still suffering from the effects of insecurity, particularly where underlying conflict has not been resolved. }

themes emerged regarding the causes of conflict. Section 4.2 outlines findings on the following topics: security (chronic insecurity, cultures of violence, and reintegration of returnees); politics and governance (corruption, exclusion, and restriction of public space); economics (poverty, lack of livelihood opportunities, and migration as a survival strategy); society (ethnic and religious divisions, and gender-based discrimination); and land and environment (conflict and competition over unequal distribution of the benefits of natural resources).

Security – Chronic insecurity, cultures of violence, and reintegration of returnees

Although it is not always clear if insecurity is a cause or a consequence of conflict, there are definitely situations where people are still suffering from the effects of insecurity, particularly where underlying conflict has not been resolved. In East Jerusalem, families have no sense of predictability and security in their daily lives. In the Democratic Republic of the Congo, chronic insecurity has been the norm for decades, related to the long-term presence of multiple armed rebel groups, militias and undisciplined armed forces. All these situations contribute to general feelings of fear and disempowerment.

In other cases, such as Pakistan, the high number of military professionals in government and the ensuing militarization of society has led to a context of threats and violence. Additional factors that emerged were lack of justice and impunity, violent youth wings and cross-border vulnerabilities in such countries as Burundi, Sierra Leone, Uganda and Yemen.

A culture of violence was identified as both a cause and consequence of conflict in Burundi, Chad, Liberia, Myanmar, Somalia, South Sudan, the State of Palestine and Uganda. The reports also noted a normalization of various forms of violence, rooted in cultural practices or as a legacy of violent conflict.

One feature of the war in Burundi was the direct involvement of civilians in conflict. Burundi analyses indicate that the legacy of this violence takes many forms: domestic violence, sexual and gender-based violence, theft, assault and fighting. The conflict analysis highlights how dynamics of violence are reinforced through the education system and parenting practices in the home, most clearly through corporal punishment, but also through state coercion to attend school and political party-supported politicization of teachers and classrooms during election periods. Similar challenges related to violence in the education system are evident in other contexts, including Côte d'Ivoire, Liberia, Pakistan and the State of Palestine.

Reintegration of returnees was also identified as a risk factor for violence in countries including Burundi, Myanmar, South Sudan and Uganda, largely linked to competition over access to scarce resources and services. In South Sudan, increasing social, cultural and economic pressure in rural and urban areas caused by large numbers of returnees was seen to increase the likelihood of inter- and intra-communal tensions and conflict.

These tensions may also be reinforced through a formal education system that is not well equipped to cope with the challenges posed by large numbers of returnees or their specific needs, including the language of instruction. Burundian children growing up in refugee camps in the United Republic of Tanzania learned Kiswahili and English in camp schools but not French or Kirundi, the languages taught in the national school system. Language issues highlight the differences between the two groups of students in the classroom and are one of many barriers to integration.

Politics and governance – Corruption, exclusion and restriction of public space

Weak governance, manifest in corruption, was explicitly identified as an underlying cause of conflict in Burundi, Côte d'Ivoire, the Democratic Republic of the Congo, Liberia, Myanmar, Sierra Leone, South Sudan and Uganda. A common grievance that emerged is related to political corruption and how this influences the delivery of social and administrative (essential) services. Often this involved centralization of power and resources, leading to a lack of trust and exclusion from decision-making.

Sierra Leone's conflict, for example, has its roots in a patrimonial system of governance where access to resources and power depended on personal connections, leading to endemic corruption. Inequitable distribution of resources continues to act as a source of tension. During consultations, participants highlighted inequity in the distribution of schools and teachers, particularly for poor people in rural areas, as a threat to the peace consolidation process and a cause of identity-based social cleavages.

The exclusion of youth from political participation and decision-making is identified as a key conflict factor across several countries, including Burundi, Ethiopia, Somalia, South Sudan and Uganda. Restriction of public space was also cited as a conflict factor, particularly where it involves restrictions on freedom to speak in public or to criticize the government. In some cases, this related to the militarization of society.

Myanmar is an example of militarization, in which the strong presence of military officials in government and a military style of command and control mean that popular protests are often met with violence. A root cause of the conflict that emerged from consultations was that the Government is only engaging in ceasefire negotiations, and not in political dialogue about ethnic minority grievances related to inclusion and identity.

Grievances were also related to a shrinking of public space, despite official rhetoric that welcomes it. Although Uganda's Constitution, for example, includes provisions on freedom of expression and association, civil society groups have had decreasing room to organize, assemble and express their views on government policy – particularly those groups that focus on contentious issues such as transparency in governance, or lesbian, gay, bisexual and transgender rights. Such situations create very difficult environments for educators in terms of a commitment to developing freedom of expression and critical thinking.

Economics – Poverty, lack of livelihood opportunities, and migration as a survival strategy

Poverty, low levels of development and inequitable economic development were frequently cited as factors in country conflict analyses. Frustration and tension were found to be increased by negligible economic diversification, poor infrastructure, lack of relevant education and limited job opportunities, particularly in the formal sector.

Young people often feel the greatest impact, and youth alienation emerged as a conflict factor in Burundi, Chad, Liberia, Pakistan, Sierra Leone, South Sudan, the State of Palestine and Uganda.

A study in Burundi, which has an exceptionally young population with a median age of 17, indicates that the costs of schooling and

difficulties in accessing jobs for those not connected to society's elites combine to limit the horizons of many young people.[31] Consultations revealed a breakdown of family support structures, lack of trust in the Government's ability to provide for its citizens, high levels of youth prostitution, dependency on alcohol and drugs, and normalization of violence. In many cases, young people were considered to be both particularly vulnerable to the effects of violence, and a potential risk factor as they might easily be mobilized for violence.

The inability to obtain work not only impacts the economic futures of young people, but also affects social cohesion. In East Jerusalem, the Palestinian job market is not able to provide sufficient opportunities for those who have graduated from school. Although the Israeli job market offers young Palestinians many more opportunities, to gain access it is necessary to have an education certificate recognized by the Israeli authorities. Those who enrol in the Israeli system, however, may be viewed as traitors and unpatriotic by other Palestinians, with significant consequences for social cohesion.

Pressure related to migration and displacement was identified as a conflict driver in Burundi, Chad, Myanmar, South Sudan and Uganda. Poverty, hunger and competition over scarce resources mean that voluntary migration is seen as a strategy for survival in some contexts. This may involve a move from rural to urban areas or across borders. However, weak support structures combined with a lack of resources in the host community can lead to a number of social problems.

Society – Ethnic and religious divisions, and gender-based discrimination

Results of the conflict analyses indicate that opportunities to build social cohesion through education have been missed across many countries when the majority-oriented curriculum and textbooks have not fostered a tolerant culture of 'peaceful coexistence'.

Ethnic and religious divisions were identified as conflict factors in Chad, Côte d'Ivoire, Liberia, Myanmar, Pakistan, South Sudan and Uganda, with existing divisions frequently mobilized for political purposes. In Côte d'Ivoire, the political elite played on long-standing and controversial issues of citizenship and access to land to foster ethnic polarization. In Pakistan, the deliberate or inadvertent misinterpretation of Islam by extremists, preachers and madrasa leaders has contributed to sectarian discord and impeded the development of an inclusive national identity.

Divisions related to ethnicity and identity can be particularly powerful when they are aligned to inequalities in access to services and resources. The primary root cause of conflict in Myanmar identified in the consultations was related to the government policy of 'Burmanization', whereby the Bamar majority (Buddhist and male) continue to hold all the most senior government and military positions. Similarly, in Pakistan the strong feelings of resentment that emanate from a perception of ethnic discrimination in areas such as Balochistan and Gilgit-Baltistan act as persistent barriers to social cohesion.

Conflict factors related to gender can be expressed through both direct and structural violence. In some cases, it is apparent through the normalization of domestic abuse and rape (Burundi, Somalia, South Sudan), violence against girls in schools (Liberia and Uganda), and the association of masculine identities with the expression of threat, violence and force (Myanmar). In others, discrimination emerges in the exclusion of women from decision-making, as reflected in their participation, or lack of participation, in education systems.

Land and environment – Conflict and competition over unequal distribution of the benefits of natural resources

Access to land is a particularly volatile issue and often serves as a trigger to violent conflict. Land disputes include local disagreements between neighbours over boundaries and ownership rights, and between migrant and host populations over settlement of land, as well as conflict over 'land grabbing' that can involve government as well as national commercial interests and international companies. Land and environment factors were identified as conflict drivers in Burundi, Chad, Liberia, Myanmar, Sierra Leone, the State of Palestine and Uganda.

In Liberia, dual systems of land tenure (traditional and modern) and a lack of clear authority are key conflict factors that warranted programme interventions. In Burundi, controversial handling of land claims, particularly between returnees and host populations, was a key area of concern. The population of Chad, meanwhile, is unevenly distributed across the country, with the majority highly concentrated in the south. Due to its location, Chad attracts internally displaced people and refugees that heighten pressures on scarce local resources (*see Annex II for the conflict analysis summary*).

In other contexts, grievances relate to how natural resources are being extracted. Often the benefits of these resources are enjoyed by foreign companies or political elites, rather than the general population. One example of this is the use of diamonds in Sierra Leone to fund armed conflict and support the patrimonial system.

In Myanmar, consultations highlighted the way in which the 'gold rush' by foreign government and business interests in competition to exploit the country's natural resources leads to corruption, poor business practices, uncontrolled development and environmental degradation (*see Annex II*). A pertinent issue in Myanmar is the introduction of large infrastructure projects to exploit natural resources that are seen to undermine the existing rural economy.

Finding relevant entry points in education for addressing these issues is sometimes

challenging. Few national curricula, for example, seem to address these issues, although there are areas of the curriculum such as civic and citizenship education, environmental studies and education for sustainable development that could provide such entry points. In Liberia, peacebuilding and leadership training manuals and peacebuilding curricula that were developed under the United Nations Peacebuilding Fund informed the development of a 'citizenship curriculum', covering issues such as resource management and land conflicts related to dual systems of tenure.

4.3. Implications for education policy and programmes

Education programmes in the past have predominantly focused on ensuring the conflict sensitivity of existing strategies. Under the PBEA programme, however, there has been a strategic shift to ensure stronger alignment between conflict analyses and programming responses. This innovative approach has required the readjustment of existing approaches, including how national education sector planning is conducted, how curriculum frameworks are evaluated and new priorities decided, and how training programmes for teachers are designed.

The process of conflict analysis provides a key opportunity to convene partners to examine conflict factors, evaluate potential entry points and develop education for peacebuilding strategies. Beyond traditional education sector work, peacebuilding will often require cross-sector initiatives and collaboration, both within UNICEF and with other United Nations agencies.

Non-formal education has provided a number of opportunities under PBEA and can be tailored

One of the key lessons learned is the importance of having strong and continued interaction between education and peacebuilding specialists in programme design and implementation, as well as strong collaboration across sectors.

to address a variety of needs. Education is a strong tool for peacebuilding that can be utilized in programming for civic education and non-formal learning opportunities at the community level. For example, there are a range of skills that can be learned and applied for conflict management, strengthening social cohesion and ensuring participatory decision-making – often referred to as a package of 'peacebuilding competencies'.

One of the key lessons learned is the importance of having strong and continued interaction between education and peacebuilding specialists in programme design and implementation, as well as strong collaboration across sectors. Overall, it is best practice when conducting a conflict analysis to ensure that UNICEF's identified entry points for peacebuilding programmes are considered across all sectors.

Section 4.3 reflects on the conflict analysis recommendations for education priorities or possible areas of programming, including: child protection; education for peacebuilding; economic and social development; social cohesion and cultural development; peaceful management of natural resources; and gender equality.

Child protection in and out of school – Supporting violence-free environments through cross-sector cooperation

In regard to protecting children from violence, a number of the conflict analyses highlight the issue of a 'culture of violence' within schools, as well as in the wider society. This resulted in recommendations that are relevant for both the education and child protection sectors.

In Chad, the analysis recommended training for local communities on conflict resolution. In other contexts, the introduction of public awareness campaigns and additional support for victims of violence were recommended.

In Burundi, sexual violence was identified as a profound problem, and recommendations include the provision of training for police on effective ways to investigate allegations and prosecute guilty parties. Specifically, the conflict analysis findings and subsequent programme intervention revealed the need to train police to better recognize and protect vulnerable adolescents and children, including issues relating to sexual violence, the rights of orphans and the protection of unmarried mothers.

A number of the conflict analyses emphasize the issue of violence in schools. In Burundi, the sexual exploitation and abuse of female students by teachers and administrators is prevalent, and the analysis underscores the need to protect these students, as well as facilitate their continued education.

The use of corporal punishment is identified as an issue in Burundi, Sierra Leone and the State of Palestine. In the case of Sierra Leone, the analysis report recommends the agreement of a code of conduct for teachers that specifically addresses issues of corporal punishment and other forms of violence. In many cases, programme design and implementation under PBEA for this kind of work required cross-sectoral collaboration between the education and child protection sectors.

Education for peacebuilding – Revising curricula and teaching methods

Curriculum change was recommended in a number of countries, including Burundi, Ethiopia, Liberia, Myanmar, Pakistan and Sierra Leone. In Burundi, Myanmar and Uganda, this involved the introduction of education to promote civic engagement and a culture of peace. In Pakistan, curriculum reform had taken place earlier but was not yet reflected in the textbooks; therefore, the identified entry point was to conduct a textbook review that includes removing 'divisive' content.

The analyses in other cases recommended the introduction of a curriculum to encourage critical thinking, civic engagement and the development of peacebuilding competencies. 'Peacebuilding competencies' refer to a blend of knowledge, attitudes and skills associated with behaviour change and promotion, and therefore contain an element of applied learning through action. Active experiential learning is what distinguishes 'peace education' from 'education for peacebuilding'.[32] Examples of this include children's participation in school and community-based activities such as child parliaments.

Education for peacebuilding also entails a reform of teaching methods in order to prioritize participatory and applied learning pedagogy. Sierra Leone's analysis specifically recommended investment in training for teachers. In South Sudan, teachers' training on an updated peacebuilding-focused curriculum for 'life skills' was similarly identified as a key priority.

In order for a curriculum to have a peacebuilding impact, it needs to address underlying conflict causes, encourage critical thinking and civic engagement, and contribute to learning that can help mitigate conflict factors, as well as potentially address the consequences of conflict. This requires a systemic approach.

Because a curriculum is only as powerful as the teachers who deliver it, issues such as teacher recruitment, initial training and in-service education require attention. Because practices within schools may be relatively insulated, it is also important to seek endorsement and support from parents, civil society and other institutions within the wider community.

Taking a systemic approach therefore means taking stock of all these factors and prioritizing where to invest time, energy and resources to ensure that education is conflict sensitive, at minimum, and fosters education for peacebuilding where possible.

Economic and social development – Building skills and engagement among adolescents and youth

Alienation among young people is highlighted in a number of the conflict analyses as a conflict factor, with recommendations including the introduction of programmes to encourage their political and civic engagement and cultural expression, and support their socio-economic empowerment. In some cases, the approach suggested reaching the population through the formal schooling system.

In Uganda, the report recommended undertaking a review of current education programming (both formal and non-formal) to establish youth perspectives on the current state of opportunities for political engagement and where there are unmet expectations (*see Annex II for the conflict analysis summary*). This would inform the development of a programme that addresses issues of political inclusion, concepts of citizenship and other areas of civic engagement that are currently neglected.

In other contexts, recommendations include the introduction of non-formal education programmes to specifically reach out-of-school youth. In Liberia, the report recommended the contribution to peacebuilding through the National Youth Service and the promotion of conflict reduction and peacebuilding

skills through the Junior National Volunteer programme.

The National Youth Service exemplifies a unique programme by simultaneously empowering young people as agents of change in communities, providing job experience for participants, and delivering essential social services and peacebuilding skills at the community level. Working across multiple sectors – including education, health, youth development and agriculture – the programme prioritizes the improvement of secondary education. Trained university graduates are deployed as teachers' assistants, and technical school graduates work with at-risk youth to improve their technical and vocational skills in the agricultural sector. The programme also supports sexual and reproductive health education and youth centres.

Table 2 outlines the PBEA initiatives that focused on empowering young people.

Many country reports, including Burundi, Liberia, Sierra Leone, the State of Palestine and Uganda, recommended various forms of youth programming. The majority of these reports highlight the need for training that strengthens the link between skills, knowledge and the local economy. In some cases, this related to specific training to meet the needs of large numbers of out-of school youth. Examples from Burundi, Liberia, Sierra Leone, Somalia and South Sudan include targeted and flexible provision of educational programmes focused on literacy, numeracy, life skills, work-related learning, agriculture-related skills development, and technical and vocational education.

Where these types of interventions are intending to support sustainable jobs and livelihoods, it is important to identify entry points into the local economy and appropriate partners that are well suited to align training skills to the needs of the economy. UNICEF's engagement with the USAID Food and Enterprise Development programme in Liberia and with the Food and Agriculture Organization of the

Table 2. PBEA's work with partners related to adolescents and youth

Country	Type of initiative
Burundi	Research with a focus on adolescents, resilience and peacebuilding competencies; adolescent and youth empowerment through social-economic activities and participation
Côte d'Ivoire	Youth engagement in transitional justice through youth-led non-governmental organizations (NGOs), utilizing creative learning opportunities (art and music); support to clubs for young mothers
Democratic Republic of the Congo	Youth empowerment and participation through theatre, adolescent reporters,[33] and focus on social cohesion at school/community level
Liberia	Comprehensive youth empowerment through the National Youth Service and Junior National Volunteers
Pakistan	School-based alternative dispute resolution (ADR) structures set up with student representative councils and peer mediation groups
Sierra Leone	Life skills with adolescent girls
Somalia	School-based development of peacebuilding competencies and outreach for social cohesion; non-formal education for out-of-school youth (Youth Education Pack)
South Sudan	Life skills and peacebuilding education with secondary and out-of-school youth through sports; new Communication for Development creative learning activities planned
State of Palestine	School-based ADR structures established; creative learning programmes (art and sport), anti-violence and code of conduct activities in schools
Uganda	Youth empowerment and participation through U-Report[34] for peacebuilding work and volunteerism

United Nations in South Sudan are examples of this.

Inequitable distribution of resources and the marginalization of rural populations are highlighted as a common grievance across many of the conflict analyses. Lack of materials and facilities for 'mother tongue' instruction, for example, may increase inequality between members of majority and minority language groups. In Sierra Leone, the report notes the need to address the chronic shortage of qualified teachers in rural areas. The irrelevance of education for adolescent and youth development and employability also needs attention.

These findings prompted country teams to recommend the allocation of resources for language policy research, the inclusion of youth perspectives in curriculum development, the provision of infrastructure and materials for populations lacking access to education, and support for teacher training. Table 3 summarizes various responses in this regard (*see page 38*).

Table 3. PBEA engagement in policy and practice (upstream and downstream)

Country	Type of engagement
Myanmar	Foster dialogue among state and non-state actors to discuss state-specific solutions for mother tongue instruction. For ethnic minorities and children with disabilities, who often face discrimination in their local communities and struggle with learning, policies such as this have great potential for improving education equity.
Pakistan	Promote access to education, quality teacher training and improved learning outcomes for both host communities and refugees, including access to education for Afghan children.
Somalia	Support institutional capacity building for development of Education Management Information Systems in order to document where services fail to reach children, where female teachers are under-represented, or whether diverse groups and clans benefit equitably from the available services.
South Sudan	Revise curriculum to incorporate life skills and strengthen peacebuilding competencies to address the effects of structural exclusion and cultural forms of violence.
State of Palestine	Reform policy and improve training to ensure equity in the delivery of education.
Sierra Leone	Encourage conflict and classroom management to reduce the widespread practice of corporal punishment that prevents children from attending school.

Social cohesion and cultural development – Conflict-sensitive curricula for building a culture of peace

Various recommendations for curriculum change to encompass social cohesion and cultural development were made in Burundi, Ethiopia, Liberia, Myanmar, Pakistan and Sierra Leone.

In Ethiopia, one recommendation was to design regionally adapted curricula related to environmental protection, regional identity, livelihood and religious tolerance. In Myanmar, curriculum review was seen as instrumental to removing institutionalized biases against ethnic minority language and culture, particularly the emphasis on the Bamar majority and absence of other ethnic minorities in teaching of history. In Liberia, the conflict analysis recommended a review of the curriculum to cover issues identified in the conflict analysis and stimulated reengagement with the development of a 'citizenship' curriculum.

