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PEACEBUILDING, EDUCATION AND ADVOCACY IN CONFLICT-AFFECTED CONTEXTS PROGRAMME

UNICEF Programme Report 2012-2016

LEARNING FOR PEACE

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Acknowledgements

The Peacebuilding, Education and Advocacy in Conflict-Affected Contexts (PBEA) Programme Report summarizes processes, results and learning that occurred during the entire course of the PBEA programme – Learning for Peace – from 1 December 2011 through 30 June 2016.

The Programme Report was written by Ritesh Shah, Faculty of Education and Social Work, University of Auckland; Elizabeth Maber, Institute for Social Science Research, University of Amsterdam; Mieke Lopes Cardozo, Institute for Social Science Research, University of Amsterdam; and Roseanne Paterson, Faculty of Education and Social Work, University of Auckland.

It draws extensively on reports produced by the 14 participating UNICEF country offices, five regional offices, a total of nine headquarters sections, units or divisions, and partners engaged in the programme. These documents were systematically coded and analysed for this report. This evidence was supplemented by a review of an extensive body of research produced within and outside the auspices of the programme. Members of the Learning for Peace Programme Management Team, along with other technical advisers and experts at UNICEF headquarters, provided additional insight and analysis. The report team thanks everyone who contributed input and expertise.

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Abbreviations

ADAP	Adolescent Development and Participation
C4D	Communication for Development
EAPRO	East Asia and the Pacific Regional Office
ECD	Early Childhood Development
EEPCT	Education in Emergencies and Post-Crisis Transition
EMIS	Education Management Information System
ESARO	Eastern and Southern Africa Regional Office
HATIS	Humanitarian Action and Transition Support Unit
INEE	Inter-Agency Network for Education in Emergencies
KAP	Knowledge, Attitudes and Practices
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa
PBEA	Peacebuilding, Education and Advocacy Programme
PMT	Programme Management Team
ROSA	Regional Office for South Asia
UNDAF	United Nations Development Assistance Framework
UNICEF	United Nations Children's Fund
WCARO	West and Central Africa Regional Office

Contribution summary

Donor	Government of the Netherlands
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Key terms[1]

Conflict-sensitive education is education programming that responds to an analysis of the context in which the programme is implemented, taking into account the two-way interaction between the programming and the context, such that its activities minimize negative impacts and maximize positive impacts of education policies and programming on conflict.

Conflict sensitivity is the extent to which a system – including its institutions and how these are managed – reflect and respond to its operating context and the interaction between its interventions and the context – and act upon this to avoid negative impacts ('do no harm') and maximize positive impacts on conflict factors. Key elements of conflict sensitivity for an organization include:

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

Education for peacebuilding is an integrated systems-based approach. It works towards addressing the underlying causes and dynamics or 'factors' of violent conflict that can be addressed by the larger education system. As such, it is essential for education for peacebuilding to be informed by conflict analysis and based on input from stakeholders and partners on the ground. It looks at how the beneficiaries of the entire education system interact at the macro, meso and micro levels, including:

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

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

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

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

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

1 *Sources include*: UNICEF, 'The Contribution of Social Services to Peacebuilding and Resilience, Programme Guidance', 2012; UNICEF, 'Key Peacebuilding Concepts and Terminology', 2014; Herrington, R., 'Emerging Practices in Design, Monitoring, and Evaluation for Education for Peacebuilding Programming', 2015; TeachUNICEF, 'Peace Education', <http://teachunicef.org/explore/topic/peace-education>; and UN Women Training Centre, 'Glossary', <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36>.

Human security is a concept that emerged during the early 1990s as a paradigm for framing how security is conceptualized, shifting the focus from the sovereign State to the individual and emphasizing security as more than just the absence of violent conflict in light of widespread global poverty and new threats such as interstate wars, genocide, climate change and criminality. United Nations resolution A/RES/66/290 (25 October 2012) frames human security as "an approach to assist Member States in identifying and addressing widespread and cross-cutting challenges to the survival, livelihood and dignity of their people" and acknowledges that "all individuals are entitled to freedom from fear and freedom from want, with an equal opportunity to enjoy all their rights and fully develop their human potential."

Peace dividends are visible, tangible results of peace, delivered ideally by the State, but also by international partners, and also accessible beyond the political elite to communities throughout the state and in an equitable manner. Peace dividends may not necessarily address the underlying causes of conflict, but are nonetheless vital actions that address the consequences of conflict. They help create incentives for non-violent behaviour, reduce fear and begin instilling confidence in affected populations in their communities and in the legitimacy of their institutions.

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

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

Peacebuilding involves a multidimensional range of measures to reduce the risk of a lapse or relapse into conflict by addressing both the causes and consequences of conflict, and by strengthening national capacities at all levels for conflict management in order to lay foundations for sustainable peace and development.[2] Peacebuilding is multidimensional (including political, security, social and economic dimensions), occurs at all levels in a society (national to community levels), and includes governments, civil society and the United Nations system, as well as an array of international and national partners.

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

- The capacities needed to absorb, adapt and transform when faced with external stresses and shocks including societal livelihood assets (human, physical, environmental, social and political);
- The structures and processes involved in understanding, mitigating and transforming risks and applying effective responses; and
- The strategies to recover, sustain or transform livelihoods in times of crisis.

Social cohesion is the degree to which 'vertical' (a State responding to its citizenry) and 'horizontal' (cross-cutting, networked relations between diverse community groups) social capital intersect. The more social capital that exists and is leveraged in a mutually beneficial manner, the more likely a society will be cohesive and thus possess the inclusive mechanisms necessary for mediating/managing conflict. Peacebuilding interventions can contribute to the re-establishment or strengthening of social cohesion. Under the Learning for Peace programme, in many cases this term has also been used to mean 'peacebuilding'. The use of the term 'social cohesion' has been necessary given local sensitivities to the words 'peace' or 'peacebuilding' in some countries where Learning for Peace operates.

2 Adapted from Decision of the United Nations Secretary-General's Policy Committee, May 2007.

Executive summary

Overview of the issues

Violent conflict impacts all aspects of human survival, security and well-being. Conflict and fragility are the greatest threats to human development, as noted in the 2016 Report of the Secretary-General for the World Humanitarian Summit and other recent United Nations documents. Sustained, positive outcomes for human development will not be possible unless the current cycles of violent conflict end.

This learning is recognized in the Sustainable Development Goals, which officially came into force in January 2016, particularly Goal 16 on promoting peaceful and inclusive societies, as well as Goal 4 (inclusive and equitable quality education), Goal 5 (gender equality), Goal 8 (decent work and economic growth) and Goal 10 (reduced inequalities).

The increasing scale, intensity, duration and reoccurrence of conflicts suggests the need to go beyond current approaches to identifying, mitigating and resolving long-standing grievances. Salient from contemporary discussions, within and outside the United Nations, is the vital imperative for both humanitarian and development activity to support measures that reduce the impact of insecurity, poverty and inequality on those who are the most marginalized in conflict.

In response, under the 2014-2017 Strategic Plan, UNICEF has sought to increase risk mitigation and peacebuilding strategies in its programming. In this evolving context, the Peacebuilding, Education and Advocacy in Conflict-Affected Contexts (PBEA) programme – Learning for Peace – was designed to strengthen social cohesion, resilience and human security through improved education policies and practices. The programme operated on the rationale that, when delivered equitably and effectively, education and other social services can strengthen capacities to manage conflict shocks and stresses, from the national to individual levels, and promote peace, while sustaining long-term development opportunities for children, young people and their supportive communities.

Programme outcome areas and results

Launched in 2012, Learning for Peace was implemented in 14 countries – **Burundi**, **Chad**, **Côte d'Ivoire**, the **Democratic Republic of the Congo**, **Ethiopia**, **Liberia**, **Myanmar**, **Sierra Leone**, **Somalia**, **South Sudan**, **the State of Palestine**, **Uganda**, **Pakistan** and **Yemen** – and supported by the partner Governments in each country, UNICEF and the Government of Netherlands.

Activities were designed in accordance with five main outcome areas:

1. Policy integration, whereby education policies/curricula are peacebuilding focused and education is utilized as a strategic entry point for peacebuilding.

2. Developing institutional capacities to deliver equitable, conflict-sensitive education services.

3. Building the capacity of individuals and communities to mitigate conflict and promote peace.

4. Increasing access to conflict-sensitive education and services.

5. Generating evidence and knowledge on education and peacebuilding.

Each of the outcome areas contributed to transforming relationships at multiple levels: **vertically** between the State and its citizens, **horizontally** across communities and individuals, and **individually** across the life cycle (from young children to community elders) and institutional levels (from government officials to citizens).

Learning for Peace was an unprecedented effort for UNICEF to go beyond 'business as usual' in education programming. To date, it is UNICEF's largest and only global education for peacebuilding programme.

At the country office level, the programme was informed by conflict analyses identifying key underlying causes and dynamics, or factors, of violent conflict and prioritizing entry points for programme design that addressed these factors. The analyses revealed a number of structural and relational dynamics that could be addressed through programming efforts in education. These dynamics include: a lack of transparency in or exclusion from political decision-making processes; the perpetuation of divisions based on identity through inequitable access to social services; and the inability of state mechanisms to appropriately guard against and respond to violence.

Key results of the interventions informed by the conflict analysis findings include:

Strengthened vertical social cohesion: Lack of transparency in political processes, inability of government mechanisms to respond to shifts in demand for social services and guard citizens against and respond to violence, and perpetuation of identity-based divisions due to inequitable services provision were commonly cited as root causes of conflict.

Under Learning for Peace, responses included integration of conflict sensitivity and peacebuilding principles into education sector plans and curriculum, while incorporating education into peacebuilding policies; strengthening of education agencies with knowledge and tools to deliver conflict-sensitive education, while bolstering formal justice mechanisms that interlink with education agencies to protect children; engaging and developing citizens' skills to participate in education policymaking processes; and broadening access to education services to traditionally marginalized and excluded groups — altogether leading to improving state-society relations.

By the conclusion of Learning for Peace on 30 June 2016, 351 national and sub-national policies have been influenced in this process and 176,498 institutions (government agencies, schools, partner organizations, community associations and UNICEF country offices) were reached through training, technical assistance and outreach initiatives.

Strengthened horizontal social cohesion: Learning for Peace created platforms for and facilitated inter- and intra-group interactions – mostly in-person but also online – to address deeply rooted grievances and inequalities between identity groups and lack of recognition in community processes.

Programmatic responses included revisions in curriculum to recognize diverse constituencies of leaners, as an extension of policy integration mentioned above; capacitation of community-based justice and child protection systems to enhance

resilience to violence and natural disasters; and facilitation of community-level inter- and intra-group dialogues and interaction through formal and non-formal education opportunities for not only children and young people, but also parents and community elders.

The efforts reached 3,713,194 individuals – from young children to community elders and government officials – and broadened access to education to 2,984,670 children, adolescents and youth.

Strengthened individual capacity: Learning for Peace worked upstream and downstream to empower young people and marginalized populations, such as girls and women, so they may leverage their agencies. The efforts were dedicated to turning underlying causes of conflict — including vulnerabilities imposed by poor quality and irrelevant social services, gender-based violence, and commonly held perceptions of youth as either 'victims' or 'perpetrators' – into peace competencies.

Interventions throughout the lifetime of the programme included detailed revisions in curriculum to foster diversity and appreciation of 'the other'; training of community members to take charge of dispute resolutions and reconciliation; and extension of extra-curricular activities, alternative education or skills training, and psychosocial support to reintegrate children and youth affected by conflict into society.

The various knowledge assets developed include 170 conflict analyses, research and evaluation reports, and case studies that document evidence on the role of education for peacebuilding. Complementing this knowledge infrastructure 952 classrooms were constructed and rehabilitated for improved learning environments.

Such results were made possible through engagement of a multitude of partnerships with more than 140 civil society organizations, government agencies, universities and United Nations agencies – within and outside of the education sector. These partnerships supported UNICEF's ongoing advocacy to raise awareness of the role of education in peacebuilding, and Learning for Peace messages reached more than 7 million people across 191 countries.

Implementing the programme was not without limitations and challenges, however, and several lessons learned were revealed in the programme evaluation completed in 2015. Although the report concluded that the selection of social services for peacebuilding was a strategic choice, and that UNICEF, given its mandate and ground presence, is well positioned to continue the engagement, it highlighted the need to advance efforts to institutionalize the use of conflict analysis and adherence to the 'do no harm' principle as a foundation for programming. The evaluation also reminded UNICEF to more systematically form partnerships, consolidate results and share lessons learned to build on the programme's achievements for greater impact.

In today's ever-changing development landscape, Learning for Peace marks a concrete milestone of bridging the humanitarian-development divide and leveraging social services for millions of children who are living in protracted crises. As such, through the testimonies and documentation of the programme process, learning and management – from the initial conceptual sensitization to day-to-day governance of the programme – UNICEF hopes to demonstrate to readers how education (or social services more broadly) can be harnessed to build peace. That way, the wider humanitarian and development community may build on these efforts and find a way forward towards peace, on which the future for all of us – and especially children and young people – depends.

The programme report

UNICEF's Programme Report 2012–2016 is organized into two parts. Part 1 provides evidence of what works and does not work in peacebuilding efforts, situating the Learning for Peace programme as a case study within the larger global discussion around peace and security. Part 2 accounts for the activities implemented and results emerging from the programme against its results framework and financial input, and includes a description of support for gender-sensitive, responsive and transformative programmatic approaches.

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Part 1: Rationale, Evidence and Considerations for the Future

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Chad: Learning for Peace supported equitable Education Management Information System data collection and analysis. For the first time, teachers and inspectors collected and reported information that supported analysis and understanding across divide lines.

1.1 Background and context

1.1.1 Understanding the issues

With the Sustainable Development Goals officially coming into force on 1 January 2016, there is renewed international commitment for and optimism towards ending global poverty during the next two decades. The global community is well on track to supporting economic growth and ending extreme poverty in the least-developed countries – with the global rate of people living in poverty reduced from 37.1 per cent in 1990 to 9.6 per cent in 2015.[3]

Human development outcomes have also greatly improved, with the number of out-of-school children at the primary level nearly halved, compared to 2000; the global under-five mortality rate reduced by more than half between 1990 and 2015; and the maternal mortality ratio reduced by 45 per cent worldwide since 1990.[4]

Simultaneously, however, there is growing concern that protracted conflicts and an increase in natural disasters threaten to undo the gains made to date.[5]

Violent conflicts are alarmingly common around the world. Since 1960, more than half of all countries have experienced at least one violent conflict, 88 per cent of which have been internal.[6] According to the 2015 Global Peace Index, the world is less peaceful now than it was a decade ago, largely as a result of conflicts becoming more protracted and intensive.[7]

During recent years, outbreaks of disease and famine, increasing competition over scarce natural resources, a protracted global economic slowdown, shifting geopolitical landscapes, violent extremism, and displacement from lands and livelihoods by the impacts of climate change have increased the vulnerability of fragile and conflict-affected countries to renewed violence.[8] Not only has the rate of recurring violence been increasing since the 1960s, but also every civil war that started between 2003 and 2011 occurred in a country that had a previous civil war.[9]

As stated in the 2015 report on the Millennium Development Goals, "Conflicts remain the biggest threat to human development."[10]

The economic cost of violent conflict was estimated at US$14.3 trillion in 2014 or 13.4 per cent of global gross wealth.[11] Countries affected by major violence in the period between 1981 and 2005 had a poverty rate 21 per cent higher than countries that did not. Often social development is disrupted for countries affected by violence, with children born in these countries twice as likely to be undernourished, three times as likely to not be enrolled in primary school, nearly twice as likely to die before age 5, and more than twice as likely to lack access to safe drinking water.[12]

Additionally, in situations of violent conflict, women and children are disproportionally affected by the resulting impacts, such as forced displacement, and domestic and sexual violence.[13] Of further concern is that, by 2030, two thirds of the world's poor are expected to be living in fragile countries, and children and youth will represent a significant proportion of that population.[15]

> " Education is, quite simply, peacebuilding by another name. It is the most effective form of defence spending there is."[14]
>
> — **Kofi Annan,** *Former Secretary-General of the United Nations*

1.1.2 The call for new types of action

In light of the ratification of the Sustainable Development Goals – specifically Goal 16 on promoting peaceful and inclusive societies, as well as Goal 4 (inclusive and equitable quality education), Goal 5 (gender equality), Goal 8 (decent work and economic growth) and Goal 10 (reduced inequalities)[16] – there is a strong global imperative for understanding the essential connection between positive human development outcomes and ending recurrent cycles of conflict and violence.

These Goals reinforce a core mandate to support global peacebuilding, as established in the very beginning of the Charter of the United Nations: "We the peoples of the United Nations ... determined to save succeeding generations from the scourge of war."[17]

3 World Bank Group, *Global Monitoring Report 2015/2016: Development goals in an era of demographic change*, World Bank, Washington, D.C., 2016, p. xviii.
4 United Nations, *The Millennium Development Goals Report 2015*, United Nations, New York, 2015, pp. 4, 5, 6.
5 Collier, Paul, *Development and Conflict*, Oxford University, Oxford, U.K., 2004, pp. 2, 3; Collier, P. et al, *Breaking the Conflict Trap: Civil war and development policy*, World Bank, Washington, D.C., 2003, pp. 13-32; Toya, Hideki, and Mark Skidmore, '*Economic Development and the Impacts of Natural Disasters*', *Economics Letters*, vol. 94, no. 1, January 2007, pp. 20–25.
6 Definitions and estimates of these incidents are based on the Uppsala Conflict Data Program, <http://ucdp.uu.se>, and the Peace Research Institute Oslo, <www.prio.org>.
7 Vision of Humanity, '2016 Global Peace Index', <www.visionofhumanity.org/#/page/our-gpi-findings>.
8 United Nations, 'One Humanity: Shared responsibility', Report of the Secretary-General for the World Humanitarian Summit, A/70/709, United Nations, New York, 2 February 2016, p. 2.
9 World Bank, *World Development Report 2011*, World Bank, Washington, D.C., 2011, p. 3.
10 United Nations, *The Millennium Development Goals Report 2015*, United Nations, New York, 2015, p. 8.
11 Institute for Economics and Peace, *Global Peace Index: Measuring peace, its causes and its economic value*, IEP, New York, 2015, p. 3.
12 The World Bank, *World Development Report 2011*: Conflict, Security, and Development, The World Bank, Washington, DC, 2011, pp. 60, 62, 63.
13 World Bank, *World Development Report 2011*, World Bank, Washington, D.C., 2011, p. 61.
14 United Nations, 'Secretary-General Stresses Immediate Need for New and Effective Measures for Nuclear Disarmament and Non-Proliferation', Press Release SG/SM/7292, United Nations, New York, 2 February 2000, <www.un.org/press/en/2000/20000202.sgsm7292.doc.html>.
15 Organisation for Economic Co-operation and Development, *Fragile States 2014: Domestic revenue mobilisation in fragile states*, OECD, Paris, 2014, p. 15.
16 Sustainable Development Knowledge Platform, 'Sustainable Development Goals', United Nations, <https://sustainabledevelopment.un.org/sdgs>.
17 United Nations, <www.un.org/en/sections/un-charter/preamble>.