Most of the conflict analyses highlight the potential for peacebuilding through education to contribute to social cohesion. In Liberia, Junior National Volunteers have been engaged to work with representative community groups to form ADR structures for mediating and resolving civic conflicts. In countries such as Ethiopia, Somalia and Uganda, UNICEF developed programming to promote equity and inclusion through strengthened education sector management and improved service delivery.

In a number of cases, education for peacebuilding was directly related to the promotion of a common identity. In Côte d'Ivoire, where ethnic polarization was identified as a key conflict driver, emphasis was placed on the promotion of good social relations and one national identity through extra-curricular activities such as sports and drama (*see Annex II for the conflict analysis summary*). Consultations also highlighted an interest in restoring the tradition of boarding schools where students of different ethnicities have the

opportunity to live and learn alongside one another.

In the State of Palestine, the promotion of activities that aim to unite Palestinians was suggested as a way to counteract the fragmentation of culture between those living in East Jerusalem and the West Bank. In many cases, programmes that aim to strengthen peacebuilding competencies and social cohesion are non-formal and community-based.

In several countries, early childhood development was seen as an important way to counter stereotypes by bringing together and encouraging dialogue between diverse groups. There is also added value in terms of broader impact because mothers, fathers, extended family and other caregivers are working together to provide services that benefit their children.

Peaceful management of natural resources

While a number of the conflict analyses highlight the role of natural resource or environmental issues as causes of conflict, particularly land disputes, few explicitly identified the ways in which education could contribute to their peaceful resolution.

One way to achieve this is through the empowerment of local communities with the knowledge and skills to understand land tenure and property systems, as well as the formal and non-formal processes that mediate conflict over land disputes. However, it is important to acknowledge that in some contexts, such empowerment might generate conflict in the short term as individuals and communities begin to demand realization of their rights in the absence of broader reform.

In the case of Sierra Leone, the report underscores the need for education that will enable communities to develop the knowledge and skills that are needed to enter into consultations with extractive companies and

government about the impact of resource extraction and the potential benefits for local communities, such as employment opportunities. In Liberia, issues related to conflict factors that address both land ownership and resource management have been included under a newly developed 'citizenship' curriculum.

Gender equality

Although the conflict analyses did not systematically apply a gender lens across each country, several trends were observed in identifying conflict-related gender inequalities.

In Pakistan, the analysis identified entrenched attitudes regarding the socio-economic role of women having a disproportionately negative impact on their economic security; promoting girls' and women's access to education as a peacebuilding strategy was therefore recommended.

Chad and Ethiopia also highlighted gender inequalities in access to education, and recommendations in the Ethiopia analysis included addressing intra-regional disparities based on gender in conflict-affected areas. Indeed, the majority of countries reflected recommendations linked to ensuring equal access to education for girls and boys in areas affected by conflict. To a lesser extent, with Sierra Leone being a notable exception, the link was made regarding the potential for education to respond to the differential impact of conflict in terms of gender.

While gender inequalities were often noted as a conflict driver, only a few countries explicitly recognized the peacebuilding potential of promoting gender equality through education.

In South Sudan and Uganda, the role of negative social and gender norms were highlighted in relation to conflict dynamics, and efforts to promote positive shifts in social norms were adopted through building capacities to promote behaviour change at the

individual, community and institutional levels. In Uganda, for example, primary school teachers participate in training on how to promote positive views of 'masculinity' and 'femininity' in the classroom.

In Myanmar and Pakistan, activities have adopted the principle of promoting 'positive masculinity'. This approach is informed by analysis revealing the negative impact of 'militarized masculinities' and the associated sociocultural expectations of men and boys that can propel violence.

Sexual and gender-based violence, including incidents related to schools, were identified as both causes and consequences of conflict across many of the analyses.

In Somalia, education was recognized as playing a role in reinforcing gender discrimination and perpetuating sexual and gender-based violence. As a result, gender considerations featured prominently in the curriculum reform process. In Myanmar, the effects of militarization were noted to marginalize women and exclude them from decision-making processes. Recommendations discussed addressing gender identities, equality and violence through education.

Across the PBEA, recommendations in responding to gender-related conflict factors through education are as follows:

- Ensure equitable access to education for girls and boys in conflict-affected areas.

- Address gender-based violence, and ensure that education promotes positive gender relations and social norms.

- Invoke 'positive masculinity' and education for male allies in this regard.

- Empower women and girls to become agents of conflict mediation and transformation, and increase women's participation in decision-making.

4.4. Challenges and success in implementing recommendations

A number of practical challenges to implementing recommendations developed in the conflict analyses were found to be critical. Understanding the issues outlined below, highlighting both challenges and success, can inform the process for future work to develop risk-informed programming.
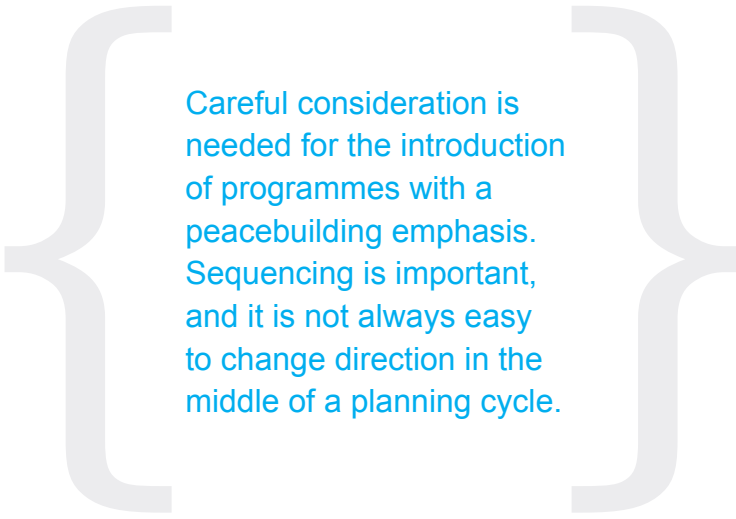
Addressing the root causes of conflict – A prioritized recommendation needs to be assessed on whether it is likely to have any impact on a fundamental underlying cause of conflict. For example, a recommendation to prioritize a programme of intercultural relations is sensible if there has been inter-ethnic violence, but not if the deeper analysis suggests that political and economic inequalities between groups are the underlying cause and inter-ethnic tension is increasing due to limited access and increased competition.

Likewise, in most countries, initial analysis pointed to the youth demographic and needs as a driver of conflict, whereas deeper analysis reveals that poverty, lack of opportunities to participate, lack of relevant education and limited livelihoods alienate young people and make them more at risk of political manipulation and violence.

Building on existing commitments and expertise – Careful consideration is needed for the introduction of programmes with a peacebuilding emphasis, alongside existing commitments and expertise. Sequencing is important, and it is not always easy to change direction in the middle of a planning cycle. In some cases, conflict-sensitive implementation of established programmes is a useful first step to build capacity for a later phase of programmes that are specifically focused on peacebuilding.

{ Careful consideration is needed for the introduction of programmes with a peacebuilding emphasis. Sequencing is important, and it is not always easy to change direction in the middle of a planning cycle. }

Managing sensitivities and stakeholder relationships – A stakeholder analysis may reveal factors that highlight actors and reveal practices that are extremely sensitive, for example, the politically motivated recruitment of teachers. Responses to this will require sophisticated and well-thought-out policy and programming responses.

Government partners need to be willing and committed to addressing underlying causes and dynamics of conflict. In some cases government officials might deny that conflict exists or represent a group that benefits from perpetuating inequality and other conflict factors. In Pakistan, the 'social cohesion and resilience' analysis opened the door for wider discussions about education sector needs and resulted in the adaptation of social cohesion terminology and strategies for inclusion in provincial education sector plans.

Identifying and fostering partnerships – Conflict analyses supported by UNICEF as part of PBEA generated observations and recommendations for sectors beyond education, and often outside UNICEF's expertise, for example, recommendations for livelihood programmes, agriculture, land titles, youth disarmament or labour-force capacity development.

In Uganda, UNICEF advocated for inclusion of education within the Office of the Prime Minister's draft policy on peacebuilding, and for placing education as a core element in the revised joint-agency Peacebuilding Fund Proposal. The UNICEF Uganda Country Office aligned its peacebuilding agenda with other priority areas, such as the strategy for building resilience in Karamoja, which focuses on security challenges through livelihood and resource management.

This and other evidence again highlighted the importance of partnerships, both in the analysis phase, to generate buy-in for a shared analysis from relevant partners, and in the implementation phase, since progress can be stymied if key structural factors outside a particular sector's or organization's remit are not being addressed.

Conclusions

Since the inception of PBEA, UNICEF has completed a conflict analysis in 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. This work illustrates the unique circumstances in each country, reflecting historical legacies as well as more recent political, economic and sociocultural developments. The conflict analyses highlight that there are a multitude of causes of conflict and a clear need to understand the particular country context and how social services, in this case education, can be leveraged to address some of these causes.

As stated in the PBEA outcome evaluation: "Holistic theories of change and programme design allowed country offices to better address drivers of conflict by combining different approaches and stakeholders. Hiring staff with peacebuilding expertise, sensitizing key stakeholders and building UNICEF and partner capacities before launching interventions led to greater achievement of outcomes. Regular monitoring of conflict dynamics, reflecting on changes in the environment and adjusting programming accordingly is a good practice and necessity in fluid conflict prone environments. All of these good practices should be taken into account in future programming for peacebuilding."[35]

Strengths of the conflict analysis approach include deep engagement with a variety of stakeholders to identify the causes and dynamics of conflict and their relationship to formal and non-formal education provision. Education specialists have engaged with peacebuilding experts to apply broad conflict analyses that inform specific priorities for programming. International experts have worked with local experts to develop robust analyses and close knowledge gaps. Findings have been tested through validation meetings at the community, sub-national and national levels.

These experiences indicate that designing and developing peacebuilding interventions based on conflict analysis requires a significant shift in how programmes are framed to address root causes of conflict and contribute to peacebuilding. There remains a need to better understand how education can be integrated into peacebuilding approaches at the country and global levels. There are also challenges in terms of ownership, capacity and skills that still need to be developed so that conflict analysis becomes a routine part of planning and programme development. And a more robust evidence base needs to be developed on the contribution of education for peacebuilding.

Despite these challenges, results documented in the participating countries provide a strong foundation for sustained, institutional commitment to the provision of social services, and education in particular, in ways that contribute to peacebuilding. It is hoped that the lessons learned through the PBEA programme provide opportunities for further review and engagement with many partners at the community, national and international levels.

Summary of conflict analysis methods, findings and PBEA programmatic responses

Annex I presents summaries of the analysis carried out in 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.

Each table highlights details on six topics – the conflict analysis and date completed; summary of methods used; causes of conflict identified by conflict/social cohesion analyses; causes of conflict prioritized for programming; programmatic priorities; and theories of change underpinning programmatic choices. In overarching theories of change, all 14 UNICEF Country Offices listed the following:

- IF education becomes integrated into peacebuilding and conflict reduction policies,
  - ➔ THEN more strategic allocation of peacebuilding resources and capacities,
  - ➔ THEN interventions tackling direct, structural and cultural violence will benefit from the impact that adequate social services delivery has on peacebuilding and social stability,
  - ➔ THEN more effective, sustainable peacebuilding results.

- IF education strategies include peacebuilding considerations,
  - ➔ THEN allocation of resources and capacities in the education sector will maximize the contribution of education towards mitigation of the root causes of conflict.

- IF UNICEF collects evidence on good practices and quality programming and bases its programmes on findings of participatory conflict analysis,
  - ➔ THEN it becomes better prepared to support social cohesion and peacebuilding.

- IF research and development of new methodologies for evaluation of the impact of education on peacebuilding are made more user-friendly and more effective,
  - ➔ THEN social services programming agencies will contribute to generate evidence that will feed into policy and practice to strengthen the role of education in peacebuilding.

Burundi

Conflict analysis and date completed	• The Burundi Country Office structures its long-term research agenda as 'ongoing conflict analyses'. Specific components completed to date: - 'Low Horizons: Adolescents and violence in Burundi', Marc Sommers, African Studies Center, Boston University, January 2013 - 'Violence and Children in Burundi: Desk review analysis of cyclical and multilevel violence', Lidewyde Berckmoes, Amsterdam Institute for Social Science Research, March 2013 - 'Resilience Profiling and Capacities for Peace among Adolescents in Burundi', Claudia Seymour, March 2014
Summary of methods used	• Desk review • Five weeks qualitative fieldwork in Gitega and Makamba Provinces and Bujumbura (snowball sampling, interviews research/validation workshop to discuss findings) – 529 individuals participated in the data collection • Desk review of existing literature and a series of semi-structured key informant interviews with senior education officials, members of international organizations, representatives of religious institutions, teachers, students and other key stakeholders
Causes of conflict identified by conflict/ social cohesion analyses	• Shrinking political space • High unemployment and lack of opportunities for youth • Land issues • Returnees and internally displaced populations • Normalization of violence • Education system as a potential 'divider' • Regional insecurity
Causes of conflict prioritized for programming	• Shrinking political space has severely eroded the democratic culture and civic engagement of Burundians. • High unemployment, lack of opportunities and overall marginalization of adolescents leave them vulnerable to political mobilization, violence and other negative coping behaviours. • Displacement is aggravating already tense land disputes and creating tensions over access to services. • Normalization of violence, including cultural and structural violence, is embedded in the learning environment – violence has become normalized to the point where it is considered an acceptable response to even minor disputes and is used extensively in disciplining children. • Access to education is a historical conflict driver, and significant disparities remain in quality and achievement in education. • Current curriculum and pedagogic techniques do not sufficiently foster development of core peacebuilding competencies. • Past conflict history remains a taboo subject, leaving informal identity-based narratives to fill the space, thus impeding reconciliation.

Burundi	
Programmatic priorities	• Interruption of the inter-generational transmission of violence through early childhood development (ECD) programming for the promotion of positive caring practices designed to simultaneously promote healthy socialization and improved health, nutrition and education
	• Transformation of the education system from divider to connector, including through curriculum reform and improved pedagogic techniques that promote peacebuilding competencies; increase of the quality of education for all to contribute to narrowing the gap between the historically privileged minority and the underserved majority, thus helping address one of the most important root causes of conflict
	• Empowerment of adolescents socially and economically to promote their participation and develop peacebuilding competencies, strengthen their resilience, expand opportunities, and give them hope and the sense that they have a stake in the future
Theories of change underpinning programmatic choices	• IF pedagogic materials include peacebuilding content as well as training on relevant pedagogic techniques, ➜ THEN increased capacity of education service providers to supply conflict-sensitive and peace education, ➜ THEN increased access of children to effective conflict-sensitive and peace education, ➜ THEN increased capacity of children to manage conflict peacefully, ➜ THEN more children will be resilient to conflict and resistant to reproduction of cycles of violence as children or adults.
	• IF community-based mechanisms promoting peace, protection and solidarity become supported or established, ➜ THEN enhanced protection and resilience of vulnerable individuals and increased access to capacity-building programmes (core peacebuilding competencies), ➜ THEN communities place greater value on social cohesion and peaceful resolution of conflicts and develop the required competencies to promote it, ➜ THEN children, parents, teachers and community members will become more resilient to conflict.
	• IF there is support for increased access to education in areas of displacement, ➜ THEN reduced stress on host communities' existing resources and improved integration of returnee children with children from host communities, ➜ THEN stronger social cohesion between displaced populations and host communities, ➜ THEN likelihood of conflict between host communities and refugees is reduced.
	• IF there is support for equitable access and achievement in areas prone to conflict due to particularly sharp disparities in achievement and quality, ➜ THEN improved education-for-all outcomes in these areas, ➜ THEN increased opportunities for more children to be successful once graduated, ➜ THEN reduced frustration, marginalization and resentment of marginalized communities, ➜ THEN increased community 'stake in peace' and improved vertical accountability with government, ➜ THEN the likelihood of these communities being mobilized to violence is reduced.
	• IF there is development of an in-depth understanding of mechanisms of inter-generational transmission of violence, ➜ THEN there will be more effective programme design, including stronger monitoring and evaluation.

Chad	
Conflict analysis and date completed	• 'Analyse des facteurs de conflits, de catastrophes naturelles et de la vulnérabilité du système éducatif aux chocs au Tchad', Search for Common Ground, July 2013
Summary of methods used	• Situation analysis – geographical, cultural and demographic, socio-economic and political, environmental • Mapping of conflict actors and conflict resolution mechanisms – national, regional, education conflict drivers
Causes of conflict identified by conflict/ social cohesion analyses	• Geostrategic location – Sahel and Sahara • Uneven population distribution across territory • North-South antagonism • Tension between settled Sahelian and local populations • Internal polarization across ethnic, regional, religious lines • Environmental and climate-related factors • Regional instability • Conflict drivers for youth – lack of employment opportunities, alcohol, under- enrolment, lack of viable land, rape • Education conflict drivers – diversion of resources to the military; factors related to climate change and forced conscription interrupt schooling; gender inequalities and regional inequalities reflect societal polarization
Causes of conflict prioritized for programming	• Policies, plans, strategies, situation analysis and education system do not reflect conflict and disaster risk reduction (DRR) or address conflict drivers, while peacebuilding and education are disconnected. • Ministry of Education (MOE) and stakeholders lack capacity to prevent, mitigate and recover from conflicts/disasters and to provide inclusive and quality education for peace. • Demographic pressures lead to competition for scarce resources (water, schools, health services and pasture land) between internally displaced people, host communities and nomadic populations from northern Chad. • Exclusion, community-based group disparities, sociopolitical polarization, displacements, inappropriate administrative practices, gender inequalities and regional differences worsen marginalization in schools. • Sectarian tensions and clashes at schools, violence against children and lack of access to schools, in particular, are also sources of conflict that need to be addressed. • Poor choice of school sites and unsafe construction school buildings, absence of contingency plans, and lack of prevention and crisis preparedness and early warning systems increase the chances of violent conflict.
Programmatic priorities	• Conflict and disaster risk reduction principles and practice integrated into education plans and policies • Increased access to child-friendly schooling and the promotion of peacebuilding education • Programming to strengthen existing community-based conflict management and resolution mechanisms

Chad

Theories of change underpinning programmatic choices

- IF the education sector diagnosis and subsequent sector plans are sensitive to conflict and disaster risks, ➔ THEN the education sector becomes prepared to anticipate, prevent and manage conflict and mitigate disaster risks, thereby strengthening its resilience.

- IF the capacity of MOE staff to analyse conflict drivers and their impact on sector policy and planning are strengthened, ➔ THEN they are better equipped to ensure that the Education Sector Plan and MOE programming will systematically take into account conflict and disaster risks.

- IF the capacity of headmasters and schoolteachers to provide inclusive education and a protective learning environment is enhanced, ➔ THEN schools will be able to prevent and/or mitigate more conflicts between groups of diverse backgrounds and decrease tensions at the school level.

- IF community members, including youth, students and parents, are better sensitized to peaceful conflict resolution methods and tolerance, ➔ THEN they will adopt better attitudes and new skills and resolve conflicts peacefully, contributing to social cohesion.

- IF schools are safe (disaster-resistant, hazard resilient), accessible and inclusive, ➔ THEN children, parents and communities will be better motivated to enrol their children, and retention and learning will be strengthened.

- IF PBEA interventions in Chad are documented and reflected upon, ➔ THEN this will contribute to education theory and practice on disaster-risk reduction and peacebuilding in the country.

Côte d'Ivoire

Conflict analysis and date completed	• 'When War Enters the School: Impact of the Ivorian crisis on the local educational system', Magali Chelpi-den Hamer, in collaboration with the Educational Research Network for West and Central Africa, Côte d'Ivoire, February 2013
Summary of methods used	• Causal analysis of root causes, and analysis of their impact on social cohesion • Qualitative interviews with community representatives, religious and traditional leaders, teachers, unions, decentralized education structures such as school management committees and the Regional Education Office, and local authorities, including district and town councils • Consultations with primary school children – asked to draw how they perceived their school before, during and after the crisis • Quantitative survey – socio-demographic information, educational/professional trajectories, students' own perceptions of the various crises, and personal reflections on conflict, violence and possible ways to ease tension • Involved 1,500 participants in 16 regions of Côte d'Ivoire
Causes of conflict identified by conflict/social cohesion analyses	• Economic – government unable to provide resources equitably • Political – elite power struggles • Identity – instrumentalization of identity for political purposes playing on issues of citizenship and land • Consequences of violent conflict on the formal education sector include: - 'Getting back to normal' is difficult and varies across contexts - Attending school seen as a burden - Low quality of teaching
Causes of conflict prioritized for programming	• The education system has been weakened and opened to political abuse, which could result in further political polarization of children and youth and broader society, including exclusion from education (through structural inequalities and/or insecurity) and education itself as a conflict driver (when education systems are subject to political influence and bias). • Political differences have led to further destruction of community and family structures, affecting trust between the various groups that were already fragile before the crisis. • Large-scale regional inequalities in the provision of social services, in particular in education, between the north and the south, the rural and urban areas of the country result in frustration, resentment and tension. • Schools are battlegrounds of conflict.
Programmatic priorities	• Support to ensure the Education Sector Plan (2012–2014) is conflict sensitive and integrates peacebuilding to ensure education is not used to divide and drive conflict • Programming to support the national peacebuilding dialogue, and ensure youth participation in the National Commission on Dialogue, Truth and Reconciliation (CDVR) processes • Promotion of child-friendly education and ECD by working with mothers' clubs composed of members from different cultural backgrounds in order to increase community social cohesion and improve early childhood care

Côte d'Ivoire

Theories of change underpinning programmatic choices

- IF conflict sensitivity and peacebuilding are integrated in education sector plans, and IF education is integrated in peacebuilding/CDVR processes, ➜ THEN education is less likely to be manipulated and abused and education's transformative potential can be more effectively realized.

- IF children and youth have opportunities to document their experiences during conflict, and participate in transitional governing processes that affect them (the CDVR), ➜ THEN their perspectives on post-conflict governance and reform will more often be taken into account in policymaking.

- IF there is enhanced understanding and capacity among the Ministry of Education to integrate conflict sensitivity, DRR and peacebuilding into the education system, ➜THEN children can benefit from bias-free, conflict-sensitive and risk-informed education services that contribute to peace.

- IF children, parents and teachers are better equipped to prevent, reduce and cope with conflict, ➜ THEN they become positive agents of change contributing to social cohesion in their community.

- IF basic education services ensure equitable access to conflict-sensitive education, including for the most vulnerable children in the most disadvantaged areas, ➜ THEN resentment, discontent and tensions among populations will be reduced.

Democratic Republic of the Congo

Conflict analysis and date completed	• 'Education et Conflicts » Une étude menée par Search For Common Ground dans 4 provinces de la RDC', Search for Common Ground, September 2012
Summary of methods used	• Consultations at 9 sites in 4 provinces • A mini-survey administered to 22 people (43% female respondents) • 10 focus group discussions with local authorities, students, teachers, young people, parents and members of the teaching profession • Interviews with key stakeholders
Causes of conflict identified by conflict/social cohesion analyses	• Land conflicts • Poverty • Impunity • Bad governance • Social inequalities • Failure to apply and adhere to the law • Ethnic and neighbourhood conflicts
Causes of conflict prioritized for programming	• Governance – inequitable and conflict-insensitive policies and inadequate institutional capacities undermine state legitimacy and positive state-society relations. • Absence of distributive justice, including inequity in access to and control of land and other economic and natural resources, is impacting negatively on parents' ability to meet the direct and indirect cost of their children's education and to access other basic social services. • Inequitable access to quality education in conflict and post-conflict communities in the provinces of Nord-Kivu and Sud-Kivu, northern Katanga, Equateur, Province Orientale and Maniema fuels continued conflicts in schools and communities and limits resilience.
Programmatic priorities	• Reconstruction of schools and classrooms in conflict-affected areas to increase access to education for those most affected • Youth clubs and adolescent reporters supported for strengthening peacebuilding competencies and conflict transformation at the community level • School-based participatory theatre and training for both school- and community-based mediation committees

Democratic Republic of the Congo

Theories of change underpinning programmatic choices

- IF the education sector analysis, education sector plans and administrative instructions are informed by conflict and equity informed analysis, and the education system delivers more equitable and conflict-sensitive education services, ➔ THEN the Government is better able to integrate the excluded and marginalized groups, ➔ THEN marginalized citizens feel more included/taken care of, ➔THEN resentments decline, and their sense of confidence increases, ➔ THEN state-society relations improve.

- IF the capacity of institutions (education and others) is strengthened in transparent management, accountability and measures to prevent conflict, respect diversity and protect children from violence, ➔ THEN leadership, effectiveness and community participation in conflict resolution will be ensured, ➔ THEN enabling conditions will be created that establish and reinforce safety and security for children and their communities.

- IF the essential role of children, youth and their caretakers in peacebuilding is recognized, ➔ THEN education is prioritized within national peacebuilding and conflict transformation policies and processes, ➔ THEN government institutions are better prepared to strengthen and strategically position education in the national political dialogue, ➔ THEN the integration of education social services make peacebuilding interventions more needs-based.

- IF social learning is accompanied by collaborative processes (doing things together) that systematically break isolation and division while enhancing relationship building (adolescent clubs and provincial sport clubs), ➔ THEN strong social relationships as a central ingredient for peacebuilding and community resilience will emerge.

- IF learning environments are made safe and protective, and IF the curriculum is adapted to the needs of the children, and IF teachers well trained, qualified and motivated, ➔ THEN children will remain committed to school even when new emergencies arise.

Ethiopia

Conflict analysis and date completed	• 'Equity, Social Cohesion and Peace Building through the Education Sector: Context analysis for the Developing Regional States of Ethiopia', Centre for Federal Studies, Addis Ababa University, March 2014
Summary of methods used	• Analysis carried out in the four Developing Regional States of Afar, Benishangul-Gumuz, Gambella and Somali • Five staff from Centre for Federal Studies of Addis Ababa University, with two local researchers from each region deployed as research assistants • Literature reviews to identify causes of conflict in each region • Three-week fieldwork, consultations with multiple stakeholders in each region
Causes of conflict identified by conflict/social cohesion analyses	• Competition over natural resources • Political and religious tensions, tensions between 'natives and settlers' and between indigenous groups and large-scale commercial agriculture • Inter-regional territorial disputes • Cattle raiding • Cross-border tensions with Eritrea, Somalia, South Sudan and the Sudan • Identity claims, 'invisible minorities'
Causes of conflict prioritized for programming	• Regulatory environment (laws, policies) do not sufficiently address drivers undermining resilience against environmental and human-made shocks and stresses. • Resource scarcity during periods of drought undermines resilience and/or fuels conflict. • Lack of capacity for effective education planning and management leads to inequalities in education service provision between developed and developing regions. • Minority group exclusion from formal education services results in a high number of out-of-school children, usually from most marginalized communities. • Low quality and relevance of education (e.g., not adapted to local needs and traditional lifestyles). • Biased curriculum that is not conflict sensitive fuels communal tensions and intra-group conflicts. • Normalization of violence in schools and communities fuels a 'violence trap'. • Use of schools as military bases fuels exclusion and positions education as a driver of structural violence against minority groups. • Excluded youth are at risk of being easily recruited for violent causes.
Programmatic priorities	• Programming focused in the Developing Regional States to enhance education service delivery in underserved districts • Support 'context informed' school-based DRR and development plans • Construction or rehabilitation and support to Alternative Basic Education centres in remote communities to target pastoralist groups

Ethiopia

Theories of change underpinning programmatic choices

- IF risk-informed planning becomes incorporated in government planning protocols, ➜ THEN the MOE and UNICEF will strengthen the overall enabling environment, ➜ SO THAT institutions mitigate impacts of shocks and stresses, and promote equity in service delivery.

- IF education institutions (UNICEF and government) develop organizational capacity (through availability of programming guidance) as well as individual capacity on conflict-sensitive education, ➜ THEN social service delivery will act on factors creating vulnerability to stresses and shocks and the inequities that undermine social cohesion.

- IF teachers, parents, children and community members are equipped with skills and knowledge for managing disputes and promoting peaceful relations, ➜ THEN community resilience against stresses and shocks will increase.

- IF marginalized communities obtain access to flexible and safe learning spaces with culturally and economically relevant curricula, ➜ THEN excluded communities will be more resilient to shocks and stresses, resulting in greater social cohesion and resilience.

Liberia

Conflict analysis and date completed	• 'UNICEF Liberia Conflict Analysis: Peacebuilding, Education and Advocacy Programme', UNICEF Liberia Country Office, September 2012
Summary of methods used	• Consultations in 5 counties (Maryland, Grand Gedeh, Nimba, Lofa and Grand Cape Mount) and with children in Monrovia informal urban settlements • Involved 1,006 people (605 male, 401 female), including 384 children under age 18 • Explicit inclusion of those marginalized in terms of education, including out-of-school children, women, people with disabilities, traditional leaders and ex-combatants • Validation workshop in Monrovia
Causes of conflict identified by conflict/social cohesion analyses	• A system of practices and relationships of domination (political/behavioural) that prevents local officials from making effective decisions or communities from participating in the decisions that affect their lives • A system of practices and relationships of inequality (structural) in the distribution of wealth, which limits access for the majority of citizens to the basic services required to survive (land, water and food) • A system of practices and relationships that does not have a common set of values, or beliefs shared by all Liberians • Poor governance and misuse of power at the central and local levels, leading to the inability of the State to provide access to essential basic services and establish institutions that can manage and transform conflict • Inter-county and inter-ethnic conflicts exacerbated during the war, hampering social cohesion and resulting in discriminatory practices in counties across the country, including urban areas • The inability of the Government to provide equal access to education and job opportunities for children and youth, causing social instability and frustration among parents and youth • Lack of strong nationhood and citizenship identity • Culture of education decision-making that is not transparent • Ebola crisis, leading to the breakdown of social services systems, and to stigmatization and violence
Causes of conflict prioritized for programming	• Poor governance and misuse of power at the central and local levels result in lack of trust between government and communities. • Education that does not ensure employment leaves youth vulnerable and distrustful towards government. • Inter-county and inter-ethnic conflicts exacerbated during the war hamper social cohesion and reproduce discrimination in counties and urban areas. • Children and youth face unequal access to education and, subsequently, limited job opportunities

Liberia

Programmatic priorities	• National Youth Service programme to support social services delivery in secondary education, health education, agricultural education (technical and vocational education and training) and youth development; including peacebuilding in 12 counties
	• Junior National Volunteer programme for strengthening peacebuilding competencies and community-based social cohesion through alternative dispute resolution in 5 counties
	• Alternative Basic Education, Accelerated Learning Programmes and early childhood development supported in 5 counties
Theories of change underpinning programmatic choices	• IF PBEA supports the Government of Liberia in operationalizing the thematic areas of Youth Empowerment, Social Cohesion and Transformative Education, ➜ THEN the effectiveness of government efforts to contribute to national healing, peacebuilding and reconciliation will increase.
	• IF the curricula are reviewed from a peacebuilding point of view, ➜ THEN schools will be better equipped to deliver conflict-sensitive education, thereby enabling schools to become 'incubators' of peace.
	• IF Junior National Volunteers, equipped with peacebuilding and life skills, serve education and youth development institutions and deliver services in the education and youth development sectors, ➜ THEN National Volunteers will be empowered as 'agents of change', and institutional (Ministry of Youth and Sports and Ministry of Education) capacities to deliver quality education in communities will also be strengthened.
	• IF high school graduate youth (Junior National Volunteers), equipped with peacebuilding and conflict resolution skills, serve their communities through the formation and training of community peace committees to solve/mediate conflicts, ➜ THEN they will be empowered as agents of change, while social cohesion at the community level will be also strengthened.
	• IF Liberia's child-friendly school (CFS) standards are more conflict sensitive and more fully applied, ➜ THEN more children attend/remain in school, the quality of education service delivery in participating schools will increase, and learning achievements will improve.
	• IF the Government of Liberia is able to improve its response to the Ebola virus disease outbreak, ➜ THEN citizens will have more confidence in the Government's ability to handle the crisis, the escalation of social tensions and anger will subside, and citizens will resume using education services.

Myanmar	
Conflict analysis and date completed	• 'Peace and Development Conflict-Sensitivity Analysis', joint assessment by UNDP, UN Women and UNICEF, March 2013 • Conflict analysis in Rakhine State, undertaken in 2013, by the Save the Children Fund; followed up with a two-week conflict analysis undertaken for the UNICEF Myanmar Country Office (Randall Salm, April 2014)
Summary of methods used	• Focus groups with 291 individuals, and 172 semi-structured interviews conducted by the United Nations Country Team (including representatives from UNDP, UN Women and UNICEF) • Interviews conducted in Yangon, areas at the Thai-Myanmar border, and in Kachin, Kayin, Mon and Shan States; approach involved an actor analysis, root causes and contextual analysis (structural analysis), intermediate causes (conflict drivers and mitigators) and proximate causes (triggers)
Causes of conflict identified by conflict/social cohesion analyses	• Ethnic conflicts that threaten to erupt in south-eastern states, creating fear and uncertainty, and impeding socio-economic progress in conflict-affected areas • Cycles of poverty and landlessness • Uncontrolled natural resource exploitation without consideration of non-state actors and local populations, potentially leading to negative environmental impacts, resentment and dissatisfaction, increasing poverty and escalating violence • Unregulated and unfair application of business licences to military and government cronies • The 'gold rush' by foreign government and business interests to exploit Myanmar's natural resources, leading to corruption, poor business practices, uncontrolled development, and poverty and environmental degradation • Cycles of discrimination against and exclusion of minority (and sub-minority) groups, leading to continued marginalization and lack of diversity and representation in government and non-government institutions • Corruption • Refugee return • Continued human rights violations, including sexual and gender-based violence, by armed forces as a weapon of war to punish or shame identity groups • Continual arming of various groups by other countries

Myanmar

Causes of conflict prioritized for programming	• Lack of inclusive, conflict-sensitive education policies that address the grievances of ethnic minority groups regarding equal opportunities for success in education and acknowledgement of their identity, history, citizenship, linguistic and cultural heritage and basic education rights, resulting in lack of trust towards government and resentments between groups • Lack of capacity to adequately ensure inclusive education delivery in the education system in order to address the grievances of ethnic groups • Lack of acknowledgement and appreciation of diverse groups within the education system • Lack of the system's ability to provide conflict-sensitive, peace, community safety and DRR-relevant education • Insufficient access to quality education for marginalized communities, contributing to inequality and the potential for conflict • Lack of data needed for planning to remedy gaps that contribute to conflict and violence
Programmatic priorities	• Promotion of education policies (including language policies), plans and practices that are conflict sensitive and promote social cohesion by addressing grievances of ethnic minorities • Engagement with non-state actors on protecting children from armed conflict as well as state actors to build the capacities of responders to community needs in violence- affected areas • Mine risk education with youth volunteers, as well as life skills and peacebuilding competency training
Theories of change underpinning programmatic choices	• IF the diverse citizen groups of Myanmar are being respected in their requests for fair representation of their identity and civic legacies in teaching materials and school curricula, as well as education policies, ➔ THEN resentment against the Government will decline, and trust between the Government and minority groups will increase. • IF the capacities of education stakeholders – including teachers, children and parents – are built to better incorporate conflict and disaster-related risks (including mine risk awareness or mine risk education, civic education and human rights) into the teaching and learning processes, ➔ THEN they will be equipped with the knowledge and skills for collaboration, coping with and mitigating conflict risks and natural hazards. • IF we are facilitating improved and equitable access to quality education services that are conflict sensitive and promote social cohesion, especially to the most vulnerable children in the most disadvantaged areas, including those formerly associated with armed groups, ➔ THEN the inequality gap between education recipients will be reduced, children formerly associated with armed groups will be fully reintegrated, and the potential for conflict will decline.

Pakistan	
Conflict analysis and date completed	• 'Pakistan Social Cohesion Analysis', Center for Research and Security Studies, Islamabad, March 2013
Summary of methods used	• Research and field studies conducted in Khyber Pakhtunkhwa, the Federally Administered Tribal Areas, Gilgit-Baltista and Sindh • Field research, data collection and analysis in central Punjab and Baluchistan • Surveys via questionnaires, and 17 consultative workshops at the provincial and district levels • 32 focus group discussions • 8 individual in-depth interviews with high-profile stakeholders
Causes of conflict identified by conflict/social cohesion analyses	• Religion (including sectarian and intra-sectarian conflict) • Inequitable justice • Feudalism • Economic inequality • Ethnic and tribal divisions • Militancy, insecurity and the military establishment • Youth marginalization
Causes of conflict prioritized for programming	• Current governance structures (including education governance structures) do not include marginalized groups, thereby perpetuating the status quo and contributing to the growing power rift in society. • 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. • Children and youth do not feel they can participate in their community due to power dynamics and cultural barriers that lead to a lack of identity, trust and respect, participation and dialogue, and awareness and aspiration. Preconceived ideas about 'the other' also inhibit their ability to interact with children from different educational and cultural backgrounds, further ingraining such ideas and increasing rifts between children. • Communities lack the ability or trust to access the formal justice system and therefore turn to other, often violent, means for the resolution of disputes. • Out-of-school children and youth with no access to appropriate learning and engagement opportunities are at risk of being co-opted by militant and criminal groups. • Education planners cannot make informed decisions about the development of education strategies conducive to social cohesion, due to non-availability of relevant data.

Pakistan	
Programmatic priorities	• Strengthening education systems to improve monitoring and delivery of conflict-sensitive education that promotes child-friendly schooling, and social cohesion and resilience • Expansion of Accelerated Learning Programmes and support to public schools in Afghan refugee host areas to increase prospects of gainful employment and contribution to society for out-of-school children and youth affected by armed conflict • Local platforms to facilitate healthy local dialogue among youth around violence, education and juvenile justice
Theories of change underpinning programmatic choices	• IF policies, plans and strategies promote cultures of non-discrimination, non-violence and social cohesion through textbooks, teaching methods and inclusive education environments, and through community engagement with school management committees, parent-teacher councils and associations, and Taleemi Islahi Jirgas, ➔ THEN there will be increased contribution of the education system to building positive social relations between children, youth and teachers in schools and with community members. • IF provincial education departments provide education that supports peace and addresses issues that may have fuelled conflict, such as discriminatory textbooks and teaching techniques that promote rote learning and a hidden curricula that promotes a negative picture of 'the other', ➔ THEN education will contribute to children's ability to think critically, to the positive transformation of relationships, and to the promotion of respect for diversity, while also developing a common identity. • IF children and youth from different backgrounds are given the space to come together, interact, and participate in dialogue and activities, ➔ THEN they will build trust, self-confidence and respect for others, and choose not to perpetuate conflict drivers in their community. • IF educational facilities are used as entry points for positive intercultural communication, and children from vulnerable and marginalized groups are given access to quality education and life skills, ➔ THEN they will become empowered to increase their likelihood for social, political and economic integration. • IF youth are brought together from different backgrounds to interact, play, create and learn together, ➔ THEN they are less likely to continue to see each other in a negative light, and more likely to bridge divisions by finding areas of commonality in which to constructively participate and engage with each other. • IF communities have a constructive and contextually appropriate dispute resolution mechanism they can turn to that produces consultative resolutions and decisions that are widely recognized within the community, ➔ THEN they are more likely to utilize such mechanisms instead of more violent or unsatisfactory means of resolution, which will mean less violence and impunity. • IF youth are provided with skills to gain employment, civic education and non-violent ways to express themselves among their peers and community members, ➔ THEN economic exclusion will be reduced, resulting in increased economic awareness, engagement and participation, thereby decreasing frustration, risks of being recruited by armed groups or inclination to use violent methods to express themselves.