In its efforts to create more effective approaches to peacebuilding throughout the United Nations, several issues were identified during an extensive high-level review process. In 2015, for example, the Secretary-General's Advisory Group of Experts stated, "For many UN Member States and UN Organization entities alike, peacebuilding is left as an afterthought: under-prioritized, under-resourced and undertaken only after the guns fall silent."[18]

The Advisory Group's report was simultaneously complemented by interaction with the High-Level Independent Panel on United Nations Peace Operations, and the High-Level Advisory Group for the Global Study on the Implementation of Security Council Resolution 1325 (the role of women in peacebuilding). Among other recommendations, the Advisory Group of Experts called for:

- **A more comprehensive approach** to sustaining peace, to extend the role of the United Nations much more strongly into conflict prevention.
- **Inclusive national ownership** in the peacebuilding process, ensuring the participation of women and youth.
- **The paramount importance** of addressing the root causes of violent conflict.[19]

In a follow-up 2016 report, the Secretary-General recommends concrete steps that are needed to alter the status quo. These include an increased focus on risk-informed planning and prevention, and stronger engagement and focus before and after acute crises in fragile and conflict-affected contexts – starting with a strong analysis that identifies immediate needs and structural causes of risks and vulnerabilities. Managing and responding to risks will also require national ownership and responsibility, including government, citizens and civil society, as well as cooperation with the international community.[20]

Women, peace and security

A review of the implementation of Security Council Resolution 1325 noted that efforts to reduce gender-based violence had been ad hoc and that activity had focused on responses rather than effective prevention. Little attention was given to transforming or shifting underpinning norms and values on the acceptance of gender-based violence, which conflict may have intensified or further reproduced. This, the report notes, does little to support sustainable solutions to ending cycles of conflict and violence.[21]

This point is reinforced by Elisa von Joeden-Fry (2016) who concludes, "It is hard to overestimate the importance to long-term peace of intervening effectively into the social dislocations caused by sexualized violence during conflict. … Memories of sexualized violence against loved ones is often fuel for future conflict, contributing to the revenge cycles of pogroms, ethnic cleansing, and genocide that can poison intercommunal relationships for generations."[22] Thus, projects that contribute to ending cycles of gender-based violence, by addressing the consequences and causes of such violence, are crucial to sustainable peacebuilding.

It is increasingly recognized that 'business as usual' in regard to development has not delivered on the global obligation to support and sustain peaceful and inclusive societies. To date, global peacebuilding operations have focused primarily on violence containment and cessation with little success given the large number of countries that have relapsed into conflict in recent years.

18 United Nations, *The Challenge of Sustaining Peace: Report of the Advisory Group of Experts for the 2015 Review of the United Nations Peacebuilding Architecture*, United Nations, New York, 29 June 2015, p. 7.
19 Ibid., pp. 8, 11.
20 United Nations, 'One Humanity: Shared responsibility', Report of the Secretary-General for the World Humanitarian Summit, A/70/709, United Nations, New York, 2 February 2016, p. 49.
21 UN Women, *Preventing Conflict, Transforming Justice, Securing the Peace: A global study on the implementation of United Nations Security Council resolution 1325*, UN Women, New York, 2015, p. 25.
22 von Joeden-Fry, Elisa, 'Gender, Sexualized Violence, and Prevention', in *Reconstructing Atrocity Prevention*, edited by Seri P. Rosenverg, Tibi Galis, and Alex Zucker, Cambridge University Press, New York, 2016, p. 129.

It has recently been noted that greater support should be directed towards the attitudes, institutions and structures that can create and sustain peaceful societies and which allow them to deal with unforeseen shocks in the future.[23] Over the past decades, it has been noted that doing so requires applying attention and resources to address the underpinning dynamics of conflict and grievance, giving greater attention to alleviating inequity and injustice.[24]

"Bringing a development perspective to issues of conflict prevention and peace will allow us to focus better, and earlier, on emerging conflict and instability. … Development cannot be truly sustainable without peace and justice. … With the adoption of the global goals [Sustainable Development Goals], the world has turned the mutual importance of peace and development into an agenda for action. Let's show that we are serious about leaving no one behind. We cannot allow fragile and conflict-affected areas to become the ghettoes of our world."[25]

– **Lilianne Ploumen,** *Minister for Foreign Trade and Development Cooperation, The Netherlands*

1.1.3 The important role of social services in sustainable peacebuilding

There are some estimations that peacebuilding during the past 20 years has prioritized security issues during the early and medium-term phases after violent conflict at the expense of attention to social sector reform. As a result, inequities that existed prior to conflict often remain unaddressed, precipitating the return of old grievances and leading to a relapse into conflict.[26]

A lack of attention to quality and equitable social services can severely impact citizens' abilities and rights to access them, resulting in long-term impacts on economic and social development of society as a whole. Within education alone, the cost to national GDP from lost opportunities due to conflict has been estimated to range from 1.3 per cent in **Pakistan** to 1.7 per cent in the **Democratic Republic of the Congo**.[27]

Despite education's potential to provide a peace dividend through the reconstruction of the education system and to mitigate risk, enhance emotional and physical protection and foster resilience to potential adversity in the future,[28] it remains poorly resourced during emergencies and protracted crises. Globally, for example, only 1.95 per cent of funds from humanitarian appeals in 2013 were directed to education,[29] even though less than one month's worth of 2008 military spending from all Organisation for Economic Co-operation and Development (OECD)-Development Assistance Committee countries would have covered the Education for All funding gap at that time.[30]

23 Institute for Economics and Peace, *Global Peace Index: Measuring peace, its causes and its economic value*, Institute for Economics and Peace, New York, 2015, p. 72.
24 Galtung, Johan, 'Three Approaches to Peace: Peacekeeping, peacemaking and peacebuilding', in *Peace, War and Defence: Essays in peace research*, vol. 2, edited by Johan Galtung and Christian Ejlers, Copenhagen, 1976, pp. 282–304; Lederach, J. P., *Building Peace: Sustainable reconciliation in divided societies*, United States Institute of Peace Press, Washington, D.C., 1997; and United Nations, 'The Challenge of Sustaining Peace: Report of the Advisory Group of Experts for the 2015 Review of the United Nations Peacebuilding Architecture', United Nations, New York, 29 June 2015.
25 Ploumen, Lilianne, 'Without Rule of Law, Conflict-Affected Areas Will Become Poverty Ghettoes', The Guardian, 17 November 2015, <www.theguardian.com/global-development/2015/nov/17/without-rule-of-law-conflict-affected-areas-will-become-poverty-ghettoes>.
26 United Nations Peacebuilding Support Office, *Peace Dividends and Beyond: Contributions of administrative and social services to peacebuilding*, UN-PBSO, New York, 2012; and Denney, Lisa, 'Reducing Poverty with Teargas and Batons: The security-development nexus in Sierra Leone', *African Affairs*, vol. 110, no. 439, 2011, pp. 275–294.
27 Jones, Amir, and Ruth Naylor, *The Quantitative Impact of Armed Conflict on Education: Counting the human and financial costs*, citing Shields and Paulson (2014), CfBT Education Trust, Reading, United Kingdom, 2014, p. 27.
28 *See, for example*: Burde, Dana, et al., *What Works to Promote Children's Educational Access, Quality of Learning, and Wellbeing in Crisis-Affected Contexts: Education rigorous literature review*, United Kingdom Department for International Development, London, October 2015.
29 Nicolai, Susan, Sébastien Hine and Joseph Wales, 'Education in Emergencies and Protracted Crises: Toward a strengthened response', Overseas Development Institute, London, 2015, p. 26.
30 United Nations Educational, Scientific and Cultural Organization, *The hidden crisis: Armed conflict and education*, UNESCO, Paris, 2011, p. 149.

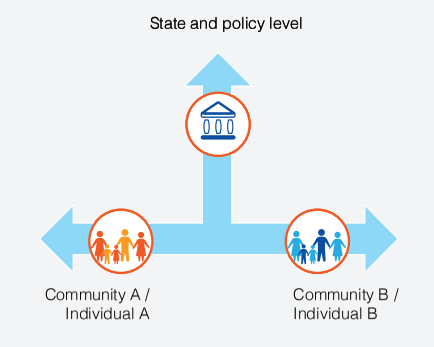
This has led to the concern that despite the significant global progress made to date on meeting Education for All targets and education targets within the Millennium Development Goals, countries affected by conflict will be least likely to meet the targets for education established in Sustainable Development Goal 4.

Furthermore, the development community recognizes that restoration and provision of social services such as education is not enough: To avoid exacerbating the underlying causes of violent conflict, education delivery must be equitable, and biased curriculum or teaching methods that reinforce existing exclusion and stereotypes need to be revised.[31] For social services to truly contribute to building inclusive, equitable and peaceful societies, conflict sensitivity should be the foundation for action. Such transformation necessitates working at multiple levels: [32]

- **Vertically**, by strengthening sector governance and related institutional capacity to enhance state-society relations and respond to the effects of violent conflict and its underlying causes and dynamics.
- **Horizontally**, by using the delivery of social services and protection measures as an entry point for engaging diverse communities in dialogue and cooperation, and strengthening their capacities to respond to the effects of violent conflict and its underlying causes and dynamics.
- **Individually**, by supporting the girls, boys, women and men who are affected by violent conflict to deal constructively with its impacts, and to address the causes of conflict as active citizens within their communities.

Figure 1 illustrates the relationship between vertical social cohesion, horizontal social cohesion, and individual capacity building. Section 1.3.4 (*page 25*) discusses, through a programme example, the convergence of the three levels.

FIGURE 1.
Vertical and horizontal social cohesion and individual capacity building



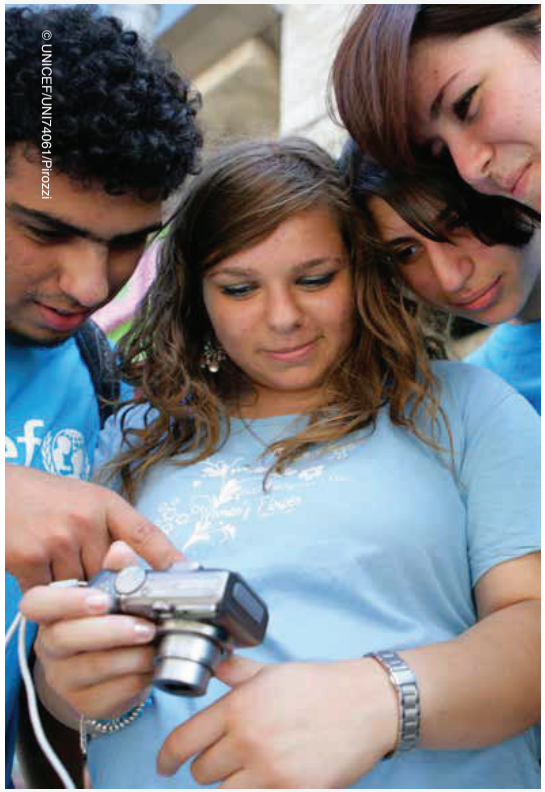
Underpinning this approach to social cohesion is the understanding that fragility is a product of weak institutions, governance and security, as well as a lack of resilience among communities and individuals to risks and vulnerabilities, and a lack of trust between citizens and the government. As noted in a World Bank working paper, "Social cohesion is the key intervening variable between social capital and violent conflict, the degree to which vertical (a responsive state to its citizenry) and horizontal (cross-cutting, networked relations among diverse communal groups) social capital intersect, the more likely a society will be cohesive and thus possess the inclusive mechanisms necessary for mediating/managing conflict before it turns violent." [33]

Section 1.2 summarizes how this theory has been operationalized within the United Nations, and specifically the Learning for Peace programme.

31 Bush, Kenneth D., and Diana Saltarelli, *The Two Faces of Education in Ethnic Conflict: Towards a peacebuilding education for children*, United Nations Children's Fund, Innocenti Research Centre, Florence, Italy; Davies, L., 'Schools and War: Urgent agendas for comparative and international education', *Compare*, vol. 35, no. 4, 2005, pp. 357–371; and Dupuy, K., 'Education for Peace: Building peace and transforming armed conflict through education systems', Save the Children Norway, Oslo, 2008.

32 Smith, A., et al., *The Role of Education in Peacebuilding: Literature review*, United Nations Children's Fund, New York, 2011; Shah, R. A., and Mieke Lopes Cardozo, 'The Politics of Education in Emergencies and Conflict', in *Education and International Development: An introduction*, edited by T. McCowan and E. Unterhalter, Bloomsbury Academic, London, 2015, pp. 181–200; Inter-Agency Network for Education in Emergencies, 'Understanding Education's Role in Fragility: A synthesis of four situational analyses of education and fragility – Afghanistan, Bosnia-Herzegovina, Cambodia, Liberia', *IIEP Research Paper*, International Institute for Educational Planning-UNESCO, Paris, 2011; and Rose, P., and M. Greeley, *Education in Fragile States: Capturing lessons and identifying good practices*, University of Sussex, Sussex, United Kingdom, 2006.

33 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., September 2000, p. 4.


© UNICEF/UNI74061/Pirozzi

State of Palestine: By the end of 2015, more than 14,000 adolescents (51.8 percent females) aged 12–18 years from vulnerable and marginalized areas of the West Bank and Gaza have been empowered through the Learning for Peace Programme to serve as change agents in their communities through capacity development training on core life skills.

1.2 Operationalizing peacebuilding programming

1.2.1 Peacebuilding within the United Nations

While the child's rights to education (articles 28 and 29) and peace (preamble, article 15 and article 29d) were codified as universal and inviolate since ratification of the Convention on the Rights of the Child in 1990,[34] a definition of the term 'peacebuilding' took shape within the United Nations during the years that followed. During the past decade, a series of reports, Security Council Resolutions and reviews of those resolutions, and initiatives to appraise the effectiveness of the approach to peacebuilding throughout the United Nations have led to a renewed mandate and commitment to peacebuilding in respect to social services, including education.

In 2007, the Secretary-General's Policy Committee stated, "Peacebuilding involves a range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundations for sustainable peace and development. Peacebuilding strategies must be coherent and tailored to the specific needs of the country concerned, based on national ownership, and should comprise a carefully prioritized, sequenced, and therefore relatively narrow set of activities aimed at achieving the above objectives." [35]

34 United Nations, Convention on the Rights of the Child, Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989. The full text of the Convention is available at <www.ohchr.org/en/professionalinterest/pages/crc.aspx>.

35 United Nations Peacebuilding Support Office, 'UN Peacebuilding: An orientation', (citing Decision of the Secretary-General's Policy Committee, May 2007), United Nations, New York, 2010, p. 5.

Under this framework, UNICEF continues to be strongly committed to delivering and managing social services towards long-term peace and resilience. As specified in its Mission Statement, "UNICEF works with all its partners towards the attainment of the sustainable human development goals adopted by the world community and the realization of the vision of peace and social progress enshrined in the Charter of the United Nations."[36] Specific to education, UNICEF's 2014–2017 Strategic Plan makes the commitment to "seek to strengthen understanding and best practices in education and peacebuilding, and to build on this knowledge to support countries in assessing and managing risks."[37]

UNICEF's work bridges humanitarian and development contexts, with particular attention to countries affected by conflict and violence. As one of the largest operational United Nations agencies present before, during and after violent conflict, UNICEF continues to be a major actor within peacebuilding efforts in conflict-affected contexts. At the global level, it engages in inter-agency coordination forums related to fragility and peacebuilding, including the Task Team on Conflict Prevention (United Nations Development Group).

Learning for Peace is one of many peacebuilding initiatives UNICEF has undertaken within this broad spectrum of peacebuilding engagements. Considering past criticism that the organization's positioning in and conceptual understanding of peacebuilding has been weak,[38] the emphasis on leveraging education as an entry point and social service for peacebuilding and promoting social cohesion makes Learning for Peace worth highlighting. Figure 2 (*page 9*) offers a timeline (1924–2016) that places this programme within the UNICEF and United Nations context.

1.2.2 The Learning for Peace programme

Learning for Peace is the second partnership UNICEF has undertaken with the Government of the Netherlands on education in conflict-affected contexts. The programme's predecessor, Education in Emergencies and Post-Crisis Transition (EEPCT), from 2006–2011, focused on education response to natural disasters and conflict across 44 countries.

Much was learned from the EEPCT experience, including the need to:

- **Shift programming** from generic solutions towards education interventions that are informed by high-quality conflict analysis and are sensitive to local contexts.
- **Better emphasize the transformative potential** of education in post-conflict societies, beyond the provision of a peace dividend.
- **Strengthen UNICEF's commitment** to peacebuilding by developing a clear understanding of peacebuilding concepts and strategies across the organization, and establish links to other UNICEF programmes.

These valuable lessons informed the design of Learning for Peace. At the time of its inception, the programme was an unprecedented effort for UNICEF to go beyond 'business as usual' across the organization. As UNICEF's largest global peacebuilding programme to date, it has provided significant experience and insight into how social services can contribute to building sustained peace.

Unlike under the EEPCT, peacebuilding was seen as a primary objective of Learning for Peace, with the goal of strengthening resilience, social cohesion and human security in conflict-affected contexts through the education system and provision of social services. A core group of 14 countries participated in the programme: **Burundi**, **Chad**, **Côte d'Ivoire**, the **Democratic Republic of the Congo**, **Ethiopia**, **Liberia**, **Myanmar**, **Pakistan**, **Sierra Leone**, **Somalia**, **South Sudan**, **State of Palestine**, **Uganda** and **Yemen**. In each of these countries, the education sector was the point of entry, while continuously seeking to build links to other sectors. Figure 3 (*page 10*) maps the conflict landscape of each of the programme countries – specifically the occurrence of minor and major internal conflicts by country and year.

36 UNICEF, *Mission Statement*, <www.unicef.org/about/who/index_mission.html>.
37 United Nations Children's Fund, 'UNICEF Strategic Plan, 2014–2017: Realizing the rights of every child, especially the most disadvantaged', E/ICEF/2013/21, United Nations Economic and Social Council, 11 July 2013, p. 7.
38 Novelli M. and Smith, A., *The Role of Education in Peacebuilding: A synthesis report of findings from Lebanon, Nepal and Sierra Leone*, New York, UNICEF, 2011, pp. 32, 33.

FIGURE 2.