Sierra Leone

Conflict analysis and date completed	• 'Situation Analysis Peace and Education Report', UNICEF New York and the Sierra Leone Country Office, March–July 2012
Summary of methods used	• Multi-stakeholder, participatory exercise • 3 district-level workshops, in Freetown, Kono and Pujehun • Regional workshops in Port Loko for the north and Bo for the south and east • Consultations with peace and conflict specialists in Sierra Leone • A high-level meeting with security personnel • Focus group discussions with children and youth across the country • Participants – children in and out of school, youth, women's advocacy groups, chiefs and local elders, locally elected council representatives, education stakeholders including the Ministry of Education, Science and Technology, the Sierra Leone security sector, NGOs and civil society organizations
Causes of conflict identified by conflict/social cohesion analyses	• Regional inequalities in the provision of social services, especially education and health • Governance failures in a patrimonial system where access to resources and power depend on personal connections, thus leading to endemic corruption • Tribal and regional sectarianism, weakening a sense of belonging to a unified though diverse Sierra Leone • Youth alienation created by political, social and economic exclusion • Exploitation of natural resources to support armed conflict and/or for private gain
Causes of conflict prioritized for programming	• Inequalities in the provision of services, especially education • Inadequacies/poor quality of services • Failures of governance, especially the operation of a patrimonial system where access to resources and power depend on personal connections ('connectocracy'), leading to endemic corruption • Tribal and regional sectarianism, mainly linked to political processes and lack of a sense of belonging to a unified though diverse Sierra Leone • Adolescent alienation created by political, social and economic exclusion
Programmatic priorities	• Policy reviews to integrate CFS standards and peacebuilding principles into education sector plans, curricula and teacher training courses • Promotion of non-violence through awareness raising on CFS standards, alternatives to corporal punishment, and effective classroom management techniques • Action research on process and effect of CFS and peacebuilding within schools and community

Sierra Leone

Theories of change underpinning programmatic choices

- IF findings from the conflict analysis are incorporated in the development of the new Poverty Reduction Strategy, Education Sector Plan and other key education strategies, ➜ THEN the education sector will be more conflict sensitive and responsive to the needs of communities, as well as individuals, and will ultimately contribute to the reduction of violence and building of sustainable peace.

- IF a child-friendly learning environment is created and quality through standardization of education is increased, ➜ THEN children's, adolescents', community leaders' and other stakeholders' perception of unequal distribution in the provision of services will be reduced, as well as the dissatisfaction that has led to spreading conflict in the past.

- IF corporal punishment is removed from the classroom, ➜ THEN violence is less likely to be considered an acceptable solution and tool for discipline and control, ➜ THEN school environments will become safer, ➜ THEN children will be more confident to go to school and will learn to use constructive ways of engagement with their peers, family and community members.

- IF vulnerable adolescents are provided with opportunities to develop their life skills, ➜ THEN they will be in a better position to make informed choices and actively participate in community-level decision-making processes, thereby reducing their sense of alienation.

- IF teachers and other education stakeholders receive training on basic teaching skills and child-centred teaching techniques, dispute resolution and peaceful classroom management skills, ➜ THEN they will have the necessary knowledge and tools to improve the quality of education and to build social cohesion, challenge divisive behaviour and enhance alternative means of addressing conflict.

- IF further research on adolescents' needs for broader education programmes is conducted, ➜ THEN the findings will enable future programmes to contribute more relevantly to adolescent participation and inclusion, thus addressing adolescents' exclusion.

- IF adolescents' views are solicited and included in planning and policymaking, ➜ THEN the results and recommendations for social service programming strategies will become more adolescent-relevant.

Somalia	
Conflict analysis and date completed	• 'Beyond Fragility: Conflict, education and peacebuilding in Somaliland, Puntland and South Central Somalia', Post-War Reconstruction and Development Unit and Institute for Effective Education, University of York, March–December 2013
Summary of methods used	• 4-month data collection in Somaliland, Puntland and the South Central Zone • Assessment of structural factors that predispose Somalia to conflict • Stakeholder analysis to identify drivers of peace and conflict • Final report has individual analysis of each region, plus an overall macro-analysis • Cornerstone of the methodology is collaboration between the University of York team and its Somali partner organization, Daryeel • A mixture of semi-structured interviews, focus group discussions, and consultations with key stakeholders at the international, national and regional levels conducted • At the local level, a participatory, community-based methodology that revolves around the principle of engaging staff, community members, youth and parents in the research process
Causes of conflict identified by conflict/social cohesion analyses	**South Central Zone:** • Land and water resource disputes • Unemployment and poverty • Radicalization of youth by militant Islamists • Clan-driven conflict • Breakdown of social norms and authority • Gender/family-based violence **Somaliland:** • Land and water resource disputes • Clan-based politics • Decline of pastoral sector • Migration of internally displaced people to urban centres • Marginalization of youth • Rising levels of criminality associated with youth narcotic addiction • Generational shifts in attitudes to peace • Elections **Puntland:** • Land and water resource disputes • Armed criminality, piracy • Clan-based politics • Unemployment, poverty • Migration of internally displaced people to urban centres • Marginalization of youth • Gender/family-based violence

Somalia

Causes of conflict prioritized for programming	Lack of conflict-sensitive policies to address identified conflict drivers: • Marginalization of youth • Poverty and underdevelopment • Loss of traditional values • Extreme religious ideologies • Conflict over natural resources • Corruption and greed
Programmatic priorities	• Curriculum reform that reflects community voices and ensures that learning contributes to peacebuilding through relevant education, promoting social cohesion, economic growth and political literacy • School-based social cohesion programming and promotion of positive cultural practices and local knowledge of peacebuilding • Youth education programming to support literacy, numeracy and life skills – including conflict resolution and employment skills
Theories of change underpinning programmatic choices	• IF UNICEF, governments and implementing partners are aware of the context (livelihood, social, political, equity, gender, conflict) they intend to intervene in and to develop (education) programming in consultation with communities, ➜ THEN (education) programming will be more conflict sensitive, and institutional capacities to address conflict drivers will increase. • IF primary school youth are given a voice and an active role to engage with communities and decision makers across clan, social and cultural lines, ➜ THEN this will give rise to a sense of constructive citizenship and improve social cohesion within and between groups, contributing to a reduction of violence in target locations/ intervention groups. • IF evidence-based education services are delivered to support youth to gain an independent livelihood, ➜ THEN they will not feel socially marginalized or economically despondent and be less vulnerable to recruitment into extreme ideologies or armed groups.

South Sudan	
Conflict analysis and date completed	• 'Education, Conflict and Peace in the Republic of South Sudan' (desk study), Ferdinand von Habsburg-Lothringen, March 2013
Summary of methods used	• Analysis of conflict drivers – security, political, economic, social, environmental • Context mapping • Desk-based literature review • Author attempted to look at literature through three lenses – South Sudanese, Government of South Sudan, international community
Causes of conflict identified by conflict/social cohesion analyses	• Weak governance, sense of insecurity, weak social contract • Political and ethnic polarization, fragile concept of 'nation', with greater emphasis on community and self • Youth bulge/lack of livelihoods, minimal economic diversification (95% reliance on oil), poor infrastructure and few local opportunities, accentuating tensions as people compete for decreasing pools of money and jobs • Poverty, absence of basic development at the local level • Trauma, underpinning growing levels of anger and inability to manage conflict • Arrival of returnees, increasing social, cultural and economic pressures
Causes of conflict prioritized for programming	• Weak governance (particularly in regard to low capacity in service provision) and lack of conflict sensitivity reflected in policies and legislation, as well as capacity of national counterparts, have contributed to distrust in the Government and lack of representation, leading to increased conflict. • This becomes exacerbated by lack of awareness/capacity in conflict-sensitive and peacebuilding programming among international and national counterparts. • Poverty, lack of livelihoods and trauma are key conflict drivers throughout South Sudan and particularly in Tonj East. Perceptions of marginalization resulting from poverty, few local opportunities for livelihoods, and hate speech and social breakdown resulting from trauma debilitates social cohesion. Trauma also contributes to the lack of capacity and willingness to resolve conflicts and furthers the cycle of violence. • Out-of-school children and youth with no access to appropriate learning and engagement opportunities are at risk to become co-opted by militants and criminal groups. • Weak governance that lacks conflict-sensitive policies contributes to conflict and a feeling of marginalization around the country. This lack of awareness/capacity in conflict sensitivity and peacebuilding among national counterparts, United Nations agencies and NGOs has contributed to increased conflict.

South Sudan	
Programmatic priorities	• Participatory meetings or workshops among government leaders and education personnel for mainstreaming of life skills and peacebuilding into the national curriculum • Messaging of peacebuilding principles and behaviours through storybooks, radio programmes and sports initiatives • Expanding educational opportunities to out-of-school children in cattle camps to increase livelihood, literacy and numeracy appropriate for their contexts
Theories of change underpinning programmatic choices	• IF the national curriculum and target policies are revised to address unequal access to education and promote tolerance, self-awareness and self-confidence (particularly for girls) and provide relevant and context-specific skills and knowledge, ➔ THEN there will be an increased contribution by the formal and non-formal education system to the reduction of violence and the increase in social cohesion. • IF teachers and education personnel are trained in the development, piloting and revision of materials, ➔ THEN the institutional capacity to deliver peacebuilding and conflict-sensitive education materials that are appropriate and relevant to the context will be increased. • IF teachers and education personnel receive further training in teaching and using the national curriculum, and the life skills and peacebuilding components therein, ➔ THEN targeted schools and education sites will have an increased ability to provide education services that promote conflict resolution, tolerance and appropriate management of interpersonal relations. • IF marginalized children in medium- to high-risk areas regularly attend relevant life skills and peacebuilding, livelihood, and literacy and numeracy classes, ➔ THEN they will have increased access to relevant quality education that contributes to their positive behavioural and intellectual development, which is important for state-building. • IF up-to-date conflict analysis and relevant lessons learnt documents are disseminated among key stakeholders in the national and international community, ➔ THEN education and peacebuilding programmers are more likely to draw on these to deliver conflict-sensitive education services.

State of Palestine

Conflict analysis and date completed	• 'Social Cohesion and Education in East Jerusalem', Iris Wielders, for the United Nations Development Assistance Framework, July 2013
Summary of methods used	• Literature review to inform a three-week data collection period • 7 interviews in Arabic and 13 in English • 5 focus groups with parents, youth, children and educators, in Arabic • 1 focus group discussion with business leaders, in English • 3 informal school visits to a school run by the United Nations Relief and Works Agency for Palestine Refugees in the Near East in the Shu'fat Refugee Camp; a girls' secondary school operating under the Al Waqf; and a boys' secondary school run by the Municipality of Jerusalem • 1-day workshop on social cohesion with members of focus group discussions, NGOs, United Nations agencies and education officials – participants created a consensus list of impacts and manifestations of social fragmentation
Causes of conflict identified by conflict/social cohesion analyses	• Lack of sovereignty and autonomy for any decision makers and the governing body for Palestinians in East Jerusalem • Lack of security and predictability in daily lives, leading to feelings of disempowerment • Loss of social capital and support networks • Adolescents ill-prepared to contribute to social cohesion
Causes of conflict prioritized for programming	• The protracted occupation is an immediately obvious driver of conflict and violence within Palestinian society. Moreover, with the passage of time, violence and internal conflict have become accepted social norms within the society itself. This has resulted in a deterioration of social cohesion that remains unaddressed while the occupation is presented as the primary cause of conflict. • An overarching driver of conflict within Palestinian society is the acceptance of violence and social disruption as a norm.
Programmatic priorities	• Institutionalization of a culture of non-violence through training for educators (counsellors, teachers, principals) and community members on resolving violence and conflict-sensitive classroom management • Empowerment of adolescents to constructively engage in their societies as agents of social transformation for advancing sustainable alternatives to social violence and discord • Increased access to pro-social early learning opportunities through training for ECD teachers and development of ECD guidelines and standards

State of Palestine

Theories of change underpinning programmatic choices

- IF the State of Palestine Incorporates conflict sensitivity into national education plans, ➔ THEN stakeholders will be enabled to foster social cohesion among children through strategic guidance and tools.

- IF schools provide violence-free and child-friendly learning environments that reinforce and model positive and active learning, ➔ THEN children learn how to express themselves non-violently and violence becomes less of a norm, ➔ THEN behaviours modelled and learned in school will positively affect students' behaviour outside school.

- IF government and civil society provide civil and capacity development opportunities for adolescents, ➔ THEN adolescents will participate more effectively in their communities as a sustainable alternative to violence.

- IF children learn non-aggressive/violent methods of expressing themselves and interacting with others at an early age, and IF this behaviour is modelled by teachers and parents, ➔ THEN children are more likely to apply these skills when they are older.

- IF UNICEF and relevant education stakeholders are informed on the evidence-based relationship between education, violence and social cohesion, ➔ THEN they will be equipped to apply the recommended steps in future education programming.

Uganda

Conflict analysis and date completed	• UNICEF Peacebuilding, Education and Advocacy Programme: Uganda conflict analysis', Anna Knutzen and Alan Smith, October 2012
Summary of methods used	• Identification of security, political, economic, social and environmental factors related to conflict • Additional use of categories from 'Statebuilding and Peacebuilding Priorities and Challenges', Organisation for Economic Co-operation and Development, 2009 • Analysis at the national level and in 4 subregions • 12 focus group discussions with primary and secondary school students, students at teachers' colleges and youth not in school • 30 interviews with key informants • 4 stakeholder validation workshops
Causes of conflict identified by conflict/social cohesion analyses	• Root causes – competition over resources, tribal/clan rivalries, localized religious tensions • Intermediate causes – high youth unemployment and disengagement, restricted space for political opposition and civil society, service delivery challenges, pressures caused by environmental and climate change, highly transient populations (internally displaced populations) • Consequences – mental health issues, post-traumatic stress disorder, alcoholism, and violence against children and women
Causes of conflict prioritized for programming	• Poverty • High youth unemployment and disengagement • Violence against children and women • Alcoholism • Mental health issues, post-traumatic stress disorder • Access to social services • Localized religious tensions • Competition over resources • Environmental and climate change • Tribal/clan issues • Restricted space for civil society • Restricted space for political opposition • Service deliver challenges • Highly transient population • Influx of refugees

Uganda	
Programmatic priorities	• Policy and programming work to address violence against children in schools • Youth empowerment programming through U-Report, as well as livelihood training (technical and vocational education and training) and financial literacy education • ECD and caregiver focused programming to improve care practices and foster social cohesion through community dialogue
Theories of change underpinning programmatic choices	• IF education authorities positively contribute to addressing conflict drivers, ➔ THEN social cohesion will be enhanced through improved partnerships between authorities and communities around education planning and delivery. • IF education authorities, schools, learners, parents, communities and key civil society actors come together to promote 'safe schools', ➔THEN cultures of violence will be challenged, contributing to building peace in and around schools. • IF schools are used as platforms for bridging community divisions (ethnic/tribal, religious, gender) through collaborative partnerships between institutions, learners, parents, communities and civil society, ➔ THEN education can contribute to building peace in targeted communities through increased social cohesion. • IF conflict-sensitive education that promotes peace is delivered equitably as a peace dividend in areas recovering from conflict, ➔ THEN grievances and perceptions of neglect that have historically fuelled conflict in those communities will be reduced. • IF adolescents/youth are equipped with relevant life skills and peacebuilding competencies, ➔ THEN negative perceptions of youth held by community leaders can change, facilitating development efforts and welfare of their communities, ➔ THEN situations that lead to conflict-promoting behaviours are reduced.

| Yemen	
Conflict analysis and date completed	• 'Education-Focused Conflict Analysis of the Republic of Yemen', Steven A. Zyck, International Development Innovations, July 2013
Summary of methods used	• Built upon April 2013 conflict assessment of Yemen produced by UNICEF for the United Nations Country Team under the auspices of the United Nations Resident Coordinator's Office • Desk-based review of documents by international organizations, NGOs, universities, think tanks, academics and researchers • Two-week period of interviews and focus groups in Sana'a with UNICEF personnel, Ministry of Education, teachers, school managers, national and international NGO personnel, and parents' council members • Analysis identified nine 'education related conflict dynamics' and recommended 'nearly 30 programmatic options' for education
Causes of conflict identified by conflict/social cohesion analyses	• Southern separatist conflict – al-Hirak al-Janoubi has, since 2006, been pursuing greater autonomy or separation from the rest of the country. • Houthi-related conflicts – in northern governorates, the Houthis are facing attacks by political parties and Salafist groups; this conflict has taken on sectarian characteristics. • Al-Qaida-linked conflict – Al-Qaida in the Arabian Peninsula has expanded rapidly since 2009 and demonstrated territorial ambitions. • Resource-related and tribal conflicts – disputes over land, water, fisheries and public revenues; families and tribes fight over power. • Political conflict – involving political parties such as the General People's Congress, he Yemini Islah Party and the Houthi movement. • Legacy of zero-sum, patronage-based politics – Yemeni leaders traditionally establish exclusive, elite pacts rooted in patronage and leading to a sense of political exclusion from government.
Causes of conflict prioritized for programming	• Zero sum politics – a prevalent way of thinking that assumes that for every winner there is a loser, for every gain there is a loss • Culture of violence in schools
Programmatic priorities	• Programming through strengthening child-friendly schooling and operationalizing child protection mechanisms to reduce violence against children in schools • Support to mother and father councils for community empowerment and social cohesion • ECD, primary and girls' education support to improve quality and access, particularly in previously disadvantaged areas or groups

Yemen

Theories of change underpinning programmatic choices

- IF national decision makers develop the capacity and commitment to use education as a peace connector rather than a divider (through adequate and equitable distribution of resource allocation between communities), ➔THEN decision makers will be enabled to make more risk-informed and conflict-sensitive education planning decisions.

- IF United Nations agencies and partners become sensitized to the relationship between conflict factors and education, ➔ THEN UNICEF can mobilize funds for the promotion of peacebuilding dialogue and education activities in Yemen.

- IF the national policy on corporal punishment is being re-communicated through a more robust policy document that can be shared with every school in Yemen, ➔ THEN violence reduction in schools can be addressed more effectively by policymakers, school administrators and the community.

- IF community members and NGOs are being enabled to deliver key ECD services to children and parents, ➔ THEN learning readiness, enrolment and community-based education for the most vulnerable populations in Yemen (Muhamasheen, refugee and internally displaced groups, isolated girls) can be increased.

- IF NGO participation can be ensured in the delivery of child development and well-being programming to remote areas, ➔ THEN sustainability, redress of education inequities in terms of resource distribution (all of which relate to identified conflict drivers in Yemen) can be addressed.

- IF UNICEF can assist Yemeni children in discovering and practising peaceful conflict management techniques through educational play, and in a fun and independent manner, ➔ THEN the culture of violence in schools can be transformed.

- IF adults who are the 'gatekeepers' of school culture can be swayed to set the example and the ethos of pro-social values, practices and norms in relation to violence and conflict, ➔ THEN the culture of violence in schools can be transformed.

Conflict analysis summaries: Chad, Côte d'Ivoire, Myanmar, Uganda and Yemen

Annex II contains five conflict analysis summaries from countries participating in the PBEA programme. These examples reflect the broad range of countries and regions where PBEA was implemented.