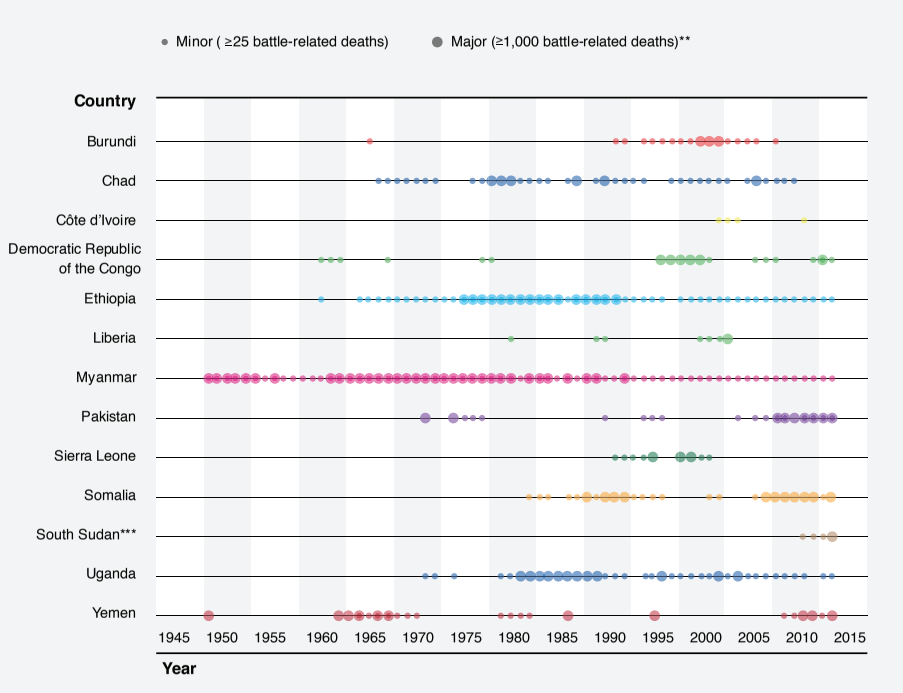
Chronology of United Nations and UNICEF engagement in peacebuilding

KEY: United Nations; UNICEF

- **1924** | Declaration of the Rights of the Child drafted
- **1946** | UNICEF founded
- **1965** | UNICEF awarded the Nobel Peace Prize
- **1990** | Convention on the Rights of the Child ratified
- **1990s** | UNICEF provides assistance to Truth Commissions in Guatemala, Sierra Leone, Liberia and South Africa
- **1992** | 'An Agenda for Peace' outlines how the United Nations should respond to conflict in the post-cold war world
- **1995** | UNICEF proposes the Anti-War Agenda; stops education aid in Taliban-controlled areas due to prohibition of girls' education
- **1996** | The 'Machel Report' on the impact of armed conflict on children draws global attention to the devastating consequences of conflict on girls and boys; Office of the Special Representative of the Secretary-General for Children and Armed Conflict established
- **1999** | Security Council Resolution 1261 condemns the recruitment and use of children as soldiers
- **2000** | The 'Brahimi Report' leads to the adoption of Security Council Resolution 1327 concerning the improvement of the United Nations' peacekeeping operations; Security Council Resolution 1325 reaffirms the important role of women in the prevention and resolution of conflicts
- **2001** | The *Final Report of the Truth and Reconciliation Commission for Sierra Leone* urges that the healing process be child-friendly
- **2004** | 'A More Secure World' recommends establishment of United Nations bodies dedicated to peacebuilding
- **2005** | 'In Larger Freedom' urges Member States to help establish the Peacebuilding Commission; World Summit approves setup for the Peacebuilding Commission, Peacebuilding Support Office, and the Peacebuilding Fund
- **2006** | Education in Emergencies and Post-Crisis Transition programme commenced; UNICEF co-leads the Education Cluster with Save the Children
- **2007** | 10-year review of the 'Machel Report'
- **2008** | Report of the Special Rapporteur on the right to education advocates to "redouble efforts to safeguard educational opportunities" during emergencies, inspiring the 2010 adoption of the United Nations General Assembly Resolution 64/290
- **2008** | UNICEF joins the newly formed International Network for Education in Emergencies Working Group on Education and Fragility
- **2010** | 5-year review of United Nations peacebuilding architecture
- **2011** | Security Council lists attacks against schools as one of the 'six grave violations'; UNESCO's Global Monitoring Report 'Hidden Crisis: Armed conflict and education' examines damaging consequences of conflict on Education for All goals
- **2011** | Learning for Peace programme commenced
- **2012** | '*Peace Dividends and Beyond*' (Peacebuilding Support Office) highlights the contributions of social services in peacebuilding
- **2012** | UNICEF's *Technical Note on Conflict Sensitivity and Peacebuilding* calls for a more systematic approach to conflict sensitivity and peacebuilding programming
- **2013** | Review of the United Nations Peacebuilding Fund
- **2013** | Strategic Plan 2014–2017 commits UNICEF to education programming for peacebuilding; No Lost Generation initiative launched
- **2014** | Review of United Nations peace operations
- **2014** | Gender Action Plan 2014–2017 commits UNICEF to gender-responsive education and peacebuilding programming
- **2015** | 10-year review of peacebuilding architecture; review of Security Council Resolution 1325, while Resolution 2250 urges Member States to increase participation of young people in peace processes; Sustainable Development Goals ratified containing Goal 16: Promote just, peaceful and inclusive societies; and Goal 4.7 "Ensure that all learners acquire the knowledge and skills needed to promote sustainable development" which includes promoting a culture of peace and non-violence
- **2015** | 'Education in Emergencies and Protracted Crises' paper shared at the Oslo Summit on Education
- **2016** | Education Cannot Wait Fund launched at the World Humanitarian Summit; UNICEF's 'Risk-Informed Programming Guidance' specifies peacebuilding as a core strategy for response to emergencies

FIGURE 3.

Occurrence of minor and major internal conflicts by country and year *



* Source: UCDP/PRIO, 'Armed Conflict Dataset v.4-2015, 1946–2014', Department of Peace and Conflict Research, Uppsala University, Sweden.
Note: Data for the State of Palestine were aggregated with Israel in the source data set and therefore cannot be separately analysed. Therefore, the State of Palestine is not included in Figure 3.

** See the Department of Peace and Conflict Research at Uppsala University website for definitions of "armed conflict" and intensity of conflict ("minor" and "major"), available at <http://www.pcr.uu.se/research/ucdp/definitions/>.

*** Data from South Sudan prior to 2011 is not available as it is aggregated with data from Sudan.

The programme was structured around five outcome areas: (1) integrate peacebuilding into education policies, and vice versa; (2) strengthen institutions' capacities to deliver conflict-sensitive education; (3) develop community and individual capacities to address the legacies and dynamics of conflict; (4) widen access to conflict-sensitive education, particularly for marginalized communities; and (5) generate new knowledge on the relationship between education and peacebuilding. Early childhood development, adolescents and youth, and gender were integrated into the programme framework.

Learning for Peace has, in many ways, been ahead of its time in recognizing and documenting the role of social services in peacebuilding and advancing the global discussion on bridging the traditional divide between humanitarian and development activities. The 2015 Report of the Secretary-General to the World Humanitarian Summit,[39] for example, suggested several important courses of action, many of which were already under way in the Learning for Peace programme, as outlined in Figure 4 (*page 11*).

39 United Nations, 'One Humanity: Shared responsibility', Report of the Secretary-General for the World Humanitarian Summit, A/70/709, United Nations, New York, 2 February 2016.

FIGURE 4.

Key recommendations from the United Nations peacebuilding reviews, 2015, that were already reflected in Learning for Peace

Recommendation from peacebuilding reviews	Learning for Peace approach
Conduct comprehensive conflict analysis to be risk-informed	Each programme country undertook a conflict analysis to understand the underlying causes and dynamics of violent conflict
Bridge short-term service delivery gaps with long-term sector reform	The programme operated at multiple levels in different contexts, ranging from education sector planning to education for refugees or internally displaced populations
Develop a shared problem statement and set of priorities	Each country programme developed contextualized theories of change based on the conflict analysis findings
Build national ownership for managing and responding to risks	The programme worked with partner governments, civil society and other stakeholders to identify vulnerabilities and risks to strengthen social service delivery
Engage citizens as agents of peace through participatory processes	The programme utilized innovative communication platforms and methods to bolster the role and capacity of community-based actors—particularly women and youth
Infuse a peacebuilding lens before, during and after a crisis	Countries facilitated research on conflict dynamics, supported crisis-affected populations, and developed strategic long-term peacebuilding interventions
Redress vulnerabilities of women and apply preventive measures	Countries aimed to administer gender-sensitive programming, and when possible, aim for gender-responsive and gender-transformative activities

1.3 Emerging results from Learning for Peace

As described in Section 1.1, peacebuilding necessitates action at multiple levels: vertically, horizontally and individually. Section 1.3 discusses emerging results of Learning for Peace strategies to strengthen social cohesion at each of the three levels.

1.3.1 Strengthening vertical social cohesion

GLOBAL THEORY OF CHANGE

If education services, both formal and informal, are managed and delivered in conflict-sensitive, equitable and accountable ways, then they will create incentives for sustainable peace and build resilience to violent conflict.

Various factors undermine trust in the state and erode the social contract associated with social services, including:

- Lack of transparency or exclusion within political decision-making processes.
- Perpetuation of divisions based on identity due to the lack of equitable access to social services, or inequitable and inaccessible social service provision.
- Inability of government mechanisms to appropriately guard against and respond to violence.
- Inability of the state to respond to shifts in demand for social services caused by displacement and migration.

Exclusions are commonly reproduced in policy and planning, which can sustain grievances and deny opportunities to marginalized groups. Education system management weaknesses include failing to model inclusivity and not adequately addressing systemic injustices, thereby undermining attempts to promote reconciliation.[40] Building trust in education management and other social service delivery structures therefore requires substantial capacity building and an inclusive approach that recognizes the varying needs of different social groups, including gender, ethnic, religious or socio-economic dimensions. Such factors were echoed in the Learning for Peace programme countries' conflict analyses.

A wide range of approaches exist in addressing the dynamics and underlying causes of violent conflict, from strengthening security measures and political dialogue to local awareness-raising campaigns on contextualized conflict issues. The Learning for Peace programme employed a variety of approaches within the education system to respond to the identified dynamics of conflict, from national-level policy reform to the provision of temporary learning spaces for emergency-stricken populations.

Figure 5 (*page 14*) highlights examples of activities undertaken to strengthen vertical social cohesion; additional activities are outlined after the figure.

Policy integration

Findings from the conflict analysis in several countries suggest that insufficient attention to systems of governance, resourcing and management can exacerbate existing inequalities in access to education and hasten a lack of trust and faith in state institutions. To address this, conflict sensitivity has been integrated into sector plans in a number of Learning for Peace countries.

In **Pakistan**, UNICEF applied findings from its social cohesion and resilience analysis to the development of the provincial education sector plans in Sindh and Balochistan. This shaped budgetary allocations and operational plans for both of these provinces, and has afforded opportunities for textbook reviews and revision. Subsequently, 60 district education sector plans have been revisited and rolled out, with the aim of increasing citizens' trust in the government by providing education services that respond to the districts' specific needs.

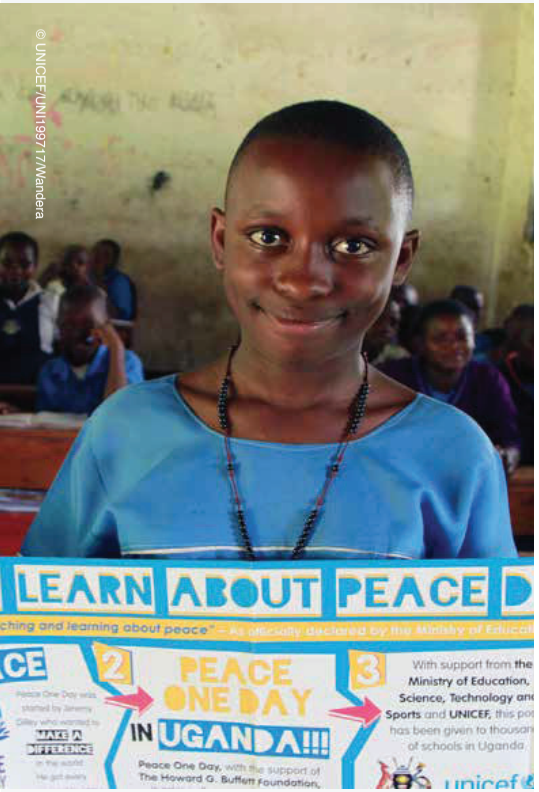
Institutional strengthening

Conflict analysis findings indicate that when institutions fail to protect children from violence, including sexual assault, state-society relations are jeopardized. As institutions within any system are composed of and operated by individuals who follow established governance processes, Learning for Peace invested in the capacity of individuals serving social service institutions.

In **Uganda**, to remedy damaged relationships between citizens and government, Learning for Peace partners worked with schools and the security and law enforcement sectors to strengthen the police and judicial systems' case management capacity to address violence in schools. Police officers received case management training and visited 1,478 schools across 20 districts, during which they raised students' and teachers' awareness of reporting and protection mechanisms.

These interventions helped improve government authorities' understanding of their responsibilities, and increased citizens' trust in the law and security measures. Between 2014 and 2015, of more than 500,000 calls to the Child Helpline Service, police responded to 6,828 child abuse cases.

Figure 6 (*page 15*) provides statistics on the sharp increase in the number of cases of violence against children reported from 2008–2013. This increase is likely due to ongoing prevalence of incidents, combined with strengthened reporting systems and an increase in citizens' awareness and utilization of protection services.



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Uganda: Learning for Peace programming supported the International Day of Peace being institutionalized as a school-based annual event. In 2015, the 21st of September was introduced as a day for teaching and learning about peace in all Ugandan schools.

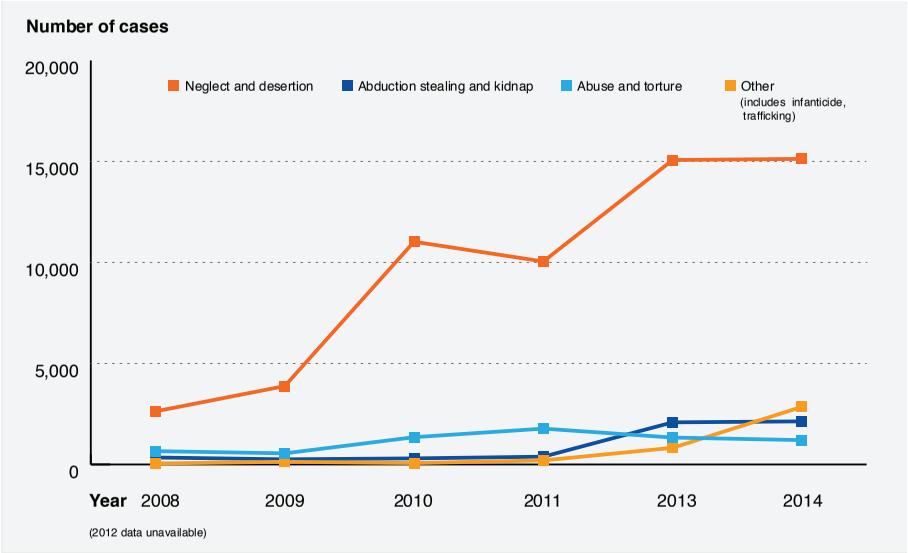
40 Smith, A., C. Marks and O. Valiente, 'Education Sector Management and Governance, Inequity, Conflict and Peacebuilding in Kenya', UNICEF Eastern and Southern Africa Regional Office, 2016 (Forthcoming).

FIGURE 5.

Strategies for strengthening vertical social cohesion (state-society relations)

FIGURE 6.

Number of cases of violence against children reported, by type and year, Uganda[41]



Individual and community development

Conflict analyses in many countries indicated that children and youth perceived formal schooling as lacking relevance and applicability to their lives. This can lead to disengagement, exclusion and poor learning outcomes that can exacerbate inequalities in society. As part of efforts to improve the relevance of education, Learning for Peace actively engaged communities in shaping curriculum reform.

In Somalia, 180 youth from the three regions of the country – Central South, North East (Puntland), and North West (Somaliland) – participated in training on how to conduct community-level consultations on the values, competencies and skills development that should be emphasized in the local curriculum. These consultations reached 4,863 people and brought together education service providers, parents, women's groups, non-governmental organizations, people with disabilities, religious leaders, government representatives and business leaders.

The process led to finalization of a new curriculum framework for all three regions. Importantly, it helped participants gain knowledge of, and a sense of ownership in the education planning process.

Participation in conflict-sensitive education programming processes

Increasing access to education can also help strengthen state-society relations. **In Chad**, a lack of access to social services, combined with a strongly held perception of corruption in government, contributes to a lack of trust in the state. In response, the Learning for Peace country programme launched a consultative, conflict-sensitive school construction process that took into account external hazards such as natural disasters and internal risks such as biased procurement of supplies.

41 Uganda Police, *Annual Crime Reports 2008*, Uganda, 2008, p. 42; Uganda Police, *Annual Crime Reports 2009*, Uganda, 2009, p. 19; Uganda Police, *Annual Crime Reports 2010*, Uganda, 2010, p. 25; Uganda Police, *Annual Crime Reports 2011*, Uganda, 2011, p. 22; Uganda Police, *Annual Crime Reports 2013*, Uganda, 2013, p. 27; Uganda Police, *Annual Crime Reports 2014*, Uganda, 2014, p. 32.

The *Conflict-Sensitive School Construction Manual* (see Figure 7, at right) was developed and rolled out to 194 national Ministry of Education staff, engineers, architects, planners, teachers and inspectors involved in constructing schools. Communities were also sensitized and given the responsibility of monitoring the construction processes. Initial anecdotal evidence suggests a reduction of misunderstandings between communities and the Ministry of Education. This paved the way for the consensus-based construction of 312 classrooms to date, giving 12,636 boys and girls access to a safe learning environment.

GUIDE PRATIQUE
D'ORIENTATION DE LA PRISE EN COMPTE DE PRINCIPES DE LA SENSIBILITE AUX CONFLITS, AUX CATASTROPHES ET A LA COHESION SOCIALE DANS LE PROCESSUS DE CONSTRUCTION DES ECOLES RESILIENTES AU TCHAD

FIGURE 7.

The *Conflict-Sensitive School Construction Manual* was developed in Chad to launch a consultative process of school construction that ultimately aims to increase trust in government.

Ending violence against children: Imperatives for peacebuilding

An enduring legacy of conflict in many countries has been the perpetuation and spread of a culture of violence, including gender-based violence, violence against children, political violence and communal violence. Physical, psychological and sexual violence often becomes normalized and transmitted across the generations.[42] The consequence of not addressing violence against children is multifaceted for peacebuilding efforts.

For one, children and adolescents who are subjected to such violence in schools over a prolonged period can suffer social exclusion, poorer health and reduced learning outcomes, and are more likely to leave school prematurely – all leading to inequity and powerful forms of victimization that threaten their capacities to withstand, adapt to and transform the conditions created by conflict.[43]

Additionally, children who are pushed out of school prematurely by such violence are more vulnerable to increased danger of violence and abuse, exploitation and recruitment into armed groups.[44] Evidence suggests that mass violence results when a small group is inclined to violence, takes over leadership, and is joined by individuals prone to violence. Harsh child-rearing practices in homes and schools can lead to such tendencies.[45] Violence against children often intersects with issues such as economic and social hardship, exacerbating existing inequalities in society, and further threatening social cohesion.[46]

42 United Nations Children's Fund, *Conflict Analysis Summary: Burundi*, UNICEF, New York, 2015, p. 5.
43 See: Ogando Portela, M.J. and K. Pells (2015). *Corporal Punishment in Schools: Longitudinal Evidence from Ethiopia, India, Peru and Viet Nam*, Innocenti Discussion Paper No. 2015-02, UNICEF Office of Research, Florence, Italy, available at <www.unicef-irc.org/publications/pdf/CORPORAL%20PUNISH MENT%20IDP2finalrev.pdf>; and United States Agency for International Development, 'Fact Sheet: What is the cost of school-related gender-based violence?', USAID, Washington, D.C., July 2015.
44 Parkes, J., et al., 'A Rigorous Review of Global Evidence on Policy and Practice on School-Related Gender-Based Violence', UCL Institute of Education, London (forthcoming).
45 Staub, Ervin, 'Building a Peaceful Society: Origins, prevention, and reconciliation after genocide and other group violence, *American Psychologist*, vol. 68, no. 7, October 2013, pp. 576-589.
46 Bender, Lisa, 'Conflict Remains Major Barrier to Schooling', Global Partnership for Education, 21 January 2016, <www.globalpartnership.org/blog/conflict-remains-major-barrier-schooling>.

1.3.2 Strengthening horizontal social cohesion

GLOBAL THEORY OF CHANGE

If education services, both formal and informal, are planned and delivered in communities in ways that create mechanisms for dialogue and cooperation, build capacities, and strengthen positive relationships among groups, then community resilience to violent conflict will be enhanced.

Bonds within and between different communities in society are often significantly eroded by violent conflict. The Learning for Peace conflict analyses revealed the following factors:

- Increasing competition over services and resources can lead to growing tensions and rivalries between the different groups that vie for access to them.
- Grievances and inequalities between groups became mobilized along ethnic, religious or political lines at the community level.
- Elite or majority group dominance of community decision making can lead to a lack of representation and/or recognition of the needs of other groups.[47]

Reinforcing the findings noted above, FHI 360's recent global analysis of nearly 100 countries concluded that education inequality doubles the likelihood of violent conflict onset.[48] Figures 8 and 9 (*page 18*) aim to illustrate this point through a comparison of education attainment across sub-national, ethnic and religious groups in Côte d'Ivoire, a Learning for Peace country, and Mongolia, a non-Learning for Peace country.