Chad

Yemen

Côte d'Ivoire

Myanmar

Uganda
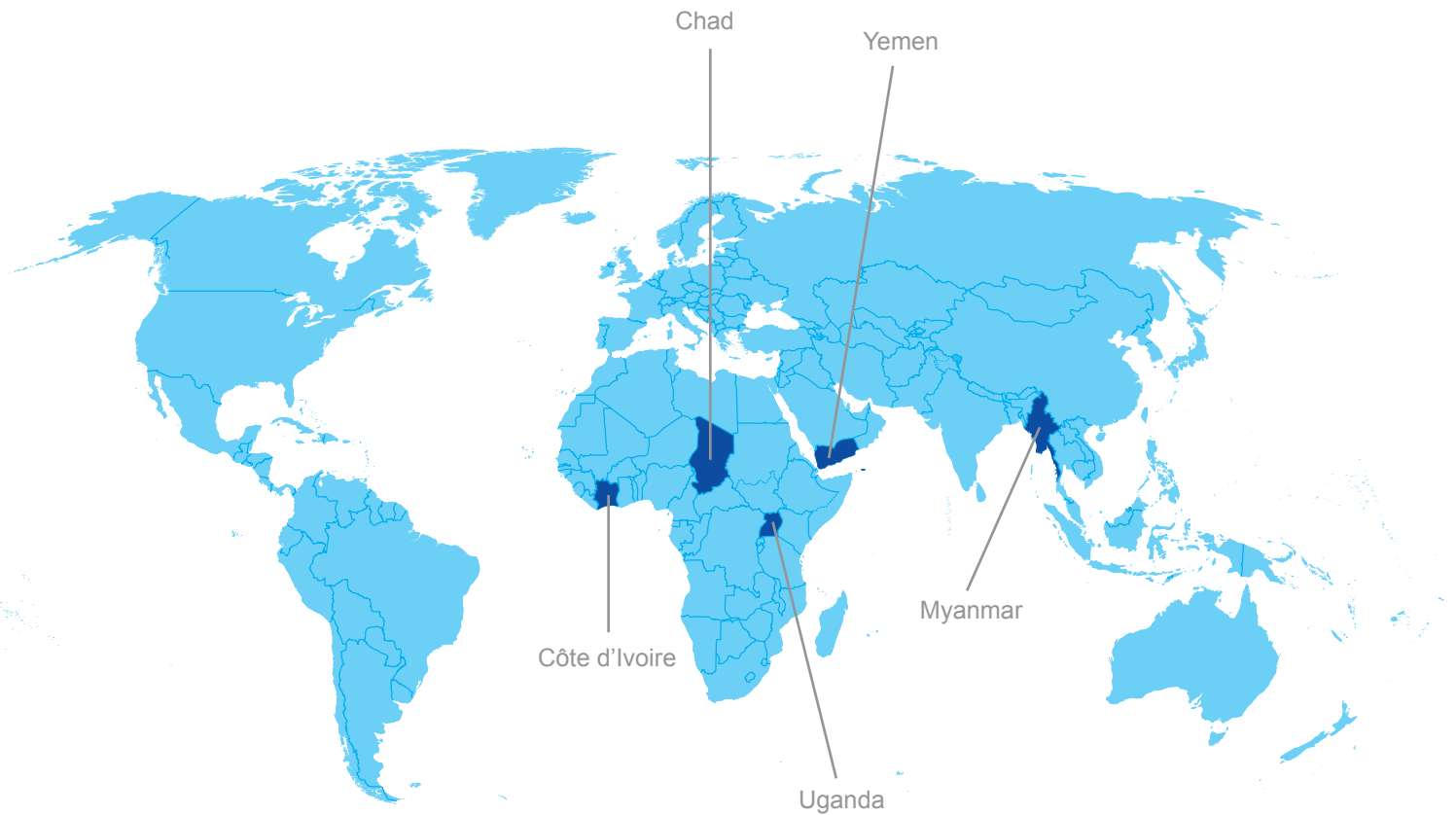
Conflict Analysis Summary

CHAD

February 2015

(Baltic, Guereda), Mandoul (Koumra, Penni) and Logone-Orientale (Doba, Gore).

Study areas were selected to reflect the diverse geography (subtropical, Sahelian and Saharan zones), culture, ethnicities and languages in Chad. Data were gathered through participatory workshops and interviews with stakeholders, including government and civil society representatives, traditional chiefs, teachers, refugees, internally displaced persons, and children and youth, both in and out of school. The situation analysis examined the broader social, political, economic, demographic and environmental context in which the education system is situated.

Context

Chad is a landlocked country at the geographical centre of several countries in the Sahel and Sahara regions. The population of 11.3 million is unevenly distributed across the country, which is largely desert, sandy and rocky, with limited rainfall and low population density. Only 2 per cent of the population lives in the north Sahara area, which comprises 47 per cent of the total land area, while the south, which has fertile areas, hosts close to half of the population though it covers just 10 per cent of the land.

Since independence, Chad has experienced recurring instability, coup d'états, civil war, periodic violence, authoritarianism, and weak democratization fuelled by groups competing for political power, access to resources and

This report summarizes findings from a situation analysis undertaken as part of the UNICEF Peacebuilding, Education and Advocacy (PBEA) programme, funded by the Government of the Netherlands. The purpose of the analysis was to identify key conflict drivers and the historical and structural dynamics, forces and roots of conflict underpinning them, as well as potential entry points in the education system to reduce violent conflict and promote peace.

Methodology

The situation analysis carried out by UNICEF and Search for Common Ground included a comprehensive desk review of key documents, such as United Nations development frameworks and government plans, and independent analysis on conflict and fragility in Chad. Field studies were undertaken in the capital city of N'Djamena and the regions (cities/towns) of Borkou-Ennedi-Tibesti (Faya Largeau, Fada), Guera (Mongo, Bitkine), Sila (Goz-Beïda, Koukou An Gara), Wade fire

privilege. Cyclical droughts and floods intensify people's vulnerabilities, particularly among children, adolescents and girls.

There is a high degree of economic and social polarization, based on deep cultural differences and historical rivalries between the Muslim pastoralist north and the animist/Christian agrarian south. Group- and identity-based disparities, exclusion and stereotypes – as well as competition for power, political gain and access to scare resources – perpetuate tensions and grievances and drive sectarian violence, insurgency, riots and racial clashes. The settlement of northerners into southern areas of the country leads to frequent clashes with farmers and host populations. It also places mounting demographic pressure on the local means of production and limited resources. This is exacerbated by the influx of refugees and returnees fleeing conflict and disaster into areas that have not made improvements in the infrastructure to support them.

Chad is also located at the geographical, cultural and ethnic intersection between northern and sub-Saharan Africa. Given its position, the country is subject to cross-border instability and the spillover from conflict dynamics in neighbouring countries. Most recently, conflicts in the Sudan and the Central African Republic, as well as the crisis in Libya, resulted in approximately 500,000 refugees and displaced persons relocating to Chad.

Chad has limited capacity to distribute resources evenly and to ensure basic public services such as health care, water, sanitation, infrastructure and proper nutrition. Although the extraction of oil provides the Government with revenue, its investment in poverty reduction and social services such as education remains low.

Nonetheless, recent developments offer encouraging signs of the potential for resilience, peace and state building. Chad is committed to the New Deal for Engagement in Fragile

States, which brings together governments and donors in a common agenda to strengthen the potential for peace and stability. The Government has developed agreements for the peaceful resolution of conflict, and it has made commitments to good governance and combatting corruption, including the African Peer Review Mechanism and the Extractive Industries Transparency Initiative. The prosecution of former dictator Hissène Habré for crimes against humanity, torture and war crimes offers the potential for national reconciliation and justice. Involvement of Chad in the resolution of regional conflicts and dialogue with armed groups offers the potential for improved security. In addition, the national economic situation has improved significantly, particularly due to (limited) redistribution of oil revenue.

Key conflict drivers at the national level

Despite economic and social progress and a period of relative stability since the 1990s, Chad remains a fragile state, vulnerable to both regional and national instabilities. The situation analysis conducted in seven field sites across the country has identified a number of recurring conflicts based on the respondents' perceptions. These include conflicts between farmers and breeders; ethnic, communal and inter-generational conflicts; conflicts with police and armed groups; conflicts in schools, family disputes and land disputes; and conflicts related to the exploitation of oil. These drivers of conflict are identified below. Where possible, reference to the impact of conflict on education, as both a driver and a consequence of conflict, is highlighted.

SECURITY AND JUSTICE

- **Cross-border vulnerabilities:** The geostrategic location of Chad and regional volatility are key conflict drivers. The deterioration of security in the Central African Republic, the ongoing conflict in the Sudan and the crisis in Libya create cross-border instability that spills over into Chad. Negligence of desert areas in the north and east, weak governance, limited control of authorities and porous borders may fuel the growth of illicit activities, crime and terrorist groups that can destabilize Chad as well as neighbouring countries. The diversion of resources to the military to combat insecurity, at the expense of social services, weakens the right to education.

- **Integration of refugees**: Refugees and returnees fleeing conflict in neighbouring countries place additional pressures on poor social services and systems, including education. Although the south suffers from flooding, food insecurity and humanitarian crises, the area attracts refugees, returnees and internally displaced people, heightening pressure on scarce resources and exacerbating tensions.

- **Group grievances or impunity:** There is a lack of confidence in the justice system, which is subject to a high degree of politicization and interference by other branches of government. Concerns include corruption, lengthy administrative processes, lack of funds for staff and materials, bias, limited legal representation in some areas of the country, imprisonment for payment, and some cases torture of torture. This has led to acts of private justice or vengeance carried out by individuals.

POLITICS AND GOVERNANCE

- **Weak governance:** National and local mechanisms to manage, resolve and prevent conflicts are dominated by geopolitical politicization, partisanship, lack of transparency and accountability, and weak capacity and inefficiency. This leads to a general distrust of security forces and administrative authorities, as well as cycles of revenge, reprisal and private justice. Government reforms are not moving quickly enough to incorporate conflict prevention and resolution into policies, curricula and structures.

POLITICS AND GOVERNANCE

- **Regional, ethnic and sectarian divides:** Cultural and religious differences in the north and south have created deep resentment and antagonism between groups in these two areas. The attribution of negative characteristics of the 'other' and the long-standing practice of class division and raids by northerners have fuelled resentment from southerners. The desertion of inhospitable land by northerners has brought increased contact and settlement of nomadic populations with populations of the south, highlighting cultural and resource tensions. Inter-community fighting and sectarian conflicts within communities are also mirrored in the school system, affecting relationships between students, teachers, school administrators and parents.

- **Inequitable distribution of social services:** Regional and ethnic disparities in social services, particularly education, are a source of grievance. The ability of the Government to address inequities in education is complicated by weak capacities at all levels of the system, the impact of natural disasters, and pressures from internally displaced and refugee populations. The deterioration of public services such as education, health, justice and security, along with the abuse of state funding for private purposes and corruption, leads to further instability.

ECONOMIC DEVELOPMENT

- **Poverty and inequitable economic development:** Poverty within Chad is evident at multiple levels. More than two thirds of the population live in poverty. A third of the population suffers from malnutrition and limited access to clean drinking water. Infant mortality rates are high. Major disparities persist in school enrolment rates between the north and south. Generalized poverty remains a risk factor for conflict and violence as state institutions are not able to respond to the socio-economic needs of Chadian citizens.

SOCIAL ISSUES

- **Disenfranchised youth:** According to surveyed youth across the country, the main causes of conflict are lack of employment opportunities (56 per cent), alcohol (40 per cent), under-enrolment in school (25 per cent), lack of arable land (25 per cent) and rape (22 per cent). Qualitative results show that the main triggers of conflict are access to water points and land, while sectarian conflicts in schools are on the rise.

- **Marginalization of women and girls:** Quantitative progress in education in Chad masks inequalities, particularly for girls. Only 71 girls complete primary education for every 100 boys. Girls are more likely to be withdrawn from school to support their families during times of crisis. Prearranged early marriage, gender discrimination and female genital mutilation/cutting continue to occur. Violence against women and children in conflict situations is prevalent. Women and girls are also subjected to domestic violence, sexual harassment in schools, rape, incest and forced domestic labour. Women are under-represented in decision-making processes in public administration as well as the private sector. They are paid less than men and have fewer rights to property ownership and financial independence.

NATURAL RESOURCES AND ENVIRONMENTAL ISSUES

- **Natural disasters:** Chad faces recurring floods, drought and violent winds that increase the vulnerability of people and leads to cyclical humanitarian crises, food insecurity and malnutrition. In the Sahel region, environmental degradation and depleted soil force nomads and shepherds to migrate south in search of fertile land, resulting in clashes over water points and land between farmers and pastoralists and indigenous and non-indigenous communities. Host communities resent the encroachment on already weak resources and poor service delivery, which are seen to deprive their children of education. Conflict and fragility increase the impact of natural disasters because they absorb resources and undermine the capacity of the Government and stakeholders to provide adequate protection from hazards.

- **Exploitation of natural resources:** Agriculture and livestock constituted the main source of livelihood until the early 2000s. Since then, petroleum in the Doba area in the south has become a main source of income. Although the national reserves increased by nearly 15 per cent between 2000 and 2011 due to oil-related investments, unequal wealth distribution related to oil and the impact of construction on land and resources have been a source of frustration for local populations.

The role of education in peacebuilding

Conflict and natural disaster have had a significant impact on Chad's education system, undermining access, equity and quality. In cases of attacks or displacement, classrooms are occupied by internally displaced people and disaster survivors, making the affected schools unusable for a long periods of time, reducing school hours or forcing classes to be held outside under trees. It is difficult to recruit or retain teachers in conflict /disaster-affected regions. Natural disasters destroy school facilities and resources such as textbooks and student records, limit basic food and water resources, and result in chronic malnutrition, which makes it difficult for children to learn. The forced conscription of boys during conflict interrupts their schooling. These problems add to an already weakened education system characterized by outdated curricula, textbooks and teaching materials, poor quality and relevance of learning, and ineffective or corrupt school governance.

The education system is very limited in its capacity to respond to conflict and disaster, as evident in the absence of programmes and budget allocations to adapt to emergency and conflict situations. School systems also have weak capacity to integrate tolerance, respect and peaceful conflict resolution, which has inhibited their potential to contribute to peace.

Despite these concerns, there are a number of hopeful signs that offer the potential to strengthen and support peaceful coexistence, reconciliation and social cohesion. The Government has dedicated the 2013/14 school year to enhancing the values of peace, tolerance and respect for others and strengthening a 'culture of excellence'. The Interim Strategic Plan for Education and Literacy is accelerating progress towards achieving the Millennium Development Goals and Education for All targets, and is providing the foundation for Chad's 10-year education plan. The Ministry of Primary and Civic Education is committed to integrating strategies to reduce the risk of conflict and natural disaster within sectoral plans.

Peacebuilding entry points in education and learning

Given the multiple and interwoven challenges facing the education system in Chad, the following recommendations are proposed to address conflict drivers and strengthen the development of an inclusive and resilient education system.

Political and policy responses

■ *Support the creation of a national platform for youth* to strengthen their social and political engagement in the prevention of conflict and natural disaster risk reduction and response, and their participation in the development of a national youth strategy.

■ *Strengthen education system management:*
  - Increase resources for education in the national budget in line with international commitments.
  - Establish a monitoring and evaluation unit within the Planning and Analysis Branch of the Ministry of Education.
  - Establish an inter-sectoral government mechanism to coordinate rapid response to emergencies.
  - Build the capacity of Ministry of Education staff on conflict prevention, resolution and disaster risk management.
  - Support the integration of conflict prevention and disaster risk reduction/ preparedness into Ministry of Education policies, curricula and structures.

■ *Adopt strategies to prevent and reduce the negative impact of conflict and disasters on education:*
  - Develop an early warning system to alert communities and education authorities during times of crisis.
  - Develop and track data on schools, teachers and students in conflict- and disaster-prone regions.

- Strengthen the capacity of teachers, students and communities to prepare for and manage emergencies.
- Ensure reserves of school equipment and learning materials.
- Bridge conflict-sensitive humanitarian assistance with long-term development support to reconstruct the education system for all.
- Help strengthen school feeding and nutrition programmes in areas of food insecurity to promote school attendance and improve students' cognitive capacities.

Structural reforms

■ *Improve access to inclusive education for marginalized groups:*
- Provide improved security both within and around schools, such as fencing, street lighting and regular night patrols. Involve area commanders and community leaders in promoting security at the school and beyond.
- Promote flexible school calendars and class schedules to maximize attendance and prevent disruption in education in marginalized areas.
- Engage the Ministry of Education in all phases of school construction.
- Improve access to education for vulnerable groups such as girls, nomads, returnees, internally displaced persons and refugees.

■ *Improve the quality and relevance of inclusive education:*
- Encourage the Government to provide incentives to attract teachers to high-risk areas and promote the recruitment of and training for local-level teachers in conflict-affected regions to ensure the continuity of education.
- Promote the relevance of education to employment opportunities for youth.
- Promote the integration of human rights, peace, civic and moral education within the education system.
- Abolish corporal punishment in schools.

Individual and interpersonal changes

■ *Strengthen individual capacities for peacebuilding and conflict resolution:*
- Strengthen child and youth skills in communication, leadership and conflict resolution both within and outside the classroom.
- Support the creation of sports, theatre and arts programmes to promote cooperation, tolerance, diversity and peaceful coexistence across social, cultural and religious divides.
- Conduct awareness campaigns in media, particularly radio, to promote tolerance, diversity and coexistence.

■ *Strengthen community capacities to resolve conflict:*
- Support activities that bring divided communities together around common projects such as school construction, canteens or digging wells for water, particularly in communities that have significant refugee, returnee and internally displaced populations.
- Promote women's participation in conflict prevention, disaster risk reduction and peace consolidation programmes.
- Enhance local expertise in mediation through non-formal education.

Conflict Analysis Summary
CÔTE D'IVOIRE

June 2014

This report summarizes findings from an analysis undertaken as part of the UNICEF Peacebuilding, Education and Advocacy Programme (PBEA) funded by the Government of the Netherlands. The purpose of the analysis was to explore the underlying causes of the Ivorian crisis, to investigate the effect of the multiple crises on the country's educational system, and to identify ways to support national efforts to consolidate peace in the country, particularly through education. It should be noted that the final Côte d'Ivoire conflict analysis focused heavily on the impact of the conflict on the formal education system and the peacebuilding efforts within the formal education sector. Therefore, it is sector specific and in many ways more an impact analysis rather than a causal analysis.

Methodology

The analysis included a document review of studies on education and conflict in the Ivorian context, as well as interviews and

surveys of government officials and citizens in Yamoussoukro, Abidjan and 15 other areas. Interviews were conducted with government officials at the national and decentralized levels, university leaders, union representatives, teachers, students, school administrators, school management committees, and community, religious and traditional leaders. A total of 1,450 students at 26 schools in 16 regions completed a survey that looked at their socio-demographic information, educational/ professional trajectories, perceptions of the crises, and personal reflections on conflict, violence and the promotion of peace. In addition, primary school students were invited to draw their impressions of their school before, during and after the crises.

Context

During the 30-year regime of President Felix Houphouët-Boigny, which followed the country's independence from France, Côte d'Ivoire experienced enormous economic growth and modernization as one of the largest exporters of coffee and cocoa beans in the world. However, it did not substantially modernize or diversify its economy and remained dependent on a few export crops. During the 1980s, declining terms of trade for its exports, the global recession and structural adjustment programmes devastated the economy.

As economic stability declined, social dissatisfaction increased – particularly because, during economic growth, labour migration from the north and neighbouring countries

increased, and foreign nationals were allowed to settle and own property. Subsequently, there was an upsurge of ethnic tensions based on shifting concepts of citizenship and identity, and linked to the control of resources, as settlers came to be viewed as foreigners who should not have property rights. Following protests, Houphouët-Boigny was forced to hold elections in 1990, which he won with 81 per cent of the vote. He led the country until his death in 1993, which was followed by a period of intense political struggle and instrumentalization of the notion of 'Ivorité' (versus foreigners) in mainstream politics. This was set against a backdrop of rising inequalities, unemployment and inequitable access to social services – particularly education – which fuelled grievances and intensified conflict, especially between the north and south of the country.

The first military coup in the nation's history took place in December 1999, driven by poor material conditions for the army and concerns of corruption and authoritarianism in the Bédié Government. General Guei, who ruled the transitional Government, rigged elections and declared himself president in 2000. Protests forced him from office, and Laurent Gbagbo assumed leadership of a coalition Government in 2001, ushering in a brief period of peace and national reconciliation. In September 2002, a coup attempt led by dissidents and disaffected military devolved into civil war.

In 2003, a ceasefire ended the war but left the country divided, with the northern half under rebel control and a United Nations peacekeeping force between the north and south. The years between 2003 and 2010 have been described as a period of 'no war, no peace'. In March 2007, Gbagbo and former rebel forces leader Guillaume Soro signed an agreement that made Soro the Prime Minister and reunited the Government. The rebel forces were integrated into the national armed forces and elections were called, though delayed until 2010. Alassane Dramane Ouattara won the November 2010 elections, but Gbagbo refused to concede, and a five-month stand-off began. In April 2011, Gbagbo was forced from office by Ouattara's supporters with the help of French and United Nations troops. The post-election crisis had disastrous effects in Abidjan and the west. Many of Gbagbo's supporters fled to Ghana; currently, Gbagbo is in The Hague, where he faces charges of crimes against humanity.

Key conflict drivers at the national level

Côte d'Ivoire is emerging from periodic conflict and violence that began in 2002 and lasted until May 2011, with the end of the post-electoral crisis. The root causes of conflict and conflict drivers that contributed to the crises include those outlined in the following boxes.

SECURITY AND JUSTICE

- **Insecurity:** Insecurity due to inter-communitarian violence, the legitimization of violence to address local disputes, checkpoints, physical threats and the absence of the rule of law was a key conflict driver. Within the education system, checkpoints prevented the free movement of students and access to education. Some parents were afraid to send their children to school, while others fled the areas experiencing conflict. In some localities, relations between militaries and teachers and students were tense. Teachers were attacked by parents or driven out of villages due to their political affiliations, creating a general environment of insecurity. While Abidjan has experienced a return to normalcy, periodic violence and insecurity persist in rural areas, particularly in the western part of the country.

- **Lack of reparations:** Reparations to Ivorians for losses or suffering experienced during the conflict, such as looting of homes or suspended pay for civil servants, have not been provided. Respondents to the analysis indicated they are weary of repeated promises for reparations that remain unfulfilled. They have also noted the need to end the culture of impunity, particularly at the local level.

POLITICS AND GOvERNANCE

- **Ethnic divisions:** Historical divisions between autochthons (indigenous Ivorians) and non-autochthons (foreigners, as well as Ivorians who live and work in regions other than their region of origin), continue to define the political landscape in Côte d'Ivoire. Rooted in issues of land ownership and competition for resources, these divisions were aggravated by colonial influences that privileged migrants and divided power and economic resources based on ethnicity and territoriality. They continued under the Houphouet-Boigny regime's 'cosmopolitan policies' that gave political and economic rights to foreigners and famously declared that "the land belongs to those who cultivate it." The concept of Ivorité – which gained political ground in the 1990s and continued under the Front populaire ivoirien (Ivorian Popular Front) through its national identification policies and programme – was used as a political tool and exacerbated the fragmentation of society. These divisions created an atmosphere of distrust and were mirrored at the school level between teachers and administrators, as well as among students.

- **Political corruption and exclusion:** A lack of multiparty freedom dates back to independence, with a history of violent repression and criminalization of political opponents, often based on changing concepts of citizenship. Corruption and nepotism became quite common among the Ivorian elite. The 1990s, in particular, were characterized by intense power struggles between political parties, drawn along territorial and autochthonous ideological lines, and was a key factor in the 2010 crisis.

ECONOMIC DEVELOPMENT

- **Poverty and unequal economic development:** Following a booming growth period and modernization during the 1970s, liberalization of global markets and economic recession in the early 1980s were catastrophic. The State was unable to meet increasing demands for employment, social services and salary increases for the civil service and military, resulting in mass protests. Dependency on foreign funding grew. High unemployment drove youth to rural areas, where land was held by non-autochthons. This contributed to xenophobia and strengthening of nationalist sentiments. After the 1980s' recession and the introduction of structural adjustment programmes, the Government stopped covering many costs of learning, and expenses were shifted to parents. Although there is renewed commitment to free education, for many, it is taking time for that promise to become a reality. Recently, there has been a return to high levels of economic growth – at 9.8 per cent in 2012 – bringing the prospect of improved living standards for the population and a return to investment in social services, including education.

SOCIAL ISSUES

- **Poor quality and relevance of education:** Côte d'Ivoire's education system has grown increasingly unfair, with disparities in access and quality marked by geography and economic status. Most schools have been concentrated in urban areas. Disruptions in education and closure of schools and universities have contributed to an increase in private schooling for those who can afford it.

- **Violence:** Several localities in Côte d'Ivoire have suffered from a generalized climate of violence. While the sources of tension are not new, the presence of conflict gave legitimacy to the use of violence as a means to resolve conflicts. During the crises, schools were implicated in the spread of violence. The leading student union – Fédération estudiantine et scolaire de Côte d'Ivoire (Ivorian Federation of Students and School Pupils) – became a highly politicized, or politically manipulated, organization. As a result, it spread hatred and stigma, engaged in intimidation and killings, and extorted school management committee funds and scholarships.

NATURAL RESOURCES AND ENVIRONMENTAL ISSUES

- **Land disputes:** Tensions between traditional ideas of land ownership and government policies have existed since the turn of the twentieth century. Disputes centre on boundaries between villages and individuals and around the illegal sale or resale of land. Policies have shifted repeatedly to either support traditional autochthonous systems or to favour foreigners. These shifts are largely in response to changing socio-economic conditions that lead political elites to favour certain population groups over others. Most recent government policies support autochthons but have not been operationalized, and much of the rural land is managed informally according to traditional concepts of ownership. Land issues have been the primary factor fuelling ethnic polarization and nationalistic concepts of Ivorian citizenship.

The role of education in peacebuilding

Wide variations in the effects of the crises across Côte d'Ivoire were noted. In the education system, the crises added a number of underlying challenges, including a crisis in authority, frequent teacher strikes, changes to pedagogy, underinvestment in teacher training, the burden of school fees and lack of transparency in the management of school committees. In 2002, when the country was split in two, entire educational institutions were delocalized from the north to the south and hosted elsewhere. A parallel system of education based on double shifts was created in government-controlled areas, contributing to a decline in education quality. In Abidjan, there was a large influx of students into the city to take their exams; in other areas, schools were disconnected from the Ministry of Education's financial and administrative support. Parents in these areas had to shoulder the cost of operating schools, and students had to make due with volunteer teachers. Funds available to operate schools varied widely, depending on the ability of parents and communities to raise contributions.

In 2010, many people fled Abidjan for the interior in the wake of post-election upheaval. Courses were interrupted or suspended for days or weeks during times of violence. Schools were occasionally used as shelters or were subject to looting and arson, resulting in physical damage as well as the permanent closure of some schools. Students lost identity documents. The insecure environment and politically divisive nature of the conflict created an overly politicized environment in schools and was disruptive for teachers and students. The conflict also impeded the collection of local taxes used, in part, to fund education.

Despite these challenges, Côte d'Ivoire has demonstrated tremendous resilience, launching initiatives in response to each crisis to ensure a rapid return to normalcy. The Ministry of Education adjusted the curricula and school calendar so that no exam cycles were missed

at the primary and secondary levels; the creation of 'relay' (double-shift) and backup schools, the *écoles relais* and *écoles de sauvegarde*, helped accommodate displaced students. In 2010–2011, the Government and administration were very involved in awareness campaigns and practical efforts to get schools back on track, including recruiting volunteer teachers in the north into full-time employment and incorporating Muslim schools under the Ministry of Education.

To curb violence, the Government forbid secondary-level student unions that had historically been violent. It installed parents as the heads of local school councils (previously, local officials held these posts, making collection of fees controversial and reducing trust in the councils). The Programme Présidentiel d'Urgence (Presidential Emergency Programme) made funds available to rebuild and rehabilitate schools. To allow for stabilization, the Ministry of Education asked teachers to avoid striking right after the regime change, a request that was granted for more than a year. Universities were closed for 18 months in 2011 in order to update the public university system, reduce corruption and the influence of violent student unions, reconstruct buildings and update technology to reduce enrolment abuses. Strong efforts have been made to rid the curriculum of stereotypes and other controversial content, and this perception was reinforced in interviews with parents, students and teachers. The Government has also introduced Education on Human Rights and Citizenship as a component of the curriculum that focuses on child rights, protection and learning to live together, though efforts to prepare teachers for instruction and inclusion of citizenship in final examinations have been lacking.

The most notable factor regarding Côte d'Ivoire's education system today is disillusionment with schooling as an avenue to advancement. School is no longer seen as a path to social mobility or finding work, as employment is seen as linked more to the

informal sector or social capital. Cheating and grade manipulation in schools is common, contributing to a devaluing of accomplishment. There is a universal perception among teachers, parents, community and religious leaders that the pedagogy and teaching style are negative, and a perceived decline in education standards, due in part to a decrease in teacher's authority, rapid pedagogic changes over the past decade, weak teacher training and high levels of violence at schools.

Peacebuilding entry points in education and learning

Côte d'Ivoire's education system reflects the conflicts and tensions experienced within broader society, and the analysis identified a strong sentiment that peace promotion must engage all levels of society, not just the school. It also called for promoting an Ivorian approach to peace promotion, drawing on traditional alliances and a culture of forgiveness to promote peace.

Political and policy responses

- *Teacher training:* Invest significantly in teacher training and expand the quality and length of professional development for teachers at primary and secondary schools. The introduction of three new pedagogies during periods of crises and the legacy of structural adjustment and recession have resulted in varying levels of skills among teachers and a decline in education standards. In addition, strengthen teachers' capacities to deliver the human rights and citizenship curriculum.

- *Curriculum:* Create space within the current curriculum for arts, sports, human rights and citizenship. These subjects are generally put aside when the curriculum is seen as overloaded. Teaching concepts of Ivorité and autochthony was a contested area, with some respondents keen on explaining these concepts at school and others believing they should be banished. In general, however, the curriculum itself is not seen as a divider.

Structural reforms

- *Security:* Provide improved security both within and around schools, such as fencing, street lighting and regular night patrols. Involvement of area commanders and community leaders in promoting security at the school and beyond is also essential.

- *School neutrality:* Maintain schools as neutral sites and ensure they are not used for political meetings or as military bases.

Individual and interpersonal changes

- *Values education:* Emphasize the promotion of values within school, recognizing that morality and respect can be taught but on its own is insufficient. There is a need to promote and enable active engagement with students in dialogue, critical thinking and reflection with regard to understanding the conflict dynamics and encouraging values of tolerance, respect and conflict resolution, and to link learning and dialogue to the larger society and political sphere.

- *Culture of excellence:* Publicly celebrate merit and excellence of students as a way to promote a social model based on valuing work and personal investment.

Conflict Analysis Summary

MYANMAR

May 2014

This report summarizes findings from a Peace and Development Conflict-Sensitivity Analysis (PDCA)[36] undertaken as part of the UNICEF Peacebuilding, Education and Advocacy Programme (PBEA), funded by the Government of the Netherlands. The analysis provides a framework from which to understand the causes and dynamics of peace and conflict, primarily at the national level. It aims to identify opportunities for the United Nations Country Team in Myanmar and support conflict-sensitive approaches, using a peacebuilding framework, to the development of United Nations programming. This report also summarizes findings from a conflict analysis of the education sector in Rakhine State.[37]

Methodology

The PDCA was developed using data gathered between November 2012 and January 2013, and utilized a standard conflict analysis framework that included context, actors, causal analysis, conflict dynamics and identification of recommendations. Primary and secondary documents and reports were used to inform the background of the report.

A total of 172 semi-structured interviews and focus group discussions with 291 individuals were conducted in Yangon, the Thai-Myanmar border region, and Kachin, Kayin, Mon and Shan States. The process and results of the PDCA were informed by the ongoing conflict in Kachin and the pessimistic perceptions of the

prospects for conflict resolution in the region, as well as a detailed subnational analysis of Rakhine State. It also benefited from the inclusion within the analysis team of technical experts in children, youth and gender.

Context

Efforts by the Government of Myanmar to unify people under Bamar control, dating back to pre-colonial times, have historically clashed with the desires of ethnic minority groups for self-determination and freedom of religion and language. These efforts have given rise to ethnically based armed groups that are in conflict with the Government's armed forces (the Tatamadaw) over political power and control of resources. Protests and struggles for democracy, greater representation for minority groups, freedom of expression and movement, and access to services have led to violent crackdowns by government authorities.

In recent years, the Government has undertaken ambitious political, economic and administrative reforms. These reforms are characterized by greater democratization, the release of political prisoners, ceasefire agreements, strong economic growth and greater freedoms. Despite impressive gains, remote and border areas of the country remain insecure, and reforms have not extended quickly enough to rural and ethnic minorities. Although economic growth offers great potential to improve livelihoods and address poverty, the rapid pace of change can release pent-up grievances and social unrest – and structural inequities and uncontrolled development pose significant risks to Myanmar's progress.

Underlying causes and dynamics of conflict

A number of underlying structural, intermediate and proximate causes of conflict are identified in the PDCA. The identified conflict dynamics are based largely on a national-level analysis. A subregional analysis was conducted in Rakhine State with conflict dynamics detailed below.

SECURITY AND JUSTICE

- **Weak judicial system:** The key sources of conflict include insubstantial or non-existent rule of law; inadequate access to courts, particularly for women; lack of defence lawyers; and corruption in the justice system, which is subject to political influence. Poor legal representation and lack of due process for those arrested after the violence in Rakhine State in 2012 demonstrate a system that does not yet comply with international human rights standards.

- **Transitional justice:** While most respondents recognized that impunity should not continue and that some form of transitional justice is necessary to deal with past abuses, there was disagreement over the extent and timing of reconciliation processes that should take place, such as truth commissions and trials. It was recognized that, in order to prevent recurrences of the conflict, it is important for youth to understand the past.

- **Militarization of society:** Disarmament, demobilization and reintegration is one of the greatest challenges in the peace process, despite recent successes in carrying out reforms. The prevalence of non-state armed groups (NSAGs) in Myanmar, the militarization of political and economic realms, and the need for alternative sources of income for demobilized forces mean that disarmament, demobilization and reintegration, and the separation of military and government, are major challenges. Changes are being made to reduce the automatic transfer of military staff into senior civil service positions, but militarization still impacts all aspects of the State and disproportionately marginalizes women by excluding them from many aspects of public life. Armed groups have become part of people's identities, making it harder to systemically dismantle these groups.

- **Illegal weapons and drugs:** The prevalence of both legal and illegal weapons is a cause for deep concern. Drug production and use is a serious issue at the regional level, especially in Shan State and in the border areas. Closely linked to youth underemployment, drugs have historically funded conflict and NSAGs, as well as provided livelihoods, while also perpetuating cycles of violence, poverty and lawlessness.

POLITICS AND GOVERNANCE

- **Limited political dialogue and weak governance capacity:** While the Government has made significant advances in reforms to the political, economic and administrative systems, weak governance is still a potential risk factor for igniting conflict. Some of the major governance shortfalls are demonstrated in the prevalence of corruption, the conflict between and within political parties, and the lack of rule of law. There has been a history of zero sum politics and no encouragement of vocal opposition groups engaging in constructive dialogue. The lack of experience in political dialogue is slowing down reform efforts. Other challenges to good governance include limited capacity, lack of qualified personnel, incomplete policy frameworks, lack of political will, weak dialogue and collaboration, and low capacity of civil society networks. Low capacities and high levels of fear are especially apparent at the local levels.

- **Migration and displacement:** More than 400,000 people are internally displaced within Myanmar and there 1.3 million migrant workers; in addition, more than 128,000 refugees from Myanmar are living in Thailand. Movements of these populations can drive conflict, depending on whether they are forced or not and the extent to which host communities are prepared for their presence. Women and children are disproportionately affected by migration and displacement, and comprise the majority of those who are internally displaced and refugees. Employment and economic development are seen as key mitigating factors.

- **Poverty and unequal economic development:** Historical grievances around ethnic divisions and inequalities are closely linked to control of, and thus unequal access to, natural resources. Rural areas are particularly underserved in terms of social services and economic development. Populations in rural and peripheral areas are vulnerable to natural disasters, economic shocks and being recruited into armed conflict. The large populations of ethnic minorities in these areas feel the effects of inequality and discrimination.

SOCIAL ISSUES

- **Ethnic and religious discrimination ('Burmanization') and stereotyping:** Previous government policies of Burmanization promoted the Bamar majority as superior and resulted in institutionalized discrimination against ethnic minorities and ingrained ethnic stereotyping from all sides. Ethnic discrimination against the Bamar majority was also mentioned as a conflict driver, particularly in Kayin and Kachin. Anti-Muslim and anti-Rohingya attitudes are also apparent in some areas, and these groups are disproportionately affected by a lack of citizenship and insufficient birth registration procedures. The Constitution does not provide full rights for ethnic minorities, nor for women or opposition political parties. The Government is inadequately representative of these groups. The over-promotion of Bamar history, culture and language in the education system was criticized for promoting intolerance and inequalities, and inciting violence. Ethnic and sub-ethnic conflict is one of the single largest conflict drivers in Myanmar today.

- **History of isolation:** Having lived under a series of repressive military governments and relative isolation, people in Myanmar have not been exposed to democracy, human rights, tolerance and openness. Restriction of movement and information, and segregation of different ethnic groups have resulted in inequalities, mistrust, poor understanding, stereotyping and fear.

- **Inter-group intolerance, fear and mistrust:** Ongoing conflict at varying levels (sporadic in some areas, sustained in others), fear of prosecution, and outdated laws that perpetuate institutionalized discrimination have kept tensions high and trust levels low. Government efforts to be participatory could be deepened, which might help engage all groups and improve relationships between them.

- **Media:** While there are some codes of conduct in use by the media in Myanmar, there is no regulatory oversight or enforcement agency ensuring that journalism standards are met. As a result, the media are often inaccurate, inflammatory and biased, which can incite violence.

NATURAL RESOURCES AND ENVIRONMENTAL ISSUES

- **Environment and natural resources:** Competition for access to resources between the Government and the NSAGs is a major conflict driver in Myanmar, especially in Kachin State, where there are many mining and hydroelectric projects. Government handling of natural resource management, extractive industries, land and the environment are all issues of public concern and a source of conflict. Fighting occurs near key resource projects or along major trade routes, particularly to neighbouring China. Uncontrolled development, unsustainable and environmentally damaging extractive industries, and laws that favour business strip local communities of their rights and resources, and contribute to high levels of displacement, as well as hostilities around land grabbing. Industries fail to adequately demonstrate corporate social responsibility and development dividends, and there are fears that the Government is planning for future development without consulting local communities.

- **Illegal natural resource trading:** 'Lootable' resources such as timber, jade, opium and amphetamine-type substances are subject to illegal exploitation, especially in areas where the rule of law is weak. Conflict actors, particularly in Kachin, Kayin and Shan, derive revenue from the illegal trade of natural resources, providing incentives to maintain fighting and driving violent competition between government, militia, other NSAGs, and other conflict actors.

- **Land-related conflicts:** Issues of landlessness and the need for land reform were cited by the majority of respondents as a major source of conflict. Land conflict is related to agricultural business development, extractive industries and military seizures of land for "reasons of national security." In addition, land access is a major concern for refugees and internally displaced people, who fear having lost their land due to corruption or land grabs.

Key conflict drivers at the subregional and community levels

The Rakhine State analysis is based on a desk review of relevant studies as well as interviews and focus group discussions with a representative cross-section of stakeholders in Yangon and in the townships of Sittwe, Pauktaw, Mrauk Oo and Minbya. Findings were validated with various stakeholders.

Historic patterns of social stratification between Burmese, Rakhine and Rohingya ethnic groups, with Rohingya (or Muslims) at the bottom, is at the root of ongoing conflict in Rakhine State. Religion is closely association with ethnic identity, with Buddhist monks advocating for restrictions on Rohingya rights. Discrimination and marginalization of the Rohingya, through restrictive citizenship and mobility laws, the inequitable distribution of resources and lack of political representation, are key conflict drivers. Citizenship, in particular, is seen as a major threat to the Rakhine, particularly as the growing Rohingya population is seen as a significant threat to Rakhine interests. The Rohingya, in turn, feel disempowered.

Politically, the Rakhine seek greater autonomy, resource sharing and other rights. The Rohingya seek citizenship rights and economic development. The Burmese (Arakan ethnic group) are accused of fuelling tensions and divides between these two groups to maintain political advantage. Arakan and Rohingya tensions have also persisted over time. Both the Rakhine and Rohingya have sought political autonomy at various times from the national Government. Widespread poverty and disparities in access to employment and differential pay are also sources of tension.

Relations between ethnic groups are characterized by widespread fear and distrust. Inter-group hatred and negative stereotypes are propagated, and the poor quality of education fails to equip youth with the critical thinking skills necessary to challenge these views. The Rakhine perceive the Rohingya as receiving preferential treatment in the distribution of humanitarian aid. The Rohingya perceive inequities in the distribution of land, resources and economic development opportunities. Poor government control and protection and perceived corruption breed an environment

of insecurity. There are few opportunities for inter-group dialogue, and traditional conflict resolution processes have broken down. Inaccurate and inflammatory media reporting escalates fear and conflict.

Education in Rakhine State plays an important role in conflict dynamics. Discriminatory education policies against ethnic minorities have been a feature of the education system since independence. Burmese-language policies in schools marginalize non-Burmese-speaking ethnic groups. Curricula reinforce Burmese identities and marginalize ethnic group identities and histories. Ethnic tensions extend within the school environment. The quality of education is low in comparison with the rest of the country. Weak education governance systems reduce capacity to resolve conflicts.