Côte d'Ivoire ranked 105 in the 2015 Global Peace Index and experienced civil conflicts from 2002-2007 and 2010-2011. Mongolia, on the other hand, was one of the 12 per cent of countries that did not experience internal conflict in modern times[49] and ranked 43 in the 2015 Global Peace Index.[50] The disparity in average years of schooling across ethnic, religious, gender and sub-national groups in Côte d'Ivoire is one of the largest in the world, at 4.6 years between ethnic groups and 4.5 years between sub-national regions. In Mongolia, the gap is one of the lowest in the world, at 0.37 years between ethnic groups and 0.46 years between sub-national regions.

While such a wide difference in education inequality between a conflict-affected country and a non-conflict affected country may be a determinant of conflict, it may also be a consequence or outcome of internal conflicts. For instance, violent ethnic conflicts in fragile states reduce the overall stock of education and reinforce inequalities, especially wealth and gender disparities.[51]

In summary, rising inequalities in education can increase the risk of violent conflict, and consequently, experiencing violent conflict can exacerbate pre-existing education inequality.

To break the cyclical relationship between causes of violent conflict and the onset of conflict, programmatic responses throughout all Learning for Peace countries aimed at strengthening the bonds between citizens working at different levels, from curriculum reform to the provision of non-formal educational opportunities for marginalized children and youth in communities affected by violent conflict. Figure 10 (*page 19*) provides an overview of the range of approaches employed.

47 United Nations Children's Fund, 'Peacebuilding, Education and Advocacy in Conflict-affected Contexts Programme: UNICEF 2013 Annual Consolidated Report', UNICEF, New York, 2014, pp. 5, 19; United Nations Children's Fund, 'Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme: UNICEF 2014 Annual Consolidated Report', UNICEF, New York, 2015, pp. 14, 15.
48 FHI 360 Education and Policy Data Center, 'Does Horizontal Education Inequality Lead to Violent Conflict? A global analysis', United Nations Children's Fund, New York, April 2015, p. 3.
49 FHI 360 Education and Policy Data Center. 'Education Inequality and Violent Conflict: Evidence and Policy Considerations', FHI 360, Washington, D.C. (forthcoming).
50 Institute for Economics and Peace, *Global Peace Index: Measuring peace, its causes and its economic value*, IEP, New York, 2015, p. 3.
51 FHI 360 Education and Policy Data Center. 'Education Inequality and Violent Conflict: Evidence and Policy Considerations', FHI 360, Washington, D.C. (forthcoming).

FIGURE 8.

Average years of schooling in Côte d'Ivoire, 2012[52]

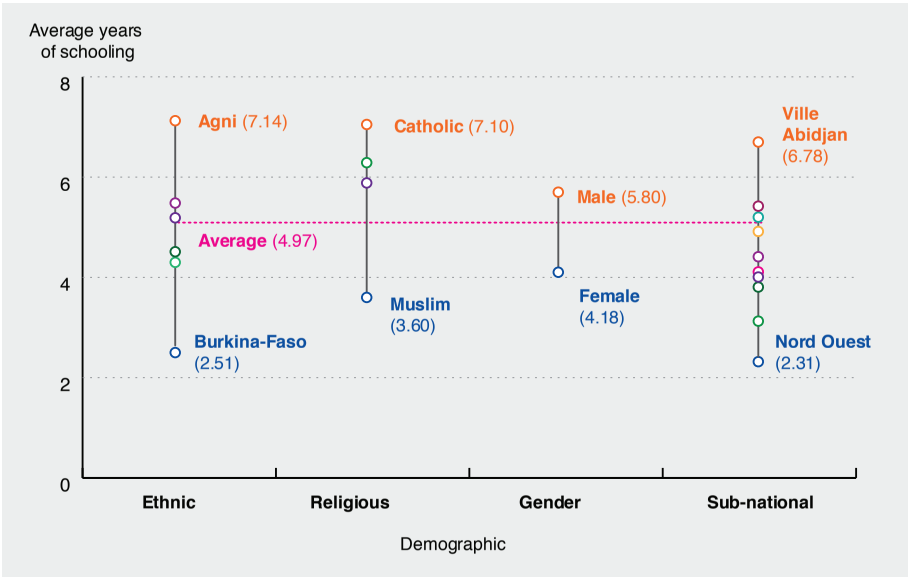
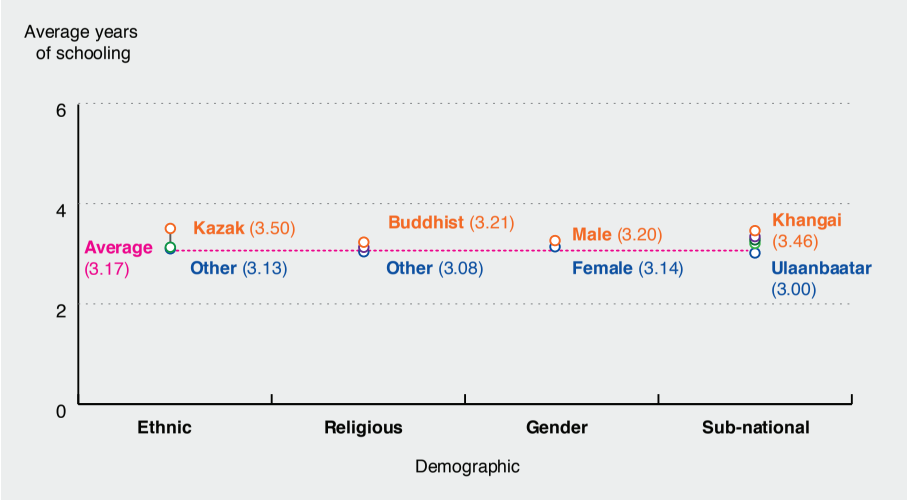


FIGURE 9.

Average years of schooling in Mongolia, 2010[53]



52 FHI 360 Education and Policy Data Center, Education Inequality and Conflict Dataset, 2015.
53 Ibid.

FIGURE 10.

Strategies for strengthening horizontal social cohesion (relations among groups)

Policy integration

Reconciliation and peacebuilding require redressing past injustices and the legacies of repressive practices by regimes or dominating factions. In education, such practices may be manifested through curriculum choices that promote particular historical narratives or marginalize selected minorities, and through policies that restrict use of mother tongue languages in classroom instruction. Such cases were identified in the Learning for Peace conflict analyses. Based on these findings, the programme supported efforts to promote Mother Tongue-Based Multilingual Education for children.

In **Myanmar**, UNICEF facilitated dialogue sessions that brought together diverse civil society and education stakeholders in Mon, Kayin and Kachin States and in the capital city of Nay Pyi Taw. During these conversations, viewpoints on Mother Tongue-Based Multilingual Education could be openly and freely discussed, leading to achievements such as:

- Drafting a new language policy in Mon State.
- Opening up dialogue and initiating cooperation between the government and ethnic-language providers.
- Agreement on the 'Nay Pyi Taw principles', which have become the basis for extending the 'Peace Promoting National Language Policy for Myanmar' as part of the larger Language Education and Social Cohesion initiative in the region.[54]

Institutional strengthening

Initiatives that build individual and organizational capacities can have wider effects on institutional practices and processes in support of peacebuilding outcomes. For instance, improving the capacity of teachers to manage conflict themselves and foster peacebuilding skills among their students enables teachers to contribute to peacebuilding within the community and to respond to new crisis situations.

In the **Democratic Republic of the Congo**, staff from the Ministry of Primary and Secondary Education, and the Initiation of a New Citizenship together with members of civil society organizations received training tools and pedagogic support materials on conflict prevention / non-violent conflict management. These individuals are now acting as focal points to ensure integration of peacebuilding and emergency issues in both national policies and humanitarian response. For teachers, training modules have been developed to highlight the importance of cohabitation, conflict prevention and resolution, respect for diversity and protection of children from violence. The training of 7,992 education actors—as part of ongoing partnerships with the Global Partnership for Education and the European Union—is a starting point for building institutions that help promote inter-ethnic relations.

Individual and community development

Collaborative responses for early childhood development (ECD) such as community-based centres and parent and caregiver groups, have demonstrated potential not only to improve community protection mechanisms and well-being for children, but also to alleviate inter-group tensions.

In **Côte d'Ivoire**, 22 ECD centres have facilitated the formation of mothers' groups that purposefully bring together mothers from different Ivorian ethnic groups as well as those from neighbouring countries. Previously, contact between these women had been limited and perceptions of other groups were often negative. Through providing the space for 650 mothers to engage in literacy classes and income-generating activities, and to have discussions about their children's well-being, friendships and relationships of trust are being built.

This has helped break the cycle of transmission of negative values towards others from parents to their children, and has also begun to have influence on the attitudes of these women's husbands, who previously held resentment and engaged in violence towards other groups with different ethnic and/or political affiliations within their community.

The Communities Care initiative, implemented in **Somalia** and **South Sudan** with the aim of transforming social norms that perpetuate gender-based violence, reached out to family and community members, as well as survivors of gender-based violence. Initial assessment results advised that, in environments in which such violence has been normalized through social norms and a culture of impunity for perpetrators, addressing the root causes of conflict should be combined with strengthened services for victims and concerted work to transform the social norms.[55]

> "Playing with the madrasa students is great – we teach them various techniques and we also learn from them about teamwork. They are together all the time so they really know how to work as a team … halfway through the match, we became friends. Sports make children happy. We forget about the sad situation that's prevailing. The security protection structures are not a nice thing to see. But we're not afraid. And to show that, we will continue our education and keep coming to school."
>
> **—16-year-old student, Peshawar, Khyber Pakhtunkhwa Province, Pakistan**

> "We felt happy to leave the madrasa and to come play with new friends. Inside madrasa, we have physical activities but they are very limited. We learnt a lot from our new friends. We learnt not only about cricket but also other good ideas about life."
>
> **—15 year-old madrasa student, Peshawar, Khyber Pakhtunkhwa Province, Pakistan**

Accordingly, the initiative facilitated community dialogues that engaged women who have experienced abuse, along with husbands, family members and religious leaders. Communities Care also aimed to strengthen existing health-care services, rule of law and education to improve reporting of and response to abuse. Initial findings from monitoring data indicate a reduction in intimate partner violence and changing social attitudes.

In **South Sudan**, parents who participated in the initiative were encouraging their daughters to complete primary school and not to marry before age 18, and communities were asking husbands to take on more household responsibilities. In **Somalia**, there has been a shift in attitudes among participants, with increased levels of rejection of the belief that if a girl is raped, she should marry her attacker.

Access to conflict-sensitive education

Non-formal and alternative education opportunities can bolster mutual understanding, tolerance and trust of others when they are intentionally designed to be inclusive, and bring diverse groups of children and youth to learn, play and work together.

In **Pakistan**, the programme engaged 22,388 children and youth with diverse backgrounds – including those who were not in school, as well as those attending public and private schools and madrasas – in weekly sport and play-based activities at 60 community-run recreation centres in Swat and Lower Dir Districts.

Through organized sports and events facilitated by trained youth coaches and mentors, children were able to develop trust, respect, conflict-resolution and leadership skills. Data collected through surveys on knowledge, attitudes and practices (KAP) and follow-up focus group discussions suggest that as participants developed friendships with each other through play, various dimensions of social cohesion improved, including trust and tolerance of others and the ability to resolve disputes constructively.

54 UNICEF East Asia and the Pacific Regional Office, *Synthesis Report: Language Education and Social Cohesion (LESC) Initiative in Malaysia, Myanmar and Thailand*, United Nations Children's Fund, Bangkok, 2016, p. 27.

55 Read-Hamilton, Sophie, and Mendy Marsh, *Using Social Norms Perspectives in Sexual Violence Prevention with Conflict Affected Communities: The Communities Care Program*, Paper presented at the Inaugural Asia-Pacific Conference on Gendered Violence & Violations, Sydney, Australia, 10-12 February, 2015.

1.3.3 Strengthening individual capacities

GLOBAL THEORY OF CHANGE

If education services, both formal and non-formal, help alleviate the negative impact of violent conflict on individuals and build their capacity to address the underlying causes and dynamics of violent conflict, then individuals will be able to contribute to social cohesion and more resilient, peaceful societies. This is because education service delivery aimed at strengthening peacebuilding can build individuals' transformative, adaptive and absorptive capacities to address the psychosocial root causes and impacts of violent conflict and create inclusive social relationships in the home and the community.

A number of factors influence the capacity of children and youth to withstand, adapt to and transform the conditions created by violent conflict. The following factors are relevant to social services provision, particularly education:

- Low education quality and relevance can increase the vulnerability of boys and men to engage in negative socio-economic coping strategies, such as crime and violence, and increase their risk of recruitment or conscription into armed groups or forces.[56]
- In situations of violent conflict, women and children are disproportionally affected. Women are more likely to be internally displaced or refugees, and face a higher likelihood of being subjected to sexual and gender-based violence, including rape, trafficking and prostitution.[57]
- While youth are often viewed as perpetrators of violence or threats to peace, there is less acknowledgement of their resilience, and their capacity and desire for supporting transformative change.[58]

These issues were commonly identified as significant concerns in the conflict analyses conducted at the outset of programming. Figure 11 (*page 23*) shows various programme activities that focused on strengthening the capacities of individuals who are affected by conflict to 'absorb, adapt and transform'.

Policy integration

Schooling plays a crucial role in shaping group identity and how individuals from other groups are perceived, thereby shaping the potential for group mobilization in conflict situations.[59] In regard to education systems, it has been found that internal conflict based on ethnicity lowers mean years of schooling by 8.2 per cent, while conflicts between countries lower mean attainment by 3.3 per cent.[60] This indicates the relevance of working to transform policies and curricula that impact individuals' shared national identity and respect for diversity, as well as a sense of global citizenship.

In **South Sudan** life skills and peacebuilding education was integrated into the national curriculum with support from an inter-ministerial group made up of the Ministry of Education, Science and Technology, the Ministry of Culture, and the Ministry of Youth and Sports. Peacebuilding competencies – for example, 'bringing pupils together' and 'sharing and taking turns' for Grade 1; 'cooperating within a group', 'appreciating different needs and roles' and 'awareness of signs of landmines' for Grade 2; 'resolving conflicts' and 'recognition of gender equality' for Grade 3; and 'identifying acts that can lead to conflicts' and 'resisting peer pressure' for Grade 4 – constitute learning outcomes in the revised curriculum. Life skills and peacebuilding education content has been integrated into seven subjects at the primary level and five subjects at the secondary level. Following a pilot across 48 schools in 2014, the roll-out of the curriculum has reached more than 35,000 learners in five states to date.

56 Bannon, Ian, and Maria C. Correia, eds., *The Other Half of Gender: Men's issues in development*, Chapters 7 and 9, World Bank, Washington, D.C., 2006, pp. 137–158, 195–218.
57 World Bank, *World Development Report 2011: Conflict, security, and development*, World Bank, Washington, D.C., 2011, p. 61.
58 Lopes Cardozo, Mieke, et al., *Literature Review: Youth agency, peacebuilding and education*, United Nations Children's Fund, New York, January 2015, pp. 22, 28.
59 FHI 360 Education and Policy Data Center, *Horizontal Inequality in Education and Violent Conflict*, United Nations Children's Fund, New York, 2015, p. 2.
59 Omoeva, C., W. Moussa and R. Hatch, *The Effects of Armed Conflict on Educational Attainment and Inequality*, FHI 360, Washington, D.C., 2016 (forthcoming).
60 UNICEF Sierra Leone, *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme UNICEF Sierra Leone Programme Report*, UNICEF Sierra Leone, Freetown, 2016, pp. 12, 13.

FIGURE 11.
Activities undertaken to strengthen individual capacities

Institutional strengthening

Learning for Peace also sought to reduce acts of violence against children in schools and communities in **Sierra Leone** by engaging teachers, students, parents and local authorities to formulate alternative methods of discipline. In addition to revising pre-service and in-service teacher education materials to replace corporal punishment with peaceful classroom management skills, community-level discussions and children-led drama performances, song and public debates on the negative effects of corporal punishment have begun to change disciplinary measures in classrooms.

After reaching nearly 50,500 participants and 6,878 schools, 46 per cent (3,160 schools) reported no longer practising corporal punishment and have

Students attend a rally on preventing violence in schools in Kenema District, Sierra Leone.

replaced that form of discipline with extra homework or classroom chores (e.g., cleaning the classroom drinking-water bucket, sweeping the floor, closing windows after school, distributing textbooks before class). Although 46 per cent does not mark a quantitative change from the initial 49 per cent baseline determined from the pilot initiative in 40 schools, the concrete behavioural changes in the social norm of corporal punishment indicates potential for continued positive behavioural change.[61]

Individual and community development

When they are empowered to have a meaningful role in their community and given the chance to have their voices heard, children and adolescents can undergo a process of transformation that helps them to reframe their own reality, transcend violence and discrimination, and advance alternatives to social violence and discord. Programme activities across a number of Learning for Peace countries sought to provide children and youth with more prominent roles in their communities, and be more visibly engaged in constructive change within them.

In **the State of Palestine**, the Ministry of Education and Higher Education, the Higher Council for Youth and Sports, civil society organizations and UNICEF worked with more than 14,000 adolescents aged 12–18 to develop and enhance their skills to constructively engage in their communities as agents of positive change. The programme reached out to boys and girls in marginalized communities of the West Bank and Gaza. When recruitment proved challenging, particularly for girls, recruitment efforts consisted of door-to-door visits to families and dialogues with parents.

The adolescents learned twenty-first century information technology skills, as well as life skills including communications, critical and creative thinking, leadership, problem solving and conflict resolution. The training contributed to building adolescents' self-esteem and ability to support their community through local initiatives. Through 630 community initiatives, the adolescents investigated and raised awareness around a wide range of issues, including the environment, road safety, health and hygiene, lack of recreational space, and girls' and women's rights. In Hebron, a group of adolescents participated in an 'open day' event at which they exchanged ideas with local government officials, who showed support for innovative solutions addressing community issues.

For ongoing cultivation of young people's civic participation, an online platform, Palestine Volunteers, was set up in November 2015. With more than 250 adolescents and over 90 civil society organizations registered, the platform matches the former's skill sets and interests with the latter's needs. Adolescents have carried out various volunteer activities to date, such as recycling waste in schools, establishing a public library in their local community, and providing winter clothes for vulnerable families.

Access to conflict-sensitive education

The provision of relevant, inclusive educational opportunities for children and adolescents can serve an important role in rectifying the legacies of conflict, and also equip them with relevant and necessary skills and competencies to transform their current situation.

In **Ethiopia**, pastoralist groups are marginalized from education due to interruptions caused by seasonal migration. In a process known as *Sahan*, community members search for adequate and available pasture and water for their livestock and once found, the pastoral community migrates with their clan. Education is then halted for agro-pastoral and pastoralist children until they return. During this absence, children can miss out on up to four months of education, thereby reinforcing marginalization.

The Learning for Peace programme, working with the Ethiopian Government and in consultation with the pastoralist communities, broadened access to education for pastoralist children, and thereby reduced education inequality. Fifty-two new Alternative Basic Education centres and two primary schools were constructed at sites along migratory routes. Pastoralist children were then provided with 'networking cards' containing a record of their education history, to support enrolment procedures and continuous education at the centres located along the migratory routes. The networking cards are now affording nearly 6,000 children an equal opportunity for a full primary education.

61 Smith, Alan, Simone Datzberger and Alan McCully, *The Integration of Education and Peacebuilding: Synthesis report on findings from Myanmar, Pakistan, South Africa and Uganda*, United Nations Children's Fund, New York, 2016, p. 6.

1.3.4 Approaching peacebuilding from multiple entry points

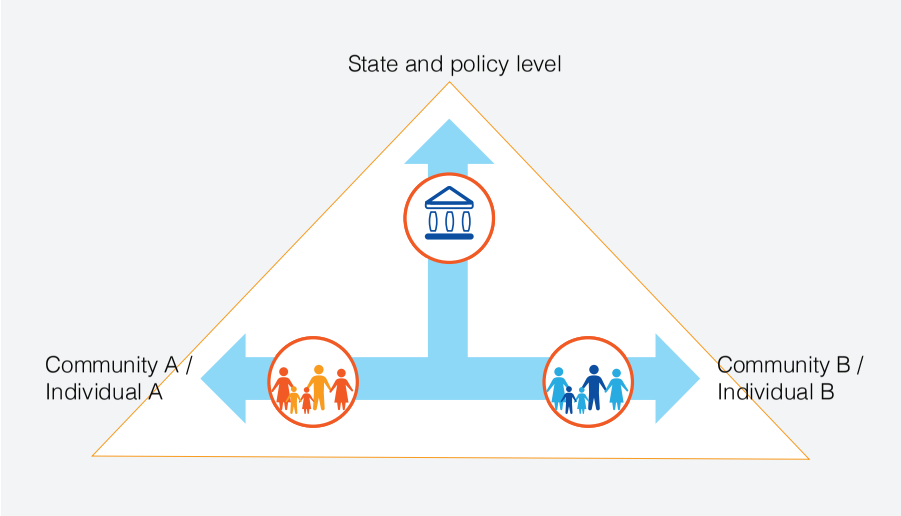
Developing sound peacebuilding policies and practices requires holistic approaches that engage stakeholders across multiple levels.[62] A number of Learning for Peace interventions demonstrate the effectiveness of this strategy. As illustrated in Figure 12 (*below*), a Learning for Peace intervention could be characterized as 'convergent' if it strengthens vertical cohesion (through policy and institutional development); horizontal social cohesion (through interventions that foster constructive relationships within communities and among community groups); and individual capacities (knowledge, attitudes and skills for peacebuilding) of children, youth and caregivers.

Celebrating a decade of peace since the August 2003 signing of the Comprehensive Peace Agreement that brought to an end Liberia's civil war, the Government embarked on a series of initiatives aimed at keeping the country on the path of peace. One of these was the 2013 Strategic Roadmap for National Healing, Peacebuilding and Reconciliation in Liberia (2013–30).[63] Among the Roadmap's 12 thematic components are 'Conflict Prevention and Mediation', 'Children and Youth Recovery and Empowerment', and 'Transformative Education'.[63]

The youth empowerment thematic component was operationalized into the National Youth Service Programme and the Junior National Volunteers programme. Supported by US$1.5 million from the Peacebuilding Fund, the two programmes comprised a comprehensive initiative designed to strengthen social services delivery, including education, and social cohesion within and among communities.

Through Learning for Peace, 375 National Volunteers (university, college and technical school graduates) and Junior Volunteers (high school graduates) gained technical competencies and leadership skills, along with training to deliver social services. They served in government institutions as teachers, agricultural sector vocational trainers and mentors, health sector assistants, and youth centre managers. They helped manage community peace

FIGURE 12.
Vertical and horizontal social cohesion



62 Singh, Priyal, and Lesley Connolly, *The Road to Reconciliation: A case study of Liberia's reconciliation roadmap*, The African Centre for the Constructive Resolution of Disputes, South Africa, 2014, p. 2.
63 Ministry of Internal Affairs, et al., *Towards a Reconciled, Peaceful and Prosperous Liberia: A strategic roadmap for national healing, peacebuilding, and reconciliation* (June 2012 – July 2030), Monrovia, Liberia, 2013, pp. 2, 3.

committees and facilitated community dialogues and conflict resolution. They also supported community development efforts such as construction of new facilities, infrastructure rehabilitation and community clean-up activities.To date, the volunteers have resolved 1,362 community conflicts and negotiated a peace accord between two opposing clans after incidents of violence. Anecdotal evidence suggests that the volunteers and the community peace committees they manage have come to be seen as an alternative mechanism for conflict resolution in civil cases, reducing the caseload coming to the courts and police.

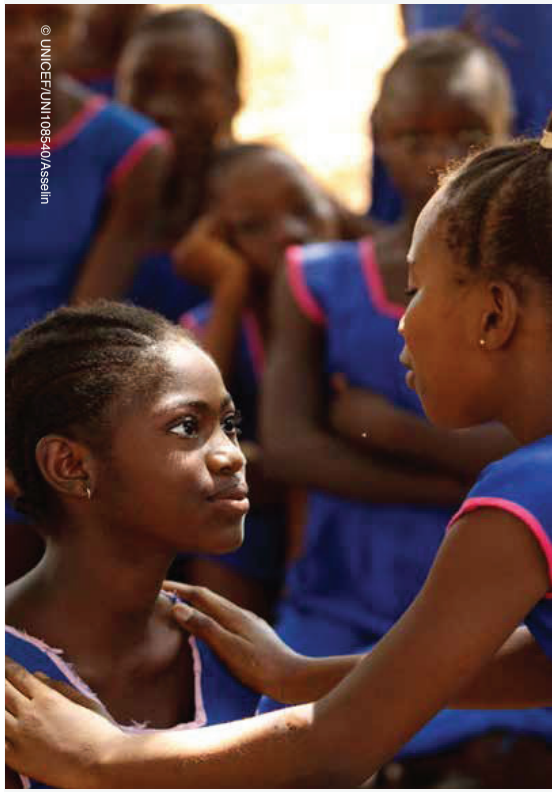
During the Ebola crisis, and in the wake of deteriorating social service delivery, Junior National Volunteers proved to be a valuable resource for disseminating community health messages and mediating conflicts as they were already trained as community mobilizers and known and trusted in their local communities. The volunteers worked alongside the community peace committees to raise awareness of the disease and mitigate stigmatization of victims that could otherwise divide families and communities. The emergency response reached more than 40,000 people.

A National Volunteer teacher leads students in an outdoor activity at Harper Demonstration School, Maryland, Liberia.

However, National Volunteers who were deployed to communities where they were not known previously encountered challenges, highlighting the importance of coordination in emergency responses.

Operationalization of Liberia's Strategic Roadmap through the youth volunteer programme and the volunteers' contribution to public services delivery simultaneously helped strengthen citizens' trust in the State (vertical social cohesion) and communal and individual relationships (horizontal social cohesion).

In a country where youth represent a large percentage of the population that missed out on education, skills training and livelihoods – one in every three young persons is unemployed – the initiative helped turn the common perception of youth from the victim-perpetrator dichotomy to peace agents. It also gave youth an opportunity for positive personal development to become effective and appreciated agents of change whose contributions mattered in the lives of their fellow citizens.



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Sierra Leone: Learning for Peace supported Sierra Leone's government-led Education Sector Planning to develop intervention strategies to reduce gender disparity and gender-based violence, particularly for girls in schools.

1.4 Lessons learned

Learning for Peace was a unique attempt to strengthen vertical and horizontal social cohesion and individual capacities through education and other social services. Section 1.4 highlights windows of opportunity and potential shortcomings that may provide insights for organizations pursuing a similar approach.

1.4.1 Make deliberate efforts for peacebuilding

The explicit focus on peacebuilding, as described in Section 1.2, differentiated Learning for Peace from previous UNICEF programmes, which led to crucial changes in design, implementation and monitoring of this programme, including the following.

Long-standing initiatives can be recast for peacebuilding.

Through its mandate as a United Nations agency, UNICEF has been working to end violent conflict and war since its inception. In many country offices, programming often has an implicit peacebuilding objective, but it is not explicitly stated or identified as a key strategy. Long-standing initiatives across many of UNICEF's sectors can be re-examined and minor adjustments made to recast these initiatives

to include explicit contributions to peacebuilding. For example, UNICEF's flagship education programme, Child-Friendly Schools, and its principles of inclusiveness, gender-sensitivity, democratic participation and protection can make a constructive contribution to peacebuilding programming.[65]

Sierra Leone and **Yemen** recast established programmes for peacebuilding. In other contexts, caution must be exercised and sensitivity applied to achieve the overarching goals of addressing conflict factors and strengthening social cohesion. In some cases, this involves applying context-specific terminology. In **Pakistan**, the **State of Palestine**, **Myanmar and Ethiopia**, for example, 'peacebuilding' was politically sensitive and therefore the terms 'social cohesion' and 'resilience' were used instead.

Expertise in peacebuilding and shared understanding of intended results are essential.

Explicit peacebuilding programming requires content knowledge and monitoring and evaluation (M&E) skills. In parallel to recruiting programme officers in nearly all country offices participating in Learning for Peace, UNICEF widened its network of partners to include civil society organizations and thought leaders active in peacebuilding and conflict resolution, as well as traditional education partners. Search for Common Ground, the International Center for Transitional Justice and the Global Coalition to Protect Education from Attack are a few examples.

Following an accumulation of collective learning and research findings, UNICEF compiled a training package on conflict sensitivity and peacebuilding programming[66] for ongoing institutional development, during and beyond the lifetime of the programme.

Gender-transformative approaches are vital to sustaining peacebuilding outcomes.

Evidence indicates that improving gender equality in peacebuilding initiatives has a positive effect on both their durability and outcome.[67] Learning for Peace provided the opportunity to learn about the role of education in promoting gender equality and how this contributes to social cohesion. A key lesson has been the need to reflect a more nuanced understanding of gender in the context of peacebuilding. This means moving beyond a simplistic focus on women and girls to reflect the joint role of men and women in producing gender norms, and in turn how these norms intersect with other identities, such as age, ethnicity, religion and disability.

Truly transformative approaches should seek to create opportunities to challenge the gender norms that can fuel conflict and harness those that promote peace.

Examples of a transformative approach include the Gender Socialization in Schools pilot programme for teacher instructional methodology change in **Uganda**, and the Communities Care initiative in **Somalia** and **South Sudan**. In these cases, Learning for Peace generated evidence-based models to address the gender norms that limit girls' and boys' access to education or perpetuate sexual violence, both examples of factors undermining social cohesion. Through these pilot interventions, the programme has also demonstrated the importance of expanding efforts to transform social norms beyond the school environment to engaging multiple community stakeholder groups, alongside the need for longer-term interventions to sustain positive behaviour shifts and influence broader change.

1.4.2 Approach peacebuilding holistically

As discussed in Section 1.3.4 (*page 25*), integrated programming at multiple levels – including work to strengthen vertical social cohesion, horizontal social cohesion and individual capacities – is fundamental to designing and implementing effective peacebuilding programmes. In this regard, highlights of KAP survey results and case study findings from the Learning for Peace programme are outlined below.

65 See: Kagawa, Fumiyo, and David Selby, *Child-Friendly Schooling for Peacebuilding*, United Nations Children's Fund, New York, 2014.
66 United Nations Children's Fund, *Conflict Sensitivity and Peacebuilding Training Package*, United Nations Children's Fund, New York, 2016 (Internal).
67 United Nations Children's Fund, *Gender, Education and Peacebuilding Brief: Emerging issues from 'Learning for Peace'*, United Nations Children's Fund, New York, 2015, p. 1.

There is a risk that efforts to promote vertical social cohesion or improve individual capacities may inadvertently strain horizontal social cohesion, or vice versa.

The KAP survey of 2,991 youth and adults in **Burundi** found that trust in the government was lowest among those with no formal education, supporting the programme rationale that access to education increases vertical social cohesion. However, the research also indicates that within the same sample, trust in the family and in the community was highest among those with no formal education.

Similar findings were noted in the KAP survey of 800 children and youth in **Pakistan**. Children attending private schools, who are most likely from relatively wealthier households, scored the lowest in social cohesion, while out-of-school children, who most likely represent marginalized populations (some of whom reported they spend their day picking up trash), scored the highest.

This suggests that access to education may strengthen vertical social cohesion but weaken horizontal social cohesion, particularly when messages, values and norms promoted in schooling stand in conflict to those within the family and community setting. Strong results for peacebuilding should increase vertical and horizontal social cohesion simultaneously.

In **Myanmar**, the international community's attempt to increase vertical cohesion through equitable education service delivery was viewed by ethnic Rakhines as favouring the Muslim internally displaced groups – leading to further rifts in the already fragile horizontal cohesion. In response, UNICEF strengthened coordination with partners on supply distribution and launched a state-wide communication strategy that advocates for the whole of Rakhine, the second poorest state in Myanmar. While broadening access to education remained the primary objective, the conflict sensitivity of programme implementation was monitored to ensure adherence to the 'do no harm principle.' The exercise found that the aforementioned negative perception is no longer widespread, signalling entry points for peacebuilding activities, while cautioning to proceed in small milestones.[68]

Interaction between groups must be meaningful and frequent to strengthen horizontal social cohesion.

As noted in recent research, the facilitation of this exposure to 'the other' needs to be carefully considered to avoid confirming existing stereotypes and negatively impacting relationships.[69] More effective forms of inter-group contact are ones that become anchored towards solving shared and collective problems, with an ambition of collectively mobilizing efforts to redressing inequalities within and between groups.[70]

This argument was reflected in the **Pakistan** KAP survey and focus group discussion findings, which observed that participation in community activities serves as an entry point to build a sense of belonging and inclusion – which in turn lays the foundation for tolerance of 'others' and the long-term outcomes of trust and sense of recognition and legitimacy.

The needs of individuals affected by protracted distress must be identified and addressed before efforts to strengthen vertical or horizontal social cohesion with them can be effective.

In **South Sudan**, a survey of 300 programme participants revealed continued high levels of depression and anxiety among children affected by the ongoing conflict in their communities. Of particular concern were the 73 per cent of children in Juba who responded with 'mostly' or 'sometimes' to the survey items 'think life isn't worth living' and 'feel like running away'. Additionally, children reported feeling lonely, crying and having bad dreams. Their responses suggest that children's psychosocial needs were not sufficiently addressed through programme efforts focused on ending peer violence.

68 United Nations Children's Fund, *Reviewing the Conflict-Sensitivity and Peacebuilding Potential of UNICEF Education Activities in Rakhine State*, UNICEF Myanmar, Yangon, 2016, pp. 8, 23 (Internal).
69 Maoz, Ifat, 'Multiple Conflicts and Competing Agendas: A framework for conceptualizing structured encounters between groups in conflict – The case of a coexistence project of Jews and Palestinians in Israel', *Peace and Conflict: Journal of Peace Psychology*, vol. 6, no. 2, May 2000, pp. 135–156; and Staub, Ervin, *Overcoming Evil: Genocide, violent conflict, and terrorism*, Chapter 14, Oxford University Press, New York, 2011, pp. 327–342.
70 Staub, Ervin, *Overcoming Evil: Genocide, violent conflict, and terrorism*, Oxford University Press, New York, 2011, pp. 336, 338.

1.4.3 Be realistic about what can be achieved and measured

Peacebuilding is not measured directly but through indices of indicators.

The cross-section between education and peacebuilding programmes remains a largely uncharted territory. The nexus between the two sectors requires new knowledge, methodologies, and evidence about the ways in which education and peacebuilding can contribute to one another.

Learning for Peace's primary objective consisted of achieving peacebuilding results (social cohesion, resilience and human security) while education outcomes of access, instructional quality and learning comprised the programme's secondary objective. As this organization of results could be replicated in future programming that bridges peacebuilding with a social service sector, it is worth discussing programme learning around measuring the impact of peacebuilding.

Peacebuilding is the overarching outcome that is measured through indices of indicators organized by peacebuilding domains. While indicators may vary across contexts – as was the case in Learning for Peace in **Burundi**, **Côte d'Ivoire**, the **Democratic Republic of the Congo**, **Kenya** (Dadaab), **Myanmar**, **Pakistan**, **Somalia**, **South Sudan**, **State of Palestine** and **Uganda** – they typically included:

- Level of trust between the State and citizens
- Attitude towards quality of social services
- Sense of belonging and recognition
- Perception of safety and protection
- Frequency of civic participation
- Tolerance for differences and diversity
- Degree of self-esteem and confidence
- Means of coping with crises and trauma.

For Learning for Peace, the measures specifically linked to education. Demographic disaggregation included not only geographic affiliation, gender, age and ethnicity, but also education attainment, education status (in school or out-of-schools), and school type (faith-based, public, private). Inquiries on attitudes and perceptions surveyed respondents' observations and philosophy on schooling, such as quality ('education adequately prepares me for a job'), teachers' behaviour ('teachers should spank students when they misbehave'), sense of security in school compounds ('I feel safe when my children are at school'), and interaction with children from different communities in extra-curricular activities ('I like playing with children who don't speak my language').[71]

Figure 13 (*page 31*) captures sample questions from a KAP survey administered in Somalia.

Given that peacebuilding is a long-term enterprise, articulate the high-level goals of social cohesion, resilience and human security, but aim for specific milestones within those goals.

Regardless of the initial delays during the Learning for Peace implementation period due to the time needed for staff recruitment and conflict analysis, 4.5 years is likely an insufficient duration for realizing sustained peacebuilding results, with strong evidence for attribution to programming.

Activities were designed with the aim of applying peacebuilding strategies to existing education programmes or setting the foundation for longer-term peacebuilding programmes. Monitoring indicators, therefore, focused chiefly on outputs. In **South Sudan**, this meant using indicators on the integration of peacebuilding competencies and life skills into the primary school curriculum, rather than on country-level impacts such as youth's level of trust in the current Government.

The need to recognize the difference between countrywide results, such as gross school enrolment rates and level of tolerance of diversity, and specific project or programme results, such as the number of policies influenced, is an important lesson learned by UNICEF that could be applied by other organizations.

71 More in-depth details around indicators can be found in the web-based Design, Monitoring and Evaluation (DM&E)) for Peacebuilding guide at <http://dmeforpeace.org/howitworks>. The guide was written by Search for Common Ground with support from UNICEF's Learning for Peace programme.

FIGURE 13.
UNICEF Somalia Learning for Peace KAP Survey Excerpt

Section D: Social Cohesion (Belonging and Inclusion)

Do you think it is okay to go to a school that has children or youth from clans other than your own?

☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly agree

Do you think it is okay to go to a school that has teachers from clans other than your own?

☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly agree

Do you think that it is important for girls to attend school?

☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly agree

Do you think that schools should be equipped so that children with disabilities can study in the same school as children with no disabilities?

☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly agree

1.5 Ways forward

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South Sudan: By the end of 2015, UNICEF worked with partners such as World Council of Churches to support functional literacy and numeracy training opportunities in four temporary learning spaces, reaching 208 children (30 per cent females) focusing on life skills, and 311 children (64 per cent females) focusing on gender-based violence and peacebuilding.

Building on the lessons learned about peacebuilding programming from Learning for Peace, this section reflects on possible ways forward for a range of stakeholders operating at multiple scales. Because success in the future will be depend on the specific context, political and organizational willingness, timing and momentum, these suggestions should be considered as input for further discussion.

1.5.1 For the international community

Set peacebuilding as an explicit goal.

UNICEF recognizes that "complementary interventions, such as peacebuilding, are necessary for achieving results in conflict-affected contexts".[72] Donor agencies supporting the provision of social services in conflict-affected contexts could use their financial and political leverage to promote conflict-sensitive, risk-informed and peacebuilding programming. This could include requiring conflict analyses for programmes and promoting the incorporation of peacebuilding indicators within national Education Information Management Systems.

Develop a more common approach to conducting conflict analyses.