Within Rakhine State, disparities in access and quality of education exist, particularly for Muslims and in camps for the internally displaced. The low quality of education is reflected in low enrolment, completion and learning rates, particularly for girls and ethnic minorities. Lack of birth registration due to costs, travel or availability of information is a unique factor in Rakhine State that drive inequities in education access. No curricula on citizenship education exists. There is a need for more critical thinking to challenge divisive rhetoric and language.

The role of education in peacebuilding

Ongoing isolation, marginalization and conflict in Myanmar have significantly impacted on the education system. Access to education for children in conflict-affected areas of the country is limited. Education is not seen as reaching rural and ethnic minority populations equitably. Even when education is available, teachers face overcrowded classrooms that limit the quality of education provided. The promotion of Bamar history, culture and language through the education system is a source of ongoing grievance that promotes intolerance and

contributes to inequities. Non-state actors are increasingly establishing parallel education systems that provide instruction in ethnic minority languages. These systems reinforce ethno-linguistic divides and are characterized by poor teaching quality, underpaid instructors and weak administrative and information management capacity.

The absence of political and civic curricula and the predominance of teacher-centred approaches undermine the ability of teachers to acquire and utilize the skills they need to promote tolerance, political engagement and peace. In early childhood education, the failure to help develop attitudes of tolerance is considered to be especially damaging.

Despite these challenges, education in Myanmar offers significant potential to contribute to conflict mitigation and peacebuilding, particularly by serving as a peace dividend that demonstrates government commitment to overcome marginalization and reduce inequities. As a result of the long isolation of the Myanmar people, education can contribute to teaching human rights principles, including international experiences with genocide, political transition, peacebuilding and reconciliation/transitional justice practices. Peace education, particularly in primary schools, offers the potential to build trust between communities, overcome intolerance and bridge ethnic divides. Early childhood development education was identified as being an important sector for investment in order to combat stereotypes and build trust in communities from the earliest ages.

As part of the current reform effort, the Government is managing a curricula review to remove institutionalized discrimination against ethnic minorities, languages and cultures. Curricula will need to be translated into the various languages of ethnic minorities in Myanmar to ensure equitable access. Histories and content that honour and acknowledge the culture of minorities will also need to be written and incorporated into curricula, with intensive

consultation and dialogue with actors from each group. The Government and ethnic minority and civil society stakeholders have identified comparative politics, human rights, critical thinking and civic duty as topics and skills that can be important educational content to support peacebuilding.

Convergence projects in education and other social service sectors, such as dialogue and exchange between social services agencies in order to merge services for returnees, are also seen as important and sustainable solutions for refugee return and reintegration.

Peacebuilding entry points in education and learning

Peace dividends in education alone will be insufficient to make real changes to conflict dynamics in Yemen. New and innovative approaches that focus on opening up dialogue, supporting advocates for peace and fostering a sense of inclusion, trust and opportunity are needed. Potential peacebuilding entry points in education and learning include:

Political and policy responses

- *Develop and implement conflict-sensitive and culturally aware national education and language policies* that adequately reflect the history, languages, cultural and religious identities of Myanmar's different ethnic groups.

- *Develop and implement an education reform plan that is conflict-sensitive and promotes peacebuilding,* respect for others, tolerance, non-violence, human rights and citizenship education at an early age. Address gender identities/equality and violence in society through education. Include national- and local-level curricula on conflict transformation, peacebuilding, trust-building, dialogue and reconciliation.

- *Improve the Government's capacity to support policy reform using international standards*, especially with regard to land and citizenship laws, dispute-resolution mechanisms, constitutional reform and public assembly. Strengthen the rule of law and associated institutions to protect human rights and build trust within and across all ethnic groups.

- *Support initiatives that promote identity and citizenship*, including the issuing of identity cards, revision of citizenship laws, and improved representation in government and the military.

- *Develop plans and policies to discharge children from armed groups and support their reintegration and rehabilitation* within education through accelerated learning programmes, psychosocial support and vocational training.

- *Increase education services in ethnic-minority and conflict-affected areas*, such as Kachin, to reduce inequities and serve as immediate peace dividends for the population. Provide training and support to teachers and school administrators. Support opportunities to bring together state and non-state education providers, such as through joint training programmes. Strengthen government capacity to provide management and oversight of all education services. Support state and non-state actors to adequately deliver education services to internally displaced people, refugees and migrants.

Structural reforms

- *Expand peace education within and outside of formal education for both children and youth.* Emphasize early childhood education to build inter-ethnic understanding and trust from the earliest age. Establish a national forum for peace education and consult local-level civil society in the design of peace education materials and programmes.

- *Build and incorporate a vocationally relevant curriculum into national curricula and teacher training modules* to prepare all students for livelihoods as part of an inclusive development framework.

- *Incorporate disaster risk reduction into the national curriculum* to build students' and teachers' capacities to prepare for and respond to disasters, prevent and reduce conflict, and share this knowledge with their communities.

- *Incorporate environmental education and sustainable development into curricula* to promote responsible management of natural resources, environmental protection, and effective civil society responses to environmental policies. Promote joint management of natural resources by partners that have been in conflict to increase trust between groups and reduce the misuse of resources.

- *Support joint landmine risk education programmes for children, parents and community members* to ensure that people in high-risk areas have adequate knowledge to protect themselves. Support the removal of landmines through collaborations to improve trust across groups and ensure higher levels of safety for citizens and military.

Individual and interpersonal changes

- *Support youth peacebuilding efforts* through coordination and strengthening of youth peacebuilding organizations and networks. Ensure groups and networks transcend ethnic and identity divides. Provide leadership training for youth and support inter-ethnic youth exchanges. Encourage non-violence and ensure youth are not placed at risk. Bridge divides between experiences of conflict among youth to create understanding and empathy.

- *Support international development and humanitarian actors* to improve coordination of programmes and share information to reduce mistrust in communities, and to use education and health as entry points for community and peacebuilding. Ensure staff participate in training on conflict analysis and conflict sensitivity.

Conflict Analysis Summary

UGANDA

May 2014

The document review was followed by consultations with key stakeholders from four areas – Karamoja, the Acholi subregion, West Nile and the south-west – to identify sub-national conflict drivers and gain community perspectives on the conflicts affecting them. Stakeholders convened at a final workshop in Kampala to validate findings and identify programming suggestions for PBEA. For educators and peacebuilders alike, this provided an opportunity to position education within a larger framework and to recognize the transformative potential of education within peacebuilding agendas.

Context

Since gaining independence in 1962, Uganda has emerged as a regional leader with a strong national identity, and highly developed security and defence capabilities. It has done so despite numerous coups d'état, ongoing regional and tribal conflicts, dictatorial and often brutal leadership, and a 20-year civil war involving the Lord's Resistance Army (LRA) that left more than 1.8 million people displaced.

While overcoming enormous challenges, Uganda still exhibits some of the rifts, dichotomies and developmental disparities that have led to upheaval during the past decades. These include inter-communal divisions and tensions, the effects of instability in neighbouring countries, vulnerability to shocks, land disputes and unemployment. Simultaneously, new grievances have emerged,

This report summarizes findings from a conflict analysis[38] undertaken as part of the UNICEF Peacebuilding, Education and Advocacy (PBEA) programme funded by the Government of the Netherlands. The purpose of the report is to gain a better understanding of the underlying causes of conflict at the national, subregional and community levels, and to identify formal and nonformal education programming that supports conflict transformation and peacebuilding.

Methodology

The analysis began with a review of existing conflict analyses and peacebuilding strategies, including the United Nations Peacebuilding Fund conflict analysis (2009) and the Government of Uganda's Peace Recovery and Development Plan 2009–2012. Other analyses included the bottleneck analysis of Strategic Result Areas (2011) and the Uganda draft Mid-Term Review (2012).

such as disparities in wealth and natural resource allocation.

As Uganda continues to recover from conflict and build social cohesion, putting strategies in place at the national, subregional and community levels to address security, political, social, economic and environmental challenges represents a pressing and promising opportunity for peacebuilding.

Underlying causes and dynamics of conflict

Through the conflict analysis, a number of conflict drivers were identified that could compromise Uganda's impressive track record towards stability. Where relevant, linkages between conflict drivers and education and learning have been identified, as outlined in the following lists.

SECURITY AND JUSTICE

- **Regional and national security concerns:** Uganda has established highly developed security and defence capabilities, implemented significant security sector reform, and taken an active role in security issues within the East African Community. Uganda's diversity of tribes and shared borders with five countries, however, leave it vulnerable to the influences of conflict in neighbouring countries.

- **Incomplete disarmament:** Continued efforts at disarmament, particularly in Karamoja, are challenged by the proliferation of arms from Somalia, Ethiopia, South Sudan and Kenya. Disarmament efforts have not always been proportionate, leaving some groups unable to defend themselves against raiders from other regions.

- **Unresolved issues of abuse/violence:** Despite the high value placed on stability, accusations of military abuses during the LRA war, disarmament in Karamoja, the 'pacification' of West Nile and claims regarding illegal resource extraction from the eastern Congo raise concerns regarding the legitimacy of police and military leaders and fuel perceptions of injustice.

POLITICS AND GOVERNANCE

- **Political exclusion:** Despite efforts to diversify political party representation, there are ongoing concerns arising from the perception that some regions or groups, such as the Acholi or Karamajong, are politically marginalized, even at the local government level. This impacts leadership capacity and development and undermines national unity. Parallel political and cultural authority structures based on the restoration of historic kingdoms has also created division among citizens. Civil society groups, especially those vocalizing political opposition and raising contentious political and social issues, report increasing intimidation and obstruction of their activities.

- **Inequitable government service delivery:** There is a strong correlation between conflict-affected areas and underdevelopment of social services and infrastructure. Low development indicators, such as enrolment and completion rates in the education sector, are notable in the Acholi, West Nile and Karamoja subregions. Insecurity and lack of infrastructure have made government investments in education in these regions challenging. Problems of access have been compounded by difficulties in recruiting qualified, professional teachers to work in these areas. The low standard of service delivery and perceptions of favouritism towards the west were viewed as indicative of a greater marginalization of conflict-affected regions and an underlying source of grievance.

ECONOMIC DEVELOPMENT

- **Inequitable economic development:** Despite the rapid pace of economic growth, population growth has outpaced economic progress. The slow trickle down of economic dividends presents significant challenges to peace. Disparities in wealth between urban and rural areas, and in the poorest regions of Uganda, perpetuate concerns regarding isolation, vulnerability, inequity and corruption. The majority of Ugandans depend on agriculture for employment, but adoption of improved technologies has been slow, and educators point to a lack of targeted skills in the school curriculum as one possible reason. At the same time, many young Ugandans aspire to highly skilled jobs such as engineering, information technology and medicine, and hope the Government will create employment opportunities for them.

SOCIAL ISSUES

- **Youth alienation: U**ganda has the youngest population in the world. As this demographic transitions to adulthood, their needs, values and perspectives will significantly transform Ugandan society. The youth unemployment rate is currently 83 per cent, and young people are frustrated by the lack of economic opportunities. The education system is perceived as not adequately preparing youth for future employment. Youth also expressed feelings of political marginalization and disengagement, particularly in rural areas where political opposition is the strongest. The combination of large youth populations, high unemployment and political marginalization could undermine the country's long-term stability.

- **Low capacity for reconciliation and peacebuilding:** Societal capacities for reconciliation and peace are defined as processes that take account of existing divisions within and among communities and support reconciliation processes. There is tension between traditional mechanisms, such as local elder or community authority structures, and state mechanisms for resolving disputes. Beyond dispute resolution, reconciliation will need to address reintegration of former combatants, diversity in political party representation, and further development of a cohesive national identity. For communities that have minimal positive contact with one another, schools present an opportunity for children to grow up side by side with members of neighbouring communities.

- **Social norms related to violence:** Recourse to violent forms of conflict resolution is common throughout Uganda. At the household level, this manifests in domestic violence, sexual and gender-based violence, and violence against children. This culture of violence extends to the school environment, where physical and sexual abuse and corporal punishment are prevalent. This cycle of violence shapes the way children and youth understand and approach conflict throughout their lifetimes. In the absence of non-violent dispute resolution mechanisms, young people are likely to resort to violence unless they are equipped with alternative tools and approaches at a formative age.

NATURAL RESOURCES AND ENVIRONMENTAL ISSUES

- **Natural resource management:** Following the discovery of oil in Lake Albert, there are concerns, particularly among youth, regarding corruption, a lack of transparency in the administration of natural resources and the degree to which local communities will benefit from these resources. These concerns extend to other mineral wealth, such as gold in Karamoja, where access and oversight are challenging.

- **Land disputes:** Fuelled by displacement and lack of formal land titles, land disputes are a significant source of day-to-day conflict, representing 94 per cent of cases before local courts in the north.

Key conflict drivers at the subregional and community levels

KARAMOJA

Located in the north-eastern corner of Uganda, Karamoja has some of the country's lowest development indicators, particularly in education. Lack of infrastructure inhibits school construction and maintenance for the dispersed and rural populations. Teacher recruitment and retention are challenging, with resulting high pupil-to-teacher ratios. Secondary school drop-out rates are high, especially for girls.

Due to poor quality and relevance of education, there is a rising sense among families that education is an investment that does not pay off. Drought and the lack of alternative livelihood opportunities have resulted in clashes over access to grazing lands and water, increasing the incidence of violent cattle raids. Widespread polygamy has led to broader communal disputes over land, resources and inheritance. Alcoholism and domestic violence perpetuate a cycle of violence.

ACHOLI

The Acholi subregion, located in northern Uganda and bordered by South Sudan, is deeply scarred by the 20-year civil war with the LRA. The conflict disrupted school attendance and investments in education, and has led to lower education indicators across the board. The war has also left deep social, economic and mental health wounds. People in the subregion live in persistent fear, have seen a breakdown in traditional family structures, and are dealing with substance abuse and mental health disorders. Political marginalization of the Acholi by local and national government and lack of employment opportunities, particularly for youth, are a source of ongoing grievance. Land disputes due to prolonged displacement, polygamous marriages and lack of formal land titles have been a major source of community tension. These tensions have extended to school sites, where disputes over government appropriation affect community participation and ownership of schooling.

WEST NILE

The West Nile subregion is located in the north-western corner of Uganda and shares borders with South Sudan and the Democratic Republic of the Congo. West Nile is host to a large population of South Sudanese/Sudanese refugees as well as repatriated Ugandan refugees, and is characterized by a transient population and lingering cultural and religious tensions. The subregion was also severely affected by the LRA insurgency and remains in close proximity to LRA activity, making recovery challenging. As with other subregions, conflict and protracted displacement have led to education being under-resourced. Education indicators are low, with West Nile's completion rate half the national average. The effects of camp life and a dependence on aid have made families unwilling to support their children's education and undermined a sense of community ownership.

SOUTH-WESTERN UGANDA

The south-west of Uganda is marked by significant cultural, ethnic and economic diversity. There is a perception that this part of the country has benefited disproportionately from investments in infrastructure and service provision. Landholding remains inequitable and predominantly controlled by individuals with political connections. The area has also seen a large amount of in-migration from other parts of Uganda, leading to tensions and occasional violent clashes between native Banyoro and immigrant Bakiga. Large refugee populations from Rwanda and the Democratic Republic of the Congo have placed a strain on local resources and service provision. In the education sector, in addition to low literacy rates and lack of access to secondary education, the key challenge is to integrate a transient refugee population with psychosocial and language barriers.

The role of education in peacebuilding

Conflict has disproportionately affected children and youth in Uganda. Up to 60,000 children were abducted during the war, many of whom were used as child combatants or slaves. Many more were displaced and their education disrupted. Regional and district-level disparities in access to and quality of education are viewed as part of a broader marginalization of conflict-affected areas and are a significant conflict driver. Current education models are not well suited for pastoralist communities. The curriculum does not adequately prepare youth for productive livelihoods or provide culturally relevant skills. A significant number of out of school youth have resorted to alternative income-generating activities, including petty theft, organized criminal activity and prostitution, which adds to youth alienation and disengagement. Teacher preparedness and willingness to discuss current events, address challenging and divisive issues in the classroom, and provide alternative mechanisms of conflict resolution remain a concern. Alcoholism and normalized violence,

including violence and sexual abuse at schools, perpetuates the cycle of conflict at all levels.

Despite these challenges, education has enormous potential to help drive peacebuilding in Uganda. The restoration of education services can act as a peace dividend, signalling a return to normality and the ability of the state to provide services for the public good. Delivered sensitively, education can avoid fuelling inequalities and grievances or reinforcing prejudices and animosities. Education can help transform values, attitudes and behaviours that encourage non-violent ways of dealing with conflict and redress systemic and structural injustices.

Peacebuilding entry points in education and learning

Political and policy responses

■ *Support curriculum implementation at the national level:* Support implementation of the newly revised curriculum through teacher training on peace education, life skills and psychosocial education to address underlying sociocultural drivers of conflict and replace them with values and skills in peaceful conflict mediation and negotiation at a critical age.

Structural reforms

■ *Reduce disparities in education access and quality:* In conflict-affected areas, increase access to and retention in basic education that promotes peacebuilding and reconciliation.

■ *Support refugee education:* Integrate refugee populations into the Ugandan education system, while addressing issues of citizenship, identity, integration and popular perceptions about refugees, particularly in Western Region.

Individual and interpersonal changes

■ *Build community resilience to mitigate and prevent violence:* Engage adults and youth through community bazaars, youth groups, recreational and cultural programmes, and establishment of early childhood development centres to unite communities around common goals and strengthen their skills in non-violent conflict mediation and negotiation.

■ *Engage children and youth through non-formal education:* Provide non-formal education programmes for youth that focus on livelihoods, vocational training, civic and citizenship education, and attitudes towards violence.

■ *Address violence against children in schools:* Work with teachers and administrators to protect children at school, and develop enforcement, response and treatment programmes with local authorities to support child survivors of violence.

Conflict Analysis Summary

YEMEN

May 2014

This report summarizes findings from a conflict analysis[39] that was undertaken as part of the UNICEF Peacebuilding, Education and Advocacy Programme (PBEA) funded by the Government of the Netherlands. The purpose of the report is to understand the conflict dynamics in Yemen and to develop entry points for engagement.

Methodology

Rooted in the United Nation's Inter-Agency Framework for Conflict Analysis in Transition Situations, this report includes adaptations for the country-specific context of Yemen. Data were gathered through a participatory process including interviews, conversations and focus group discussions with key stakeholders in Sana'a and Aden. Participants included government and United Nations officials, international organizations, bilateral donors, diplomatic missions, non-governmental organizations, researchers, political figures and activists. In addition, the findings were informed by an extensive document review. Security concerns and time constraints, however, prevented field visits. While a small number of tribal figures, civil society representatives and activists was consulted, it was not possible to consult with rural populations.

Context

After 33 years in power, President Ali Abdullah Saleh stepped down in 2011, following 11 months of protests that were primarily led by unemployed citizens in Taiz and – fuelled by a broad sense of discontent – spread across the country. Yemen subsequently embarked on an internationally supported transition process, representing major social and political segments of the country. While hopes for peace and participatory governance rest on the National Dialogue, the transition process attracted criticism and provided a political forum for long-standing disputes and grievances, especially conflicts between northern and southern Yemenis.

Political challenges are exacerbated by growing social, economic and humanitarian crises. Already the poorest country in the Middle East, Yemen has experienced severe economic decline during recent years. Unemployment, poverty and widespread food insecurity have increased and are compounded by water shortages and dwindling oil resources. Acute malnourishment and lack of access to water,

sanitation and health care adversely affect marginalized groups such as those who are internally displaced, migrants, youth, and ethnic and religious minorities. Women are particularly affected and face additional challenges of sexual and gender-based violence, child marriage, and denial of civic and political rights.

Regional interests and insecurities also have significant influence. Saudi Arabia and Iran have provided arms and resources to factions within Yemen. Internationally, Yemen has been viewed as a base for terrorist organizations and home to al Qaeda in the Arabian Peninsula (AQAP). As a result, it is the site of many international counterterrorism efforts, including

U.S. drone strikes and military support. Insecurity for ships in the Bab-el-Mandeb choke point has also drawn international attention recently.

Underlying causes and dynamics of conflict

Yemen is the site of several ongoing and varied types of conflict, categorized by Zyck[40] as: defined (fixed actors, geographical boundaries, phases); thematic (theme or resource related, spanning broad geographical areas and time); and precarious (acute and unstable, posing significant challenges for peace and stability).