While a range of conflict assessments developed by various international actors exists, there is significant variability on how the findings from such analyses inform programmatic interventions and accountabilities.[73] The Learning for Peace programme provided a model of how a full range of needs and issues can be considered at the outset, and how national ownership and understanding about risks can be facilitated and acted upon. The exercise of linking conflict analyses, theories of change, programmatic initiatives and M&E systems to the country programme is worth reviewing as well. These lessons learned will be captured in the Education Sector Analysis Methodological Guidelines Volume 3, which includes a chapter on *Conflict and Disaster Risk Analysis of the Education System*.[74]

Leverage agreed vision and existing, tested resources.

Through the work of the Learning for Peace programme, and the guidance developed in collaboration with the Inter-Agency Network for Education in Emergencies (INEE), there now exists an agreement on what 'conflict-sensitive education' looks like, as well as how it might be implemented across the range of education sub-sectors. The development of the *Conflict Sensitive Education Pack*,[75] funded by Learning for Peace, has produced a tool that can be used systematically to guide the design and implementation of interventions in partnership with national governments and/or non-state actors.

72 UNICEF Executive Board, 'Report on the Midterm Review of the Strategic Plan, 2014–2017 and Annual Report of the Executive Director, 2015', E/ICEF/2016/6, United Nations Economic and Social Council, New York, 11 July 2013, para. 47.
73 Nicolai, Susan, Sébastien Hine and Joseph Wales, *Education in Emergencies and Protracted Crises: Toward a strengthened response*, Overseas Development Institute, London, 2015, pp. 23, 32.
74 Methodological guidelines are a joint publication with the World Bank, UNESCO, Global Partnership for Education, and DFID, and are used by governments and development partners to undertake sector analysis as a preliminary step in developing/revising national education sector plans.
75 The full Conflict Sensitive Education Pack is available at <http://toolkit.ineesite.org/inee_conflict_sensitive_education_pack>.

1.5.2 For UNICEF and other United Nations actors

Maintain momentum generated from the Learning for Peace programme.

At the country level, support should be given to sustaining and consolidating gains observed to date. New partnerships with a range of civil society actors established or strengthened during the programme could be further capitalized towards this goal.

At the same time, resilience and social cohesion indicators should continue to be tracked in order to strengthen the evidence base on whether and how the initiatives undertaken under Learning for Peace contribute to sustainable solutions in the medium to long term. Beyond this, the strengthened internal capacity for supporting and delivering peacebuilding programming provides vital platforms for UNICEF to leverage in future work for peacebuilding.

Consider integrating conflict analysis into the country programme development cycle, and link country programmes to the underlying causes and dynamics of conflict.

Conflict analysis need not be a stand-alone exercise, as conducted under Learning for Peace – integration into existing processes of situation analysis and education sector planning may be more appropriate for country programmes. If such analysis is carried out, peacebuilding indicators should be integrated into the country programme results framework. The forthcoming Education Sector Analysis Methodological Guidelines Volume 3's chapter on Conflict and Disaster Risk Analysis of the Education System would be a useful resource.

Use the evidence and knowledge generated from Learning for Peace to strengthen the position and role of social services in peacebuilding responses. Significant gaps remain in understanding and awareness of the potential of education, and social services more broadly, and the links to peacebuilding. In light of recent peacebuilding reviews, the tools, guidance and key learning from Learning for Peace could be shared through a variety of platforms across the United Nations.

1.5.3 For partner governments

Prioritize social services, including education, during and after conflict and crises.

Research and evidence developed prior to and as part of Learning for Peace provide important arguments for prioritizing social services (including education) during and after crises. Emphasis on security narrowly focuses on (re)building justice, financial and political systems – which is fundamental and vital but cannot alone create or sustain lasting peace in societies. Hence, social sectors, and particularly education, provide a key entry point to start to address root causes of conflict, often linked to social injustices and inequalities.

In societies where trust is broken and the need to build social cohesion is a pressing concern, education can either support or break down such efforts, making it even more important to address education systematically. Education provides one of the best mechanisms to reach the large, and growing, younger generations, and to begin collectively building peaceful societies at all levels – individual, community, national and global.

Consider how education is provided and delivered during and after crises.

A key lesson arising from the programme is the importance of recognizing and responding to dynamics that have led to conflict in the past. In addressing such dynamics through education, consideration needs to be given to:

- Equitable distribution of services and resources.
- Transparent, representative and accountable education systems that are responsive to citizens' needs and demands.
- Recognition of learners' diversity in curricula content and teaching methods.
- The potential to forge reconciliation and strengthen horizontal social cohesion across divided communities and the broader society.
- See young people as assets rather than threats to national development goals and priorities.

Learning for Peace has demonstrated how children and youth can serve as important agents of change. Partner governments should be encouraged to consider how to create mechanisms to engage their young citizens in peacebuilding efforts and to strengthen, rather than diminish, their capacities through meaningful formal and non-formal education.

1.5.4 For community-based actors, including youth and women

Stake a claim in decision-making processes at local, national and international levels, and hold decision makers accountable for addressing the underlying dynamics of conflict.

The United Nations Security Council Resolutions 1325 and 2250 recognize the important role of women and young people, respectively, and their potential to contribute to the prevention and resolution of conflicts and peacebuilding. Learning for Peace has demonstrated this recognition in action. The programme has offered a voice to young people, women, community leaders and religious leaders to be part of identifying problems in and possible solutions for their community – and they have been enabled to leverage their agency to challenge and shift the entrenched social norms that underlie violence, inequitable gender relationships and bias.

Reflect the rights, needs and concerns of all societal groups.

Women, men, girls and boys experience conflict differently, with a range of gender-related impacts that must be taken into account when considering solutions and approaches to building peace. To identify how multiple identities and social norms shape individuals' capacities to cope with, adapt to and transform conflict, inclusive platforms for dialogue and an openness to change must first be established. Only then will transformative solutions that best consider the needs of all constituencies surface.

ECD in Côte d'Ivoire: The Learning for Peace programme built 22 Early Childhood Development (ECD) Centers in remote villages in Côte d'Ivoire which united children and caregivers from different ethnic groups around the common goal of child well-being.

1.6 Closing

Too many parts of the world are suffering from conflict and its repercussions. Millions of children and young people are at risk of not reaching their full potential. Before more decades of development efforts are undone and future progress is blocked, it is a moral obligation of society to collectively find ways to foster social cohesion among communities, resilience in systems and individuals, and a sense of security in daily lives.

The Learning for Peace programme attempted to do just that.

Peacebuilding is about transforming relationships by addressing root causes of conflict. It requires changes in deeply rooted perceptions influenced by inter-generational narratives, and attitudes and behaviours defined by social norms. Peacebuilding therefore requires sustained efforts to influence beneficiaries at institutional, community and individual levels and scale up activities to reach a critical mass – who can then further drive social change.

Another important factor is comprehensiveness of programme design, as social change does not occur in isolation, but in connection with multiple elements of the wider system. Infusion of peacebuilding principles, intentions and strategies into education policies or curriculum reform may stop short of impacting children's development of positive citizen-ship, unless parents, teachers and institutions

around them communicate the same messages. Likewise, policy-level changes do not occur without the support of the critical mass. Interventions, therefore, must be multi-pronged, relevant, sufficient, and working to inspire change both upstream and downstream.

In addition to the rationale and evidence for peacebuilding programming through education discussed in Part 1, Part 2 of this report documents the details of the Learning for Peace programme processes and accountabilities. They include, but are not limited to, the programme's theory of change, progress in implementation of activities against set targets, scale of outreach through advocacy and partnerships, and operational and financial management.

UNICEF hopes that the testimonies of approaches, achievements and challenges documented in this report inform its readers of how education (or social services more broadly) can be harnessed to build peace. That way, the wider humanitarian and development community may build on these efforts and find ways forward towards peace, on which the futures of children and young people — and ours, too — depend.

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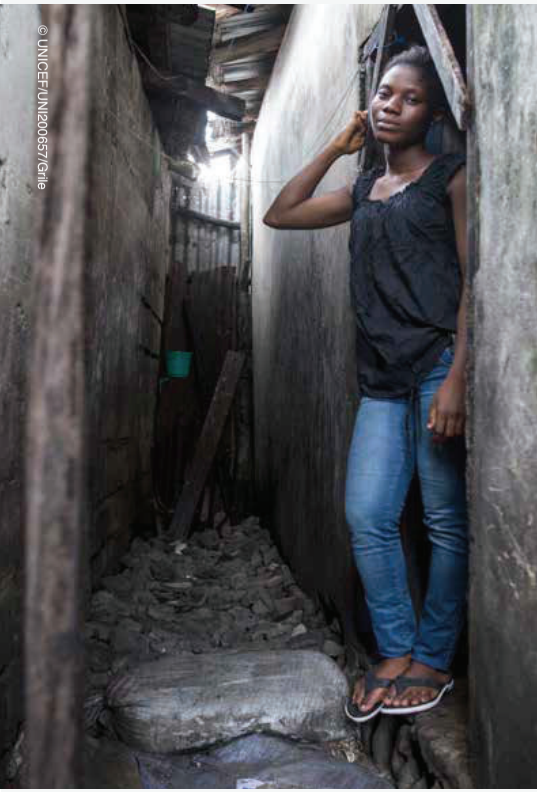
Part 2: **Accountability**

2.1 Programme overview



© UNICEF/UNI200657/Grile

Liberia: The Learning for Peace programme trained approximately 300 national youth volunteers in community mobilization and conflict resolution who also served as community prevention and awareness volunteers during the Ebola crisis.

2.1.1 Programme design

Learning for Peace was designed to strengthen social cohesion, resilience and human security through improved social services delivery, with a specific focus on education policies and practices. The programme builds on the theory of change that when delivered equitably and effectively, education can strengthen social cohesion, the resilience of children and communities, reduce risk of recruitment and indoctrination by armed actors, and limit the loss of human capital, while sustaining longer-term opportunities for children and youth for civic engagement and entering the labour market.

With support from the Government of the Netherlands and partner governments in each country, the programme was implemented in 14 countries: **Burundi**, **Chad**, **Côte d'Ivoire**, the **Democratic Republic of the Congo**, **Ethiopia**, **Liberia**, **Myanmar**, **Pakistan**, **Sierra Leone**, **Somalia**, **South Sudan**, the **State of Palestine**, **Uganda** and **Yemen**.

Five outcome areas formed the basis for developing programme activities:

1. **Policy integration**, whereby education policies/curricula are peacebuilding focused, and education is utilized as a strategic entry point for peacebuilding.
2. **Development of institutional capacities** to deliver equitable, conflict-sensitive education services, including a focus on enhancing emergency preparedness and strengthening rule-of-law mechanisms in the education sector.
3. **Building the capacity of individuals and communities** through the promotion of adolescent and youth civic participation; support for ECD, primary and non-formal education that contributes to peacebuilding; and institutionalization of community-based dispute resolution mechanisms to increase tolerance for diversity and promote peace.
4. **Increasing access to conflict-sensitive education** and investment in equitable education services delivery and management, with an emphasis on reaching the most marginalized.
5. **Generating evidence and knowledge** to close current knowledge gaps in education and peacebuilding.

Figure 14 (*page 42*) outlines how these outcomes fit within the overall programme design.

2.1.2 Overall progress

Learning for Peace was launched in December 2011. The first year was largely dedicated to undertaking conflict analyses, to identify the underlying causes and dynamics of violent conflict and inform programme design; sensitization of partners on the programme concept; and recruitment of staff. A research strategy for exploring the link between education and peacebuilding was formulated. Due to delays in completing the conflict analyses, six countries launched "fast track" programmes that broadened access to conflict-sensitive education services.

In 2013, work plans, results frameworks and partnerships were formed and implementation was under way. Each country office, regional office, and headquarters section, division and unit developed a results framework organized around the five outcome areas. While there were no global key performance indicators – the countries' conflict analyses findings, contexts and visions for peacebuilding vary too greatly for unified indicators – the analysis of the indicators applied a coding system that aggregated results into the structure shown in Figure 15 (*page 43*).

In 2014, results began to emerge from activities implementation, such as the integration of peacebuilding into national and sub-national education plans; preliminary changes in knowledge, attitudes and practices among beneficiaries; and research findings that began to illustrate education's role in peacebuilding.

Throughout 2015 and the first half of 2016, implementation continued, results were consolidated, and increasing thought was given to sustaining outcomes and achievements beyond the closure of the programme in June 2016. As such, efforts were focused on institutionalizing conflict-sensitive, risk-informed education programming across UNICEF and partner governments. At the same time, evidence from research and M&E supported UNICEF's efforts in advocating for education and other social services as a crucial entry point for peacebuilding beyond the Learning for Peace programme.

Figure 15 illustrates the scope of the milestones achieved. Articulation of stories behind the numbers can be found throughout this report and more details, including the full results framework, are available in individual country reports.

While progress has been steady over the years, the programme did not reach 100 per cent of its targets. In some cases, countries over-estimated realistic achievable targets when target-setting, while in other cases, programme implementation had to be stalled due to the onset of crises. For instance, UNICEF staff in Burundi, Liberia, Somalia, South Sudan and Yemen had to evacuate their offices and partners could not access beneficiaries for months during conflict outbreaks and the Ebola crisis. Furthermore, that Outcome 3 has the lowest percentage of progress reflects the challenges of changing people's perceptions, attitudes, and behaviour. Indicators designed to track these changes could not be easily measured. This challenge is further elaborated in Section 2.4.5.

FIGURE 14.
Learning for Peace programme design

VISION

Strengthened resilience, social cohesion and human security in conflict-affected contexts achieved

STRATEGIC RESULT

Strengthened policies and practices for education and peacebuilding in conflict-affected contexts

The Learning for Peace implementation targeted **FIVE** outcomes areas:

1. **The inclusion of education** into peacebuilding policies, and vice versa

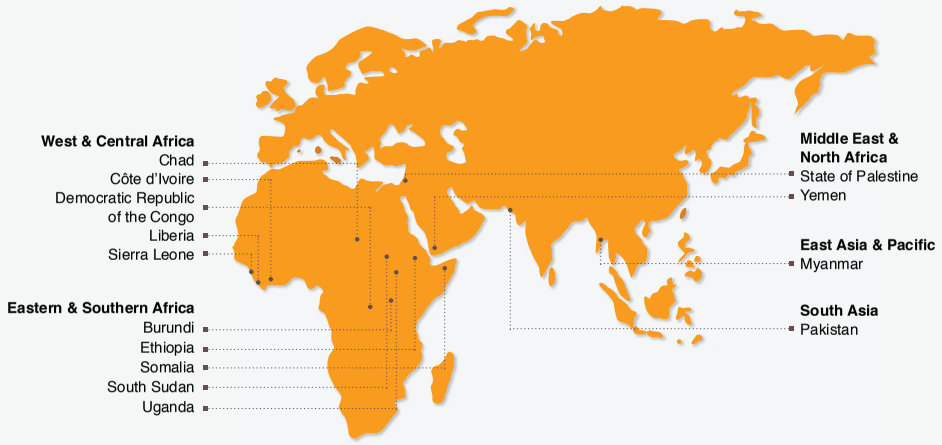
2. **Increasing institutional capacities** to supply conflict-sensitive education services

3. **Increasing capacity** of children, parents, teachers and duty bearers to cope, reduce and prevent conflict and promote peace

4. **Increasing access** for children to quality, relevant, conflict-sensitive education that contributes to peace

5. **Generating evidence and knowledge** on linkages between education, conflict and peacebuilding, and evidence upon which programming practice can be based

TARGET COUNTRIES



Infographic: Green Communication Design Inc.

FIGURE 15.
Progress towards targets, 2012-2015

Strengthened policies and practices for education and peacebuilding in conflict-affected contexts

	58% PROGRESS	75% PROGRESS	92% PROGRESS
Dec 2011 – Dec 2012	**Jan 2013 – Dec 2013**	**Jan 2014 – Dec 2015**	**Jan 2015 – Jun 2016**
■ Conflict analyses ■ Consultation with partners ■ Staff recruitment ■ "Fast track"	■ Work plans ■ Results frameworks ■ Strategic partnerships	■ Implementation ■ Emergence of early results	■ Implementation ■ Results consolidation and planning for ways forward

Outcome 1—Policy integration

Influenced **351** national and sub-national policies to integrate conflict sensitivity and peacebuilding into education policies, and vice versa

Education policy	**323**
Curriculum	**21**
Peacebuilding policy	**7**

94.5 PER CENT

UNICEF **WCARO** and Pôle de Dakar (UNESCO-IIEP) assessed the impact of conflict on education systems in education sector analyses of **Chad, Côte d'Ivoire,** the **Democratic Republic of the Congo** and **Guinea-Bissau**.

Outcome 2—Institutional capacity building

Strengthened capacity of **176,498** institutions through skills training, technical assistance, and tools development to manage and deliver conflict-sensitive, equitable social services

Schools	**112,868**
Community and school associations	**62,954**
National and sub-national government bodies	**608**
UNICEF offices	**68**

92.2 PER CENT

Mediation committees set up in schools in the **Democratic Republic of the Congo** initiated awareness-raising sessions to resolve cases of ethnic-based violence between Luba and Pygmy families in Manono. The same approach has been replicated in Nyunzu, where tension is increasing.

continued>>

FIGURE 15. (continued)
Progress towards targets, 2012-2015

Outcome 3 – Individual capacity building

Improved capacity of **3,713,194** individuals to manage and cope with conflict and promote peace in their homes, schools and communities

Children	**1,999,189**
Adolescents and youth	**985,481**
Community members	**486,126**
General public through online tools	**168,772**
Parents	**30,012**
Teachers	**27,847**
Government	**15,768**

88.6 PER CENT

More than 15,000 adolescents (54.5 per cent females) from marginalized areas of the **State of Palestine** served as agents of change in their communities through twenty-first century and life skills development training to develop more than 370 community initiatives addressing a wide range of local issues, from child marriage to road safety and lack of recreational space.

Outcome 4 – Access to conflict-sensitive education

Expanded access to relevant, conflict-sensitive, equitable formal and non-formal education to **1,449,522** marginalized children, adolescents, youth and community members

Children	**1,264,706**
Adolescents and youth	**65,614**
Community members	**11,709**
Materials developed	**906**
Materials disseminated	**106,383**
Facilities constructed or refurbished	**952**

89.8 PER CENT

Education has become part of the *Sahan* process among **Ethiopia**'s pastoralist Somali populations who migrate in search of water and pasture for their livestock. Networking cards that contain the history of a child's education have facilitated continued schooling across Alternative Basic Education centres along the migratory route for an equitable access to primary education.