A teacher speaks to a class at Khadega Ben Khwailed School, a child-friendly girls' school supported by UNICEF, in Al-Mokha District, Taiz Governorate.

POLITICS AND GOVERNANCE

- **Political corruption and exclusion:** Exclusive, elitist politics and traditional patronage networks have replaced broad coalitions and alienated the population. Exclusion and patronage-based politics have limited the development of a national identity, threatened the Government's legitimacy and given rise to violent opposition groups.

- **Inequitable government service delivery:** Absent, inadequate and inequitable basic service provision, particularly in health and education, has worsened economic circumstances for many people, fostered opposition to government, contributed to intergroup competition and increased the attractiveness of armed groups that provide salaries and protection.

ECONOMIC DEVELOPMENT

- **Inequitable economic development, poverty and rising prices:** Declines in economic growth and rising consumer prices following the uprising have contributed to increased poverty across the country. In recent years, more than half of the population is considered to be poor and food insecure. The concentration of wealth, oil revenues and government resources within a small group of political elites is in stark contrast to the lives of average Yemenis and a considerable source of grievance against the State. Chronic malnutrition prevents children from succeeding at, or even attending, school.

SOCIAL ISSUES

- **Youth alienation and vulnerability to recruitment into violence:** Almost half of Yemen's population is under age 15. High rates of unemployment and poor education among youth leave them vulnerable to recruitment into armed groups. While many youth have no voice politically, economically or socially, militant groups offer them access to resources, influence and a sense of belonging – creating a situation that drives ongoing conflict across the country.

- **Poor-quality education:** The poor quality of education contributes to high rates of unemployment, with highly skilled jobs in the oil and gas sector going to foreigners. The education system in Yemen is also criticized for failing to spark critical thinking skills, which leads to a willingness to accept the ideologies and claims of armed groups.

- **Sexual and gender-based violence:** Women lack civic and political rights, and sexual and gender-based violence, female genital mutilation and early marriage rates are increasing as the economy declines. Girls are being used as currency, sold off to pay debts, gain protection or compensate host communities. One third of girls are illiterate and three quarters of internally displaced people are female.

NATURAL RESOURCES AND ENVIRONMENTAL ISSUES

- **Natural resource management:** Water tables in Yemen have declined to the point where water supplies in urban areas are anticipated to last 10 to 15 years at most. At least 40 per cent of water is used to farm qat, a chewable narcotic plant. Upstream land owners have control of the scarce resource, often sparking violent disputes. Oil reserves are also only predicted to last another ten years. There is hope that liquefied natural gas will provide an economic alternative.

- **Land disputes:** Disputes over land registration and ownership, inheritance, and rapid population growth resulting in subdivided family lands, are all common causes of violence and disputes. The use of public land is also a source of contention.

Key conflict drivers at the subregional and community levels

Yemen is currently experiencing several defined conflicts, each driven by a separate set of factors. For the purpose of this report, four are discussed:

The southern separationist conflict – The secessionist movement in the south is supported by the majority of the area's population, which feels marginalized culturally, politically and economically. The conflict stems from long-standing disagreements over northern appropriation of land and the dismissal of the south's military officers and civil servants after its attempted secession in 1994.

Houthi-Salafist conflict – Although this conflict stems from political and social disagreements, it has become increasingly sectarian and motivated by ideological disputes between the Sunni Salafists and the Houthis, who are predominately Zaydi Shias. Both sides are seen to be receiving outside support from Saudi Arabia and Iran, respectively, and therefore have the resources to pay fighters. This has escalated the violence between the two parties.

Houthi-Islah conflict – The conflict between these two groups is rooted in sectarian conflict, as well as competition for young recruits, and has manifested in street clashes. Objections to Islah's moderate Islamic ideology have increased support for the Houthis among those who believe in secular governance, despite the Houthis' religious affiliation. Both groups receive foreign support.

Extremist violence/conflict – AQAP and Ansar al-Sharia cells are regaining strength across Yemen. They are driven by religious ideology, opposition to the West and its allies, and anger over foreign drone strikes, and offer generous salary payments obtained from global extremist networks.

The role of education in peacebuilding

Deficits in the Yemeni education system are acknowledged to exacerbate unemployment levels, especially among youth. Low standards of education mean that many Yemenis are excluded from highly skilled jobs such as those in the oil and gas sector that rely primarily on foreign workers for skilled and technical positions. In addition, poor-quality education is seen as a contributing factor to the ease by which armed groups are able to recruit members. With rote learning as the standard, most students have no focus on critical or independent thinking, making them vulnerable to groups that espouse ideologies based on largely unfounded claims.

Many families choose to send their children to religious schools, hoping they will offer better-quality education than the public system. Many religious schools, however, are affiliated with armed groups or people who use violence periodically in defence of a sectarian agenda. This makes students susceptible to receiving a one-dimensional study of events and ideologies and more likely to become engaged in violence.

Education can play a role in offering Yemenis a forum for community connection. The desire for group membership is a key factor in recruitment into armed groups. By building communities based on mutual goals for families and development, an opportunity exists to take advantage of Yemen's culture of dialogue, engaging stakeholders to come together to discuss issues.

Peacebuilding entry points in education and learning

Peace dividends in education alone will be insufficient to make real changes to conflict dynamics in Yemen. New and innovative approaches that focus on opening up dialogue, supporting advocates for peace and fostering a sense of inclusion, trust and opportunity are needed. Potential peacebuilding entry points in education and learning include:

Political and policy responses

- *Promote higher education sector development* to strengthen capacities for governance, long-term economic growth and women's empowerment.

- *Engage with key regional and local political and religious* leaders to open dialogue between opposing groups, counter extremism and support civic education focused on non-violent political engagement.

- *Expand women's access to jobs and education* to lessen population growth, promote development and strengthen civic and political engagement.

- *Support market-linked livelihood activities in Yemen* and abroad, including the design and delivery of vocational education and training linked to current and projected labour market requirements.

- *Support transitional justice-related institutions* through technical support and materials, focused on dismissals and land commissions in the south.

Structural reforms

- *Develop programming via a 'third tribe'* approach: Yemen has a traditional culture of conflict resolution rooted in the engagement of a neutral third party – the 'third tribe' – for arbitration. Programmatic responses that tap into this existing structure may be more likely to find success.

- *Support women-led peacebuilding organizations:* Women are extensively involved in non-governmental and civil society organizations in Yemen. Supporting these organizations is a key way to promote women's contributions to and involvement in peacebuilding.

- *Engage in integrated development planning processes at multiple levels* in non-political areas. A bottom-up planning process would manage expectations, facilitate dialogue and foster a shared awareness across political, regional and sectarian lines.

- *Pursue highly flexible funding models* to enable local adaptation and ownership of programming and to maximize the positive sociopolitical and peacebuilding benefits of development assistance. Pursue community-driven development to build cohesion and reduce tensions.

- Investigate options to improve access to education for students in the south, who are denied access to their schools by roadblocks or civil disobedience at least two days a week.

Individual and interpersonal changes

- *Build on cultural norms of dialogue, empathy and support for the vulnerable:* Yemen's culture of dialogue enables stakeholders to come together to discuss disputes at all levels. Yemenis are generally perceived to be willing to acknowledge the grievances of other groups to which they may be in opposition. They also have a strong culture of empathy and support for the vulnerable, demonstrated through their willingness to support internally displaced people despite endemic poverty and scarce resources. Using a strength-based approach to education could build on these cultural norms to build a sense of nationhood.

- *Foster advocates for peace* by providing training on peacebuilding, conflict resolution, alternative dispute resolution and other relevant skills to youth, women, civil society organization representatives, tribal figures, local council personnel and others.

Key terms and concepts for peacebuilding

The overall vision of the Peacebuilding, Education, and Advocacy (PBEA) programme was to strengthen resilience, social cohesion and human security in conflict-affected contexts, including countries at risk of, or experiencing and recovering from, conflict. This vision ties into UNICEF's overall focus on resilience. 'Resilience' is an approach that supports better, longer term and more sustainable results for children in the face of shocks related to conflict, climate change, natural disasters and massive economic crisis. Resilience is also a chapeau in UNICEF for mainstreaming peacebuilding, climate change adaptation, disaster risk reduction and social protection into programmes.

Peacebuilding helps individuals, communities and systems become more resilient to conflict through strengthening local capacities for managing conflict, building peace and promoting social cohesion. Education may be a driver of conflict, but it also can play a significant role in supporting peacebuilding. The PBEA focus on education and peacebuilding led to important lessons on how education can contribute to sustainable peace. In terms of responding to conflict, conflict sensitivity and peacebuilding are closely related, and both begin with conflict analysis and a robust understanding of conflict causes and dynamics, but they are also quite distinct in concept and practice in important ways.

Definitions for key terms and concepts are outlined below.

Terms

Conflict sensitivity – A 'conflict-sensitive' approach ensures that development work takes better account of its possible effect on conflict, including in countries in that are not currently affected by violent conflict.[41] It involves gaining a sound understanding of the two-way interaction between activities and context (through conflict analysis), and then acting to minimize negative impacts and maximize positive impacts of interventions on conflict, within an organization's given priorities, objectives and mandate.[42]

The key elements of conflict sensitivity for an organization are:

■ 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 (a) avoid negative impacts (do no harm) and (b) maximize positive impacts.

■ Constantly reflect on the implications of its interventions.[43]

Human security – Human security as a concept emerged in the early 1990s as a new paradigm for framing how security was conceptualized, shifting the focus from the sovereign nation 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 inter-state 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 humans 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."[44]

The Millennium Development Goals were launched as one attempt to address the interrelated challenges to human security and measure progress in addressing them. The concept is criticized for being too broad and all-encompassing and, ultimately, sovereign nation states are still responsible for addressing issues related to human security. Since its inception, and given the broad nature of this particular concept, the PBEA has moved away from using human security as a guiding concept and instead has focused on social cohesion to more clearly articulate the results of its peacebuilding efforts. However, having said that, some country offices under the PBEA programme continue to use 'human security' in framing some of their work on the ground.

Peacebuilding – 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. Peacebuilding can be transformative, changing or transforming negative relationships and institutions and strengthening national capacities at all levels for better management of conflict dynamics and in order to lay the foundation for supporting the cohesiveness of the society and building sustainable

peace and development. Peacebuilding is multidimensional (including political, security, social and economic dimensions), cuts across sectors (education, WASH, health, nutrition, child protection, gender) and 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.[45]

The key elements of peacebuilding are:

- Peacebuilding explicitly aims to address **the affects and underlying causes of conflict**.

- Peacebuilding focuses at the individual, community and systemic levels.

- Peacebuilding programming articulates a clear vision that is aimed at building long-term sustainable peace.

- The goals and objectives of such initiatives can be integrated into other programme areas, or programming can be stand-alone initiatives.

Resilience – UNICEF defines 'resilience' as, "the ability of children, communities and systems to anticipate, prevent, withstand, adapt to and recover from stresses and shocks advancing the rights of every child, especially the most disadvantaged."[46] Both within UNICEF and among its partners, programming that contributes to the resilience of children, communities and institutions in contexts of increasing shocks and stresses (disaster risk, climate change, persistent conflict/violence, epidemics, and global fuel and food price hikes), including in regions of high vulnerability, has gained much attention during recent years.[47] This is due, in part, to increasing evidence that shocks are impeding and reversing development gains and creating greater vulnerability, particularly among the already marginalized and excluded, e.g., girls, children with disabilities and children in indigenous communities. Moreover, there is recognition of the costly and ineffective

cyclical humanitarian action, especially in the Horn/Sahel.

Social cohesion – 'Social cohesion', as defined by UNDP, "refers to the quality of coexistence between the multiple groups that operate within a society. Groups can be distinguished in terms of ethnic and socio-cultural origin, religious and political beliefs, social class or economic sector or on the basis of interpersonal characteristics such as gender and age. Quality of coexistence between the groups can be evaluated along the dimensions of mutual respect and trust, shared values and social participation, life satisfaction and happiness as well as structural equity and social justice."[48] Social cohesion, or rather the re-establishment or strengthening of social cohesion, is one of the results that emerge from an effective peacebuilding intervention. However, under the PBEA programme, this term has also been used, in many cases, to mean 'peacebuilding'. The use of the term 'social cohesion' has been necessary given local sensitivities to the words 'peace' or 'peacebuilding' in some of the countries where the PBEA operates.

Concepts

Conflict sensitivity and peacebuilding – Conflict sensitivity and peacebuilding are not new to UNICEF. Helping children live in peace has been at the core of UNICEF's work since its founding, and the organization remains committed to protecting the rights of children in situations affected by conflict and violence. UNICEF's current investment in these countries is considerable, and its work on peacebuilding has become widespread.[49]

In order for UNICEF to integrate conflict sensitivity into its programmes and support peacebuilding in a more strategic and effective way, understanding the relationship between conflict sensitivity and peacebuilding is essential. They are closely related, and both begin with conflict analysis and a robust understanding of conflict causes and dynamics.

Yet they are also quite distinct in concept and practice in important ways. It is recommended that all UNICEF programmes in violence- and conflict-affected countries should, at minimum, be conflict sensitive. The decision to pursue a more explicit peacebuilding approach in the UNICEF Country Programme will depend on the country context and national planning priorities.

Contribution of peacebuilding to resilience – While every individual, community or system has a natural level of resilience, some are more resilient in withstanding and recovering from adversities. Violent conflict reduces the resilience of people, communities and systems by undermining or breaking down interpersonal and communal relationships and trust. It can erode social capital[50] and undermine values and norms that promote cooperation and collective action for common good. Communities in conflict-affected and fragile situations often face multiple risks, have weaker institutions, and are more vulnerable to risks and shocks.

Peacebuilding helps individuals, communities and systems become more resilient to conflict. Over the long-term it strengthens local capacities for managing conflict, building peace and promoting social cohesion in conflict-affected contexts. When people, communities and societies are able to anticipate and manage conflicts without violence, and are engaging in inclusive social change processes that improve the quality of life, then they have truly become resilient.

Education and peacebuilding – Education may be a driver of conflict, but it can also play a significant role in supporting peacebuilding. Education is not a marginal aspect of peacebuilding, but a core component of building sustainable peace.[51] While the relationship between education and conflict is recognized, education's role in peacebuilding is not fully realized.

Education as a peace dividend is accepted. However, education can contribute to other dimensions of peacebuilding, such as conflict prevention, social transformation, civic engagement and economic progress.[52] For example, education can contribute to improved governance by addressing underlying inequities that fuel conflict, providing education and employment opportunities to disenfranchised youth, empowering adolescent girls and women as actors in the peacebuilding process, imparting civic and political education and modelling democratic participation and decision-making.

Creating an enabling environment for education to contribute to peace requires a long-term view that includes education sector system building and strengthening. Practices of good governance, conflict-sensitive education policy (that is delivered in a way that does not exacerbate social cleavages or cause conflict), transparent collection and use of information, and equitable distribution of education resources and materials are important signals of strengthened institutional capacity and are crucial to the peacebuilding process.

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25 *The full methodology and implementation guidance are available in*: UNICEF Office of Emergency Programmes, *Conflict Sensitivity and Peacebuilding in UNICEF: Technical Note*, United Nations Children's Fund, June 2012; available at <www.unicefinemergencies.com/downloads/eresource/Conflict_Sensitivity_and_Peacebuilding.html>. *For guiding questions on each of the five elements in conflict analysis*, see the Technical Note, Annex 2, 'Conflict Analysis: Example methodology', p. 39.

26 UNICEF Office of Emergency Programmes, *Conflict Sensitivity and Peacebuilding in UNICEF: Technical Note*, United Nations Children's Fund, June 2012, p. 14.

27 *Unless noted otherwise, examples of conflict analysis processes described in Section 3 are drawn from*: United Nations Children's Fund, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: 2012 Consolidated annual report,* UNICEF, New York, June 2013; available at <http://education4resilience.iiep.unesco.org/en/node/831>.

28 United Nations Children's Fund, 'Conflict Analysis Summary: South Sudan', UNICEF, New York, April 2015.

29 *For additional details on language, composition of teams and analysis methodologies, refer to*: Annex I. Summary of conflict analysis methods, findings and PBEA programmatic responses, and Annex II. Conflict analysis summaries.

30 *See, for example*: Collier, Paul, et al., *Breaking the Conflict Trap: Civil war and development policy*, World Bank and Oxford University Press, Washington, D.C., 2003.

31 Sommers, Marc, 'Low Horizons: Adolescents and violence in Burundi', United Nations Children's Fund, 2013.

32 The PBEA was careful to make a distinction between 'peace education', which involves formal and non-formal education to develop knowledge, skills and attitudes related to peacebuilding, and 'education for peacebuilding', which involves tackling inequalities and making structural changes.

33 During this initiative in the Democratic Republic of the Congo, 'reporters' participated in training and sensitization on peace education and non-violent conflict resolution techniques; children and youth developed articles, videos and radio shows on peacebuilding and to promote the Convention on the Rights of the Child as part of the 'back to school' campaign.

34 U-Report is a text-message platform that began as a local innovation in Uganda. Using even a basic mobile phone, young people can send messages to each other and to their government representatives on topics that are important to them, from obtaining job skills to battling epidemics. *For more information, see*: United Nations Children's Fund, 'News Note: UNICEF's U-Report social platform hits 1 million active users', UNICEF, New York, 16 July 2015, <www.unicef.org/media/media_82583.html>.

35 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.

36 McGrew, Laura, Theresa de Langis and Stephen Gray, *Peace and Development Conflict-Sensitivity Analysis*, United Nations Country Team, Myanmar, March 2013; and Gray, Stephen, 'Peace and Development Conflict Sensitivity Analysis (PDCA): Child and youth framework', 2013.

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38 Knutzen, Anna, and Alan Smith, *UNICEF Peacebuilding, Education and Advocacy Programme: Uganda Conflict Analysis*, United Nations Children's Fund, October 2012.

39 Zyck, Steven A., 'Education-Focused Conflict Analysis of the Republic of Yemen', International Development Innovations, 2014.

40 Ibid.

41 *For a full discussion of 'conflict sensitivity', see*: Department for International Development, 'Preventing Violent Conflict', DFID Policy Paper, DFID, London, 2007, pp. 28–32; available at <http://reliefweb.int/report/world/dfid-policy-paper-preventing-violent-conflict>.

42 Brown, Sarah, et al., 'Conflict Sensitivity Consortium Benchmarking Paper' (Written on behalf of the DFID-supported Conflict Sensitivity Consortium), Working Draft, 4 April 2009, p. 19; available at <www.conflictsensitivity.org/other_publication/conflict-sensitivity-consortium-benchmarking-paper-full-version>.

43 UNICEF Office of Emergency Programmes, *Conflict Sensitivity and Peacebuilding in UNICEF: Technical Note*, United Nations Children's Fund, June 2012.

44 United Nations General Assembly, 'Follow-up to paragraph 143 on human security of the 2005 World Summit Outcome', A/RES/66/290, United Nations, New York, 25 October 2012, paras. 3 and 3(a).

45 UNICEF Office of Emergency Programmes, *Conflict Sensitivity and Peacebuilding in UNICEF: Technical Note*, United Nations Children's Fund, June 2012, p. 3.

46 United Nations Children's Fund, 'Resilience and Children: UNICEF position statements – For review by OED and SHA workshop' (unpublished document), UNICEF, 12 August 2014, p. 1.

47 UNICEF Programme Division, 'Mainstreaming Resilience into Sector Programming', Draft Background Document, SHA Meeting Istanbul, United Nations Children's Fund, New York, August 2014.

48 United Nations Development Programme, 'Request for Proposal (Action for Cooperation and Trust)', UNDP, 16 May 2013, p. 16.

49 UNICEF Office of Emergency Programmes, *Conflict Sensitivity and Peacebuilding in UNICEF: Technical Note*, United Nations Children's Fund, June 2012, p. 8.

50 'Social capital' is defined as "the norms, values, and social relations that bond communities together as well as the bridges between communal groups and civil society and the state." (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. 1.)

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52 *See, for example*: Smith, Alan, 'The Influence of Education on Conflict and Peace Building', Paper commissioned for the *EFA Global Monitoring Report 2011*, UNESCO, 2010.