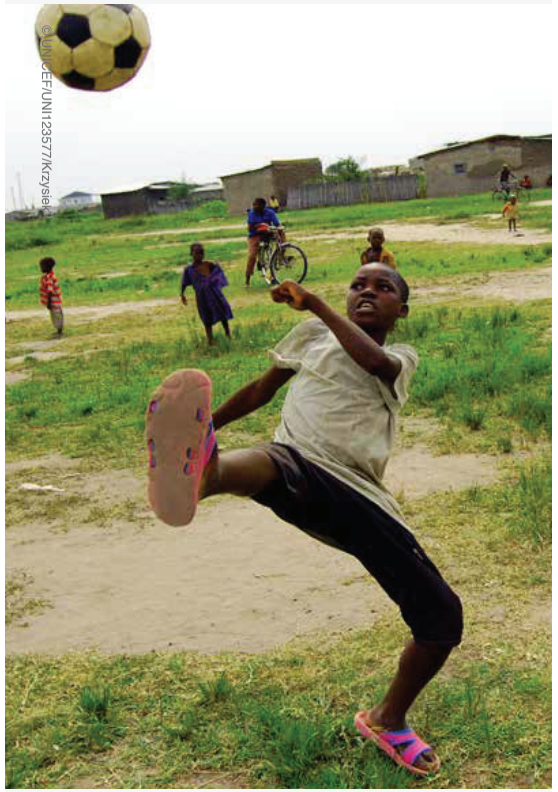
Outcome 5 – Knowledge generation and advocacy

Produced **170** knowledge products that have generated an evidence base on the links between peacebuilding and education, utilized for advocacy and improved programming

Case study / best practices / lessons learned	**96**
Research report	**43**
Conflict analysis	**16**
KAP survey analysis	**10**
Evaluation report	**5**

94.0 PER CENT

Education ministries from 16 African Governments attending the *Pan-African Symposium on Education, Resilience and Social Cohesion* co-hosted by the Association for Development of Education in Africa and UNICEF **WCARO** and **ESARO** signed a communique documenting their commitment to peacebuilding through education.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Burundi: Over 15,000 Child Messengers of Peace and 300 coaches from 150 clubs participated in peace activities facilitated by Right to Play, UNICEF's international non-governmental organization development partner. Participating children served as peacemakers within their schools as peer conflict mediators. They also conveyed peace messages through sports and arts-based activities.

2.2 Strategic context

Across the course of the programme, Learning for Peace produced transformations, frequently significant, in remarkably diverse country contexts. Programme interventions were prioritized and initiated based on conflict analysis findings which were then selected as entry points for addressing underlying factors and dynamics of violent conflict.

Figure 16 (*page 46*) provides an overview of conflict factors which affect social cohesion and resilience at national, regional and local levels.

Notwithstanding these findings, in many settings where Learning for Peace interventions took place, newly emerging conflict dynamics – based on shifting political, environmental, social and economic conditions – required programming to adapt and respond to new sets of circumstances. Between 2012 and 2016, several of the Learning for Peace countries experienced crises that threatened to undermine the social fabric and plunge societies into even more protracted, large-scale and severe periods of violent conflict. In response, programme activities refocused efforts on humanitarian or crisis-response action, while maintaining an overarching goal of working towards peacebuilding outcomes. These efforts proved to be crucial in helping programme beneficiaries to cope with and adapt to or transform the situations they were confronted with.

FIGURE 16.

Root causes of conflict determining strategic contexts in Learning for Peace country analysis

Root causes and dynamics of conflict	Burundi	Chad	Côte d'Ivoire	Democratic Republic of the Congo	Ethiopia	Liberia	Myanmar	Pakistan	Sierra Leone	Somalia	South Sudan	State of Palestine	Uganda	Yemen
Unequal access to and/or quality of social services, including education, between regions and/or urban-rural communities as well as along ethnic/religious lines	○		○	○			○	○	○			○	○	○
Competition over scarce resources, exacerbated by internal/external movements of populations	○	○		○	○		○	○	○	○		○		○
Lack of opportunity for youth						○		○	○			○		
Lack of equal opportunity for girls to education		○							○					
Differentiated legal status and/or protection for various segments of the population	○	○	○		○		○	○				○		○
A lack of recognition for ethnic, religious, lifestyle and/or linguistic diversity within the formal education system					○		○	○		○				
(Gender-based) violence within the formal education system or within the broader community		○			○		○		○	○	○		○	
Cultural and social norms precluding boys or girls from effective participation in schooling		○			○			○	○		○		○	
Irrelevance of schooling to societal demands and challenges	○				○		○		○	○			○	○
Lack of acknowledgement and/or repression of plurality and diversity within the state apparatus	○						○							○
Limited platforms for dialogue between groups at the community level			○			○							○	
Minority groups lacking political representation					○		○		○				○	○
Youth excluded from political processes			○						○					
Nepotism and political patronage leading to failures of governance									○					○
Politicization of society and the education system as a result of conflict eroded social cohesion			○					○				○		
Long-standing grievances between groups unaddressed in society		○		○	○		○					○	○	
Transmission of violence across generations	○													
Prevalence/normalization of violence in society									○			○		○

In **Burundi**, original programming focused on refugee affected areas, reducing violence against children, strengthening host communities' education opportunities, and adolescent and youth empowerment. A rapidly deteriorating security situation precipitated by the contested re-election of the incumbent President in 2015 led the UNICEF Country Office to redirect programme efforts towards strengthening the resilience of youth to avoid politically and ethnicity-based manipulation while regular programming slowed due to the crisis. This shift was carried out in recognition of the country's recent history of conflicts, when society fragmented along ethnic lines and mass killings ensued. Thus far, Burundi has managed to avoid a return to divisions along ethnic lines, suggesting that peacebuilding and development activities over the past 10 years, including those supported by UNICEF, have had some effect in strengthening the social fabric.

The emergence of new conflict between Israel and the **State of Palestine** in 2014 meant that UNICEF had to reprioritize Learning for Peace resources and staff from planned development programming in education for peacebuilding towards more traditional humanitarian response. In Gaza, UNICEF worked with partners to provide stress relief activities and psychosocial support for more than 12,000 adolescents to assist in their recovery and coping skills. In 2015, it continued educational aid to 90 affected schools, benefiting more 57,000 children.

In **South Sudan**, the armed conflict that has intensified between the Government and the opposition since 2013 created an increasingly difficult operating environment for the implementation of the programme's original activities. As there were 1.69 million people internally displaced across the country, Learning for Peace has focused on providing temporary learning spaces to this population and on strengthening education's protective function in the face of violence and adversity.

The outbreak of Ebola virus disease in **Sierra Leone** and **Liberia** in 2014 led to the closure of all educational facilities and in most cases a suspension in all regular activities. New strategies were developed and a redirection of activities was required towards humanitarian response and social mobilization. In Sierra Leone, the programme supported an 'emergency radio education' programme while schools were closed. More recently, efforts have shifted to strengthening social cohesion and resilience in communities acutely affected by the disease. As the crisis unfolded in Liberia, education personnel and community volunteers were trained and supported by Learning for Peace to assist with Ebola virus prevention and response measures.

In both countries, programme initiatives were vital to supplementing and strengthening government response to the crisis, and ensuring that trust between citizens and government institutions, and between citizens within communities, was not significantly undermined in a prolonged way by the Ebola crisis. The initial distrust of the nations' governments by the citizens highlighted the potential weakness in vertical social cohesion and how intimately this was linked to the delivery of social services such as health.

In other countries, programme efforts shifted towards prevention of conflict, in response to identified new threats and risks that emerged. Activities in these contexts sought to minimize the impacts that these risks might pose in terms of rippling outwards and precipitating more wide-scale instability.

In **Uganda**, presidential elections scheduled for February 2016 and shared concerns about the potential for large-scale violence created an opportunity for the Country Office to work with government counterparts on preventive interventions that could be undertaken to reduce the likelihood and/or severity of impacts across social service sectors. Specifically, the topic of electoral violence and the promotion of constructive engagement of adolescents and youth were integrated into school and community-based interventions. Partners reported positive feedback from beneficiaries for the opportunity to discuss such issues, and noted the positive impact that networks supported by Learning for Peace had on promoting positive messages among children and youth.

Learning for Peace also helped government and communities in **Chad** and **Uganda** respond to an influx of internally displaced and/or refugee populations from neighbouring regions and countries providing resource assistance and conflict-sensitive education to refugees and host communities. This was done out of recognition that in resource-strained environments, these newly arriving groups were seen to enter into competition for limited social services. By providing relevant, equitable education services to both groups, the aim was to use education as a tool for strengthening rather than eroding horizontal social cohesion.

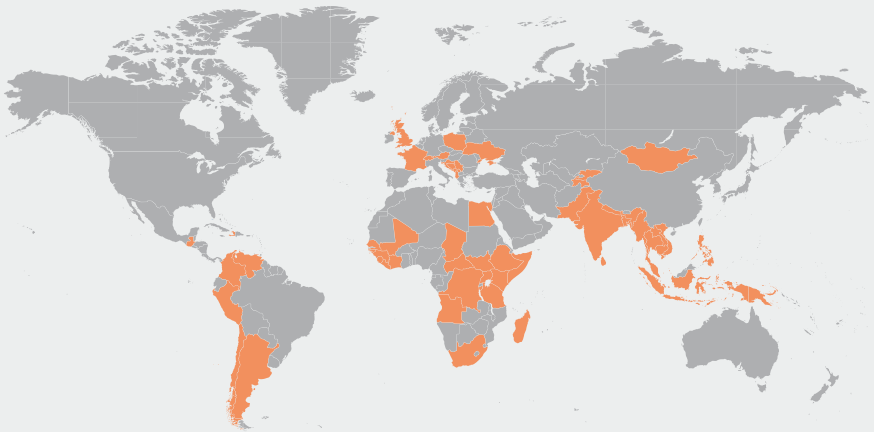
In contexts such as **Pakistan** and **Somalia**, a more volatile operating environment in some areas led to stronger partner and community-led responsibility and ownership for driving Learning for Peace activities. In Pakistan, increasing attacks on schools and universities, including the 2014 attack on the Army Public School in Peshawar Cantonment, led to putting in place protection mechanisms for programme beneficiaries through improved coordination and information sharing between implementing partners.

Finally, Learning for Peace has also been able to capitalize on positive political developments within countries to more strongly integrate peacebuilding strategies and principles into reform efforts.

In **Myanmar**, a desire by the Government to use education as a symbol and catalyst for political change supported the programme's efforts to strengthen conflict-sensitivity and peacebuilding principles within current education reforms.

The programme's context was not limited to the 14 participating countries. Through global and regional knowledge sharing exchanges and on-demand technical assistance, Learning for Peace affected 68 UNICEF offices around the globe, as shown in Figure 17 (*below*).

FIGURE 17.
UNICEF offices touched by the Learning for Peace programme



The Learning for Peace programme influenced or affected 68 UNICEF offices, including those that participated in the programme. The country offices involved in knowledge sharing and technical assistance include Angola, Argentina, Bangladesh, Bhutan, Bosnia and Herzegovina, Burundi, Cambodia, Central African Republic, Chad, Chile, Colombia, Côte d'Ivoire, Croatia, Democratic Republic of the Congo, Egypt, Eritrea, Ethiopia, France, Fiji, Guinea, Guatemala, Guinea Bissau, Haiti, India, Indonesia, Iraq, Jordan, Kenya, Kyrgyzstan, Laos, Lebanon, Liberia, Macedonia, Madagascar, Mali, Mongolia, Montenegro, Myanmar, Nepal, Northern Ireland, Pakistan, Papua New Guinea, Peru, Philippines, Poland, Serbia, Sierra Leone, Slovenia, Solomon Islands, Somalia, South Africa, South Sudan, Sri Lanka, Switzerland, State of Palestine, Tajikistan, Tanzania, Thailand, Timor-Leste, Uganda, Ukraine, Viet Nam, and Yemen, as well as the regional offices EAPRO, ESARO, Middle East and North Africa Regional Office (MENARO), ROSA and WCARO.

Yemen: In Yemen, the Learning for Peace programme supported a collaboration between UNICEF's Communication for Development section and Search for Common Ground to use puppet shows for national awareness raising around priorities for young people, including verbal and corporal violence.

2.3 Conflict analysis

Through the conflict analyses conducted at the programme's outset, Learning for Peace has provided a unique opportunity to generate insights into the dynamics of conflict and how these relate to education and other social services at regional, national and local levels across a diversity of country contexts. These analyses informed the programme's various entry points, strategies and theories of change, and supported the development of risk-informed and responsive activities. This section describes how the analyses were undertaken and updated, highlights key findings, and demonstrates how the conflict analyses served to inform subsequent programme activities.

2.3.1 Approach and methods

Several conflict analyses employed participatory methodologies for data collection and/or validation, engaging relevant stakeholders, such as teachers, youth, community leaders, education stakeholders, UNICEF staff and local partners.

In the **Democratic Republic of the Congo**, participatory community-based data analysis and interviews with a cross-section of stakeholders were undertaken in crafting the final analysis. As data were collected in **Chad**, stakeholders in the capital and across seven regions were engaged in consultative workshops, provided a final consultative validation of findings, and assisted in developing programme strategies.

In other settings, an education 'lens' was used to build upon existing data and analyses. In **Liberia**, the Country Office commissioned a review and consolidation of existing conflict analyses, which were augmented through new consultations that focused on education in the most conflict-affected counties. In the **State of Palestine**, findings of the 2013 United Nations Development Assistance Framework, UNICEF's 2013 situation analysis of Palestinian children, and a 2013 UNICEF-commissioned study of social cohesion and education in East Jerusalem served as the foundation for the Learning for Peace conflict analysis.

In some of the programme countries, analyses were updated or added to after they were originally conducted. This was done in recognition of a changing context, to validate findings and conclusions of the original analyses, and/or to redress key gaps in knowledge that remained at the completion of the initial exercise.

In **South Sudan**, major structural inequalities were not always clearly articulated in the original conflict analysis. In 2014, this was updated through consultative peacebuilding dialogues and conferences in several states. In **Myanmar**, a conflict and education assessment in Rakhine State, conducted in 2014–2015, served to validate and add to the original national desk-based analysis.

Updates to the original conflict analyses were also undertaken in **Uganda** and **Pakistan**, in response to changing contextual conditions. In **Burundi**, a decision was made to use conflict scans[76] on a more regular basis to rapidly appraise the changing dynamic and evolution of conflict as it unfolded during 2015.

2.3.2 Key findings

As indicated above in Figure 16 (*page 46*), inequitable distribution of resources and uneven opportunities to participate in the labour force or the economy, particularly for youth, internally displaced populations/refugees, minority groups and girls, was a significant grievance in many of the Learning for Peace countries. Within the education sector, analyses frequently identified higher proportions of out-of-school children and youth within communities facing other forms of economic, political and social marginalization, alongside differentiated and less favourable learning outcomes for children from these communities. In turn, education was often perceived to reproduce structural barriers and inequalities, rather than redistribute opportunities to those who are most marginalized in society.

In many contexts, a perception that the education system was either irrelevant or insufficient to the needs of all learners, and that education neglected to recognize such needs, was also a significant grievance. Of particular concern was the lack of recognition for certain groups of learners – such as the children of pastoralists, refugees, returnees, internally displaced people or ethnic minorities – who often had limited possibilities to realize their right to a quality education.

This was compounded by social and cultural norms within communities such as gender-based violence and child marriage leading to female learners' needs and rights to education being denied, and further marginalizing their positions within society. In sum, education often failed to recognize and respond to the diversity of life experiences, perspectives and expectations of communities.

It was also found that education systems were, in some cases, purposefully or unintentionally excluding particular groups. A lack of effective mechanisms for community-based participation in shaping and discussing schooling practices fuelled grievances and eroded trust between government and citizens, and within communities.

Finally, it was found that in many countries, legacies of conflict are often unaddressed and reproduced through the education system. The prevalence of violence in schools and communities, the politicization and polarization of social spaces in schools and universities, the inter-generational transmission of negative narratives and perceptions, and the fragmentation of society along political lines were all noted to be key concerns in regard to possibilities for reconciliation.

76 *For more information about this approach, see*: Search for Common Ground, 'Conflict Scans: Guidance note for the conflict scan methodology – A quick and actional approach to conflict analysis', SFCG, March 2015; available at <http://dmeforpeace.org/learn/conflict-scans-%E2%80%93-guidance-note>.

2.3.3 Translating analyses into programming

The analyses conducted served a variety of purposes throughout the life of Learning for Peace, including UNICEF country offices' use of the findings to shape and/or refine programme activities. Examples for **Chad**, **Côte d'Ivoire**, **Liberia** and **Myanmar** are provided in Figure 18 (*below*).

Additionally, regional offices collated and drew on country conflict analyses to shape and/or refine activities and strategic direction within and outside the education sector. UNICEF's Eastern and Southern Africa Regional Office (ESARO) used the findings from the analyses to inform reviews of country office programmes and regional strategies. In 2014, the West and Central Africa Regional Office (WCARO) extended the conflict analyses undertaken in **Côte d'Ivoire**, the **Democratic Republic of the Congo** and **Chad** to the region as a whole. Mapping of conflict factors across the region has helped to develop WCARO's priorities, with one regional strategy explicitly focused on social cohesion and community engagement moving forward.

Conflict analyses for all 14 countries have been summarized in reports (6–8 pages) that can be accessed upon request from UNICEF and externally at the USAID Education in Crisis and Conflict Network resources page, as detailed in Figure 19 (*below*).

FIGURE 18.
Sample causes or dynamics of conflict and programme responses

Chad	Côte d'Ivoire	Liberia	Myanmar
Lack of conflict sensitivity within education policies, plans and strategies	**Political differences combined with limited interaction between social groups**	**Inadequate access to education and other social services for children and limited job opportunities for youth**	**Lack of policies that acknowledge minority ethnic groups' identity, history, citizenry, linguistic and cultural heritage and basic education**
▪ Train and sensitize officials on conflict sensitivity and peace-building and enable them to act as advocates. ▪ Mainstream conflict sensitivity and disaster risk reduction into education sector plans and activities.	▪ Promote youth engagement in national reconciliation processes. ▪ Facilitate formulation of mothers' clubs composed of women from various national, ethnic and social backgrounds. ▪ Relaunch child-led peace clubs in primary and secondary schools.	▪ Mobilize young university graduates to provide social services in schools, hospitals and agricultural development programmes. ▪ Roll out early childhood development and Alternative Basic Education programmes as well as Alternative Learning Programme initiatives to broaden access to education for marginalized children and adolescents.	▪ Train Ministry of Education teams on conflict-sensitivity principles. ▪ Support the development of multilingual education policies. ▪ Use evidence to advocate for policy changes.

FIGURE 19.
The Learning for Peace conflict analysis summaries are available at the USAID Education in Crisis and Conflict Network website, http://eccnetwork.net/resources/learning-peace/conflict-analysis.

2.4 Programme results

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Democratic Republic of the Congo: Communication tools to promote peacebuilding and conflict resolution among children and youth were employed reaching 258,977 people (including 122,481 girls/women).

The Learning for Peace programme focused on working towards the achievement of five distinct, but reinforcing, outcome areas.

Programme activities within each outcome area were designed to respond to the root causes and dynamics of conflict identified through the conflict analyses. This section presents the range of activities that were conducted under each of the programme outcome areas, along with key outputs and emerging results.

2.4.1 Outcome 1 – Integrating policies

GLOBAL THEORY OF CHANGE

If education sector plans and policies are informed by a conflict analysis and are conflict sensitive, then the education system is better positioned to contribute to a reduction in violence and to increase social cohesion. Likewise, if education is included in peacebuilding policies and plans, and children and young people are recognized as vital actors within peacebuilding policies and processes, then governments will recognize the crucial role of education in peacebuilding, and education will contribute to national healing, reconciliation and peacebuilding.

Outcome 1 sought to contribute to making education policies, plans, strategies and curricula conflict sensitive, and to mainstream peacebuilding strategies into them. It also aimed to increase the recognition and inclusion of education into national peacebuilding strategies and policies.

As shown in Figure 20, the programme has influenced seven national peacebuilding policies to address issues relevant to children and youth, and supported development and implementation of 323 national and sub-national education sector policies and plans, as well as 21 curriculum reform initiatives.

FIGURE 20.
Outcome 1 progress towards target

Policy integration

Influenced 351 national and sub-national policies, to integrate conflict sensitivity and peacebuilding into education policies, and vice versa

▸ Education policy	323
▸ Curriculum	21
▸ Peacebuilding policy	7
PROGRESS TOWARDS TARGET	94.5%

Making education policies and plans more conflict sensitive and peacebuilding focused

Acknowledging the importance of conflict analysis in education planning and policy formation, as well as integrating education into peacebuilding plans and strategies, represents a significant acceptance of the role education can play in either mitigating or exacerbating tensions. This recognition provides an opportunity for education planning to contribute to peacebuilding by being more risk informed and conflict sensitive.

Drawing on the conflict analyses, conflict sensitivity has been integrated into education sector plans in **Burundi**, **Chad**, **Côte d'Ivoire**, the **Democratic Republic of the Congo**, **Ethiopia**, **Liberia**, **South Sudan** and **Uganda** as well as regionally in the **Niger** and **Guinea** through WCARO support.

Learning for Peace has also supported efforts for children to learn in their mother tongue, given that many conflict analyses revealed this as a key grievance for communities and a source of exclusion of learners from education. In **Ethiopia** and **Myanmar**, UNICEF supported efforts to include Mother Tongue-Based Multilingual Education in reform policies to reduce inequalities between ethnic groups within education. In **Myanmar**, UNICEF successfully advocated for the inclusion of this reform in the National Education Law, and has also led efforts in Mon State to draft a new language policy.

In **Uganda**, UNICEF advocated for young people's participation in the draft National Peacebuilding and Conflict Transformation policy. This resulted in an extensive consultation process that sought to better understand their needs and peacebuilding capacities. Young people, both in and out of school, prioritized conflict intervention activities, including peace clubs, peace education, and non-formal education such as theatre, music and sports – all of which have been included as suggested policy interventions.

Making curricula and pedagogy more conflict-sensitive and peacebuilding focused

Curriculum can contribute to conflict by reproducing narratives of exclusion and privileging certain groups over others.[77] In some cases, the curricular content is irrelevant to children and youth, which can lead to disengagement from education and further inequalities, and increase resentment between citizens and state institutions.[78] Conversely, curriculum that honors the economic and social capacity development needs of its citizens and recognizes diversity and promotes peacebuilding competencies including respect, equality, non-violence and critical thinking skills can support conflict mitigation.

77 See, for example: Sayed, Yusuf, and Mario Novelli, *The Role of Teachers in Peacebuilding and Social Cohesion: A synthesis report of South Africa, Uganda, Pakistan and Myanmar case studies*, United Nations Children's Fund, New York, 2016.
78 Lopes Cardozo, Mieke, et al., *Literature Review: Youth agency, peacebuilding and education*, United Nations Children's Fund, New York, January 2015, pp. 37–38.

Applying evidence drawn from conflict analyses, UNICEF country offices have supported curricula review and reform to remove insensitive material and include greater contribution to building peace and social cohesion, such as through conflict resolution skills, in **Burundi**, **Côte d'Ivoire**, the **Democratic Republic of the Congo**, **Ethiopia**, **Liberia**, **Sierra Leone**, **Somalia**, **South Sudan** and **Uganda**.

In **South Sudan**, a combined curriculum for life skills and peacebuilding education has been developed to equip children and adolescents with basic social and financial skills. Towards this goal, 65,942 life skills and peacebuilding textbooks, accompanied by teaching guidelines, were printed and distributed. The curriculum guidelines cover six domains, among which peacebuilding is one: (1) personal and psychological development, (2) social and citizenship development, (3) vocational and entrepreneurship education, (4) peacebuilding and conflict resolution, (5) healthy living, and (6) environmental education.

Training for teachers and education personnel was provided at the national, state and county levels. The curriculum has been integrated into the teacher training diploma, so that a new cadre of teachers will have participated in training on how to sustain and disseminate this material. South Sudan's Ministry of General Education and Instruction has set aside two periods per week in the national school timetable, ensuring that teachers have time to teach the life skills and peacebuilding content.

Verifying the theory of change

The examples described above bolster increasing evidence that education reforms need to be situated within a broad context of policy commitment across sectors to ensure their contribution to building sustainable peace.[79]

Where there is commitment to addressing the root causes of conflict, there are opportunities to extend existing services so that they are not only conflict sensitive but can also actively work towards peacebuilding goals. Nonetheless, securing political commitment to utilizing social services for peacebuilding outcomes on a broad scale remains challenging in many contexts due to limited time for implementation and cumbersome bureaucracies.

Lack of policy back-up to acknowledge conflict dynamics and to mitigate them through social services may hinder efforts to influence policy change.

2.4.2 Outcome 2 – Building institutional capacities

GLOBAL THEORY OF CHANGE

If education and other social service stakeholders are better trained and equipped to identify and address conflict factors, then social service delivery will be conflict sensitive and contribute to peacebuilding and social cohesion.

Under Outcome 2, Learning for Peace aimed to build capacities of institutions and systems to deliver equitable, conflict-sensitive education, enhance preparedness for and management of emergency situations, and strengthen vertical social cohesion. This outcome includes building UNICEF's peacebuilding capacity as an organization.

As outlined in Figure 21, through advocacy, training and materials development, the programme reached 176,498 institutions during its lifetime, ranging from government bodies and schools/learning spaces to school-level peace clubs.

FIGURE 21.
Outcome 2 progress towards target

Institutional building

Strengthened capacity of 176,498 institutions through skills development training, technical assistance, and improved human resources and tools to manage and deliver conflict-sensitive, equitable social services

- **Schools** 112,868
- **Community/ school associations/clubs** 62,954
- **National/sub-national government bodies** 608
- **UNICEF offices** 68

PROGRESS TOWARDS TARGET 92.2%

Strengthening institutions to deliver better education and other social services

Strengthening Education Management Information Systems (EMIS) in **Burundi**, **Chad**, **Côte d'Ivoire**, the **Democratic Republic of the Congo**, **Myanmar**, **Pakistan**, **Somalia** and **Uganda** was a common approach to institutional strengthening. In **Chad**, the **Democratic Republic of the Congo**, **Côte d'Ivoire** and **Somalia**, new measures on risks – primarily conflict and natural disaster – have been incorporated into the systems.

Furthermore, in **Somalia**, EMIS is complementing efforts to promote girls' inclusion in safe school environments through improving women's participation within education management and delivery. Data gathered from schools reveal where female teachers are under-represented to support the recruitment of female teachers in these areas. Generation of critical data enables a thorough understanding of the education landscape, informed decision making and accountability. Management information systems therefore have a particularly important role in contexts where education and gender inequality are prevalent, and where a lack of trust, fairness and transparency in service delivery is prevalent.

Strengthening UNICEF's institutional capacity

The Learning for Peace programme has provided an opportunity for UNICEF to strengthen its institutional capacities to respond to conflict. Institutional knowledge of conflict-sensitive and peacebuilding programming has greatly increased during the lifetime of the programme, across 14 country offices, five regional offices and nine headquarters sections, units or divisions.

In addition to on-the-job learning, the **Humanitarian Action and Transition Support Unit (HATIS)**, based in UNICEF's Programme Division in New York, aimed to institutionalize the organization's know-how by developing a multi-sectoral training package specifically for conflict-sensitive and peacebuilding programming. Country- and regional-level pilot training has been rolled out in **Pakistan**, **Iraq**, **Côte d'Ivoire**, **Myanmar**, **Central and Eastern Europe and the Commonwealth of Independent States**, **ESARO** and **WCARO**, reaching more than 580 staff across 20 country offices. The training material – composed of detailed modules on key programming milestones of conflict analysis, sectoral programme design and M&E – will be made available UNICEF-wide through an internal learning management system.

UNICEF has also developed a variety of guides to support country programming, including the *Peacebuilding Programming Guide*, the Guide to *Conflict Analysis*, the *Risk-Informed Programming in Education Guidance*, as well as the *Field Handbook on Child Recruitment, Release and Reintegration*.

Enhanced preparedness for and management of emergency situations

Improving government capacity to respond to crisis can strengthen a community's resilience to emergencies. **Liberia** and **Sierra Leone** during the Ebola outbreak in 2014; **Myanmar** during the floods in 2015; and **South Sudan**, the **State of Palestine** and **Burundi** during conflict outbreak of 2013, 2014 and 2015, respectively, were cases in point.

In **Liberia,** while children were not attending school, teachers were reoriented to carry out Ebola awareness campaigns and distribute prevention information in their communities. Radio programming was mobilized as a means to provide emergency education. Maintenance of some continuity in education during a time of high distress and insecurity, as well as coordinated response to the reopening of schools, attested to strengthened resilience of the education system.

79 *See, for example*: Ramírez-Barat, Clara, and Roger Duthie, 'Education and Transitional Justice: Opportunities and challenges for peacebuilding', International Center for Transitional Justice and United Nations Children's Fund, New York, November 2015.

In the **State of Palestine**, UNICEF mobilized volunteers and youth facilitators with previous experience and training in emergency interventions to support government capacities to respond to crises. The volunteers and facilitators provided psychosocial support to nearly 12,000 children and adolescents affected by the conflict.

Verification of the theory of change

Institutional capacities among governments, UNICEF, schools and local community groups have been strengthened through the Learning for Peace programme. Yet such efforts are insufficient on their own for improving vertical social cohesion. It is important to note that education governance can reproduce inequalities and mirror social hierarchies that privilege some groups over others – reforms must therefore ensure that the institutions themselves are inclusive, and that marginalized groups are represented in the decision-making processes.[80]

2.4.3 Outcome 3 – Developing community and individual capacities

GLOBAL THEORY OF CHANGE

If individuals and communities are provided with the opportunities and skills through education to participate in peacebuilding and civil society, then they will become more conscious and positive agents of change, contributing to psychological and social recovery, social cohesion, inter-group collaboration and understanding, and building peace in their communities.

Outcome 3 aimed to increase the capacities of children, parents, teachers and caregivers to prevent, reduce and cope with conflict and promote peace. Learning for Peace activities contributed to increased capacities for community dialogue, inter-group relationship building, social mobilization and participation, and community-based conflict resolution – supporting horizontal social cohesion through strengthening relationships between groups. Activities also supported individual capacity development to strengthen coping skills during and in the aftermath of conflict.

As shown in Figure 22, UNICEF has reached more than 3.71 million individuals – 53.8 per cent of whom were children – through direct engagement in community dialogues and activities as well as through indirect means such as community theatre and social media.

FIGURE 22.
Outcome 3 progress towards target

Individual capacity building

Improved capacity of 3,713,194 individuals to manage and cope with conflict and promote peace in their homes, schools and communities

▸ Children	1,999,189
▸ Adolescents and youth	985,481
▸ Community members	486,126
▸ General public through online tools	168,772
▸ Parents	30,012
▸ Teachers	27,847
▸ Government	15,768
PROGRESS TOWARDS TARGET	88.6%

80 United Nations Peacebuilding Support Office, *Peace Dividends and Beyond: Contributions of administrative and social services to peacebuilding*, UN-PBSO, New York, 2012, p. 17, 54.

Strengthening child protection at the community level

Community-based mechanisms such as child protection committees are intended to complement family and state protection provision. Effective community-level mechanisms of child protection can be expanded into national child protection systems.[81]

In **Burundi**, village-level child protection committees have connected with 30 women-led solidarity (mutual savings and credit) groups comprised of 992 members, to integrate child protection measures into their broader community development work. The solidarity groups occupy a respected position within their communities and have encouraged the integration of children and returnees from camps in the United Republic of Tanzania for internally displaced populations and refugees in their projects. In addition to protecting children, these community mechanisms contribute to social cohesion by bringing host and internally displaced communities with a history of estranged relationships together in dialogue and action around common priorities of children's rights.

Child protection committees in Burundi also supported community conflict mediation efforts to prevent detainment of children who may have committed minor crimes and to resolve conflict related to violence perpetrated by children. As a result, 350 cases involving minors with misdemeanour offences have reached reconciliation and reparation as an alternative to detention in the 16 communes of the provinces of Gitega, Ngozi, Rutana and Ruyigi.

Likewise, in **Pakistan**, UNICEF increased the capacity of Musalahati committees – paralegal structures composed of community members – to mediate disputes often involving young people in conflict with the law. Subsequently, alternative dispute resolution activities were taken to the school level. Musalahati committees members trained 75 student representative councils and peer mediation groups (872 children) to mediate and resolve conflicts within or outside of the school.

Reducing violence and building trust at the community and school levels

Violence affecting communities and schools has multiple sources, requiring varied approaches that engage constituents across society to reduce a culture of violence. Recognizing that violence affects girls and boys, women and men differently is essential for efforts to reduce violence in and beyond schools, as is the need to address the inequalities that fuel violence.

Challenging cultures of violence within schools, particularly where corporal punishment is culturally embedded as an expected form of discipline, also necessitates commitment from school leadership. Training for school directors, administrators and teachers has been incorporated into initiatives in **Myanmar**, **Sierra Leone**, **the State of Palestine**, **Uganda** and **Yemen**, including content on child rights and what constitutes violence.

In **Uganda**, community dialogues have brought together a range of education stakeholders, including authorities, school management and parents, to air grievances and to respond to disputes and conflicts affecting child safety and access to education. The dialogues received positive responses from district education officers, and resulted in the development of 41 community by-laws on issues affecting education. They included promotion of school enrolment and prevention of child neglect and abuse, child marriage, corporal punishment, sexual violence, and teacher absenteeism. Interviews with District Education Officers noted that among the by-laws developed in community dialogue meetings in 2014–2015, 42 per cent have been implemented, 24 per cent are at the stage of recently having been endorsed by district authorities, and 34 per cent are pending such endorsement.

Other approaches Learning for Peace used to reduce conflict at the community level include strengthening community participation in education through the establishment of parent associations and increasing contact among children and youth through recreational activities. Examples include:

81 Wessells, Mike, 'What Are We Learning about Protecting Children in the Community?', Save the Children, 2009, pp. 8, 9.

mothers' clubs in **Côte d'Ivoire**, presented in Section 1.3.2 (*page 17*), association for caregivers in **Ethiopia**, parent councils in **Yemen**, and mothers' clubs in **Sierra Leone**.

Similarly, the case of play-based interventions in **Pakistan** and its emerging results of respect towards differences, presented in Section 1.3.2, are representative of sports clubs in **Chad**, the **Democratic Republic of the Congo**, **Liberia** and **South Sudan**.

Engaging children and youth as agents of peace

Young people may be viewed as either victims or perpetrators of violence, rather than multidimensional individuals capable of transformative change.[82] Raising the profile of youth who are working for positive change and violence reduction has the benefit of changing associations of youth as 'troublesome', and inspire other youth to follow a similar path.

With increased positive engagement between government authorities and young people through community participation events, there is evidence of a changing discourse around youth. New technology-based platforms such as U-Report, implemented in several Learning for Peace countries – including **Uganda**, the **Democratic Republic of the Congo** and **Pakistan** – have given young people a forum to express their opinions and ask questions of peers and decision makers. U-Report is proving a successful mechanism to engage young people who may otherwise not feel motivated to participate in politics. In **Uganda**, for example, government representatives, including members of parliament, received regular updates on emerging data and findings from U-Report. The information resulted in transforming the way in which government representatives viewed youth.

With the understanding that young people can play a crucial role in mitigating violence and promoting peace, in 2014, UNICEF **Côte d'Ivoire** partnered with the International Center for Transitional Justice (ICTJ) to establish the Transitional Justice Network, which aimed to engage youth in a process of reflection by providing non-partisan forums for expression of grievances and fostering of forgiveness and peacebuilding. A network of 5,000 youth – many of them at one time perpetrators or witnesses of youth-led violence – was invited to join platforms for sharing their past experiences with conflict and discussing the role and responsibilities of young people in shaping the country's future. Youth leaders received training and were supported in creating social dialogue platforms, including dialogue groups for young people in need of peer groups where they could feel safe sharing their experiences and discussing ways to start anew.

Other training efforts included documentation projects, arts, music and radio programming to reach and teach a mass audience on their experience of the conflict and their responsibilities leading up to the presidential election in 2015 and afterwards. In partnership with La Fondation Dr. Peter Graze (Dr. Peter Graze Foundation), youth artists toured six conflict-affected regions and participated in popular TV and radio shows to sensitize their peers on transitional justice and peacebuilding. The work conducted in Côte d'Ivoire enabled UNICEF and ICTJ to appreciate how young people with a history of violence can be assisted in choosing to become peace activists and to make a contribution to supporting transitional justice.

Verification of the theory of change

Armed conflict takes a heavy toll on youth in particular ways. At the same time, young people play a central role in the global project of achieving peace.[83] Learning for Peace has illustrated this recognition and practice-based evidence of the latter.

Both formal and non-formal education spaces and communication platforms under Learning for Peace have provided opportunities for young people to challenge negative stereotypes and engage others across social and generational divides. In doing so, the programme has strengthened their citizenship skills (through dialogue, debate and political participation), and instilled in them an appreciation of diversity and the ability to promote a culture of peace and non-violence, as set forth in target 4.7 of the Sustainable Development Goals.

82 Lopes Cardozo, Mieke, et al., *Literature Review: Youth agency, peacebuilding and education*, United Nations Children's Fund, New York, January 2015, p. 4.
83 United Nations Security Council, *Security Council Resolution 2250: Annotated and Explained*, 9 December 2015, available at <http://unoy.org/wp-content/uploads/2250-annotated-and-explained.pdf>.

Sustainable Development Goal Target 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, 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.

At the same time, it should be noted that providing opportunities for interaction between groups is only a starting point for positive contact, as evidenced in mothers' groups in **Côte d'Ivoire** and recreational activities for youth in **Pakistan.** Facilitating inter-group contact on its own is important, but to have sustained or transformative effects this should be complemented by additional initiatives. Interaction needs to be accompanied by genuine efforts to empower individuals and reduce inequalities between groups, and promote healing and reconciliation, reflecting the need for state commitment to addressing grievances. It also requires persistent contact and dialogue between leaders, members of the media and other actors.[84]

2.4.4 Outcome 4 – Increasing access to conflict-sensitive education

GLOBAL THEORY OF CHANGE

If safe, conflict-sensitive education is being made available to all groups in an equitable manner, then it will serve as a peace dividend, reducing underlying causes of conflict stemming from inequitable access to education social services such as basic education, skills development and training.

Activities under Outcome 4 aimed to provide equitable access as a peace dividend to conflict-sensitive quality education and other social services for children, particularly the most disadvantaged, including through alternative and non-formal education initiatives and supporting reintegration into schools. Activities also aimed to improve the quality and relevance of education.

As shown in Figure 23, 2,984,670 children, adolescents and youth obtained access to formal and non-formal education services; 952 physical structures were constructed or rehabilitated; 906 teaching and learning materials were developed; and 106,383 guidance, tools, strategies and/or learning materials were disseminated.

FIGURE 23.
Outcome 4 progress towards target

Access to conflict-sensitive education

Expanded access to relevant, conflict-sensitive, equitable education for 1,449,522 marginalized children, adolescents, youth, and community members through formal and non-formal education

84 Staub, Ervin, *Overcoming Evil: Genocide, violent conflict, and terrorism*, Chapter 14, Oxford University Press, New York, 2011, p. 338.

▸ Children	1,264,706
▸ Adolescents and youth	65,614
▸ Community members	11,709
▸ Materials developed	906
▸ Materials disseminated	106,383
▸ Facilities constructed and/or rehabilitated	952
PROGRESS TOWARDS TARGET	89.8%

Provision of education – formal, non-formal and alternative – for out-of-school children and youth

Inequitable access to education can exacerbate tensions between ethnic, religious and sub-national groups, and contribute to violent conflict.[85] Increasing access to education can therefore potentially serve as a peace dividend, particularly by extending education services to those previously marginalized. Such was the case for back-to-school campaigns in the **Democratic Republic of the Congo**, **South Sudan** and **Uganda**, as well as integration of Afghan refugees into formal schooling in **Pakistan**.

In **Yemen**, UNICEF supported parent councils to increase student enrolment and retention, particularly for girls and for out-of-school children. This involved raising awareness among caregivers and other community leaders on the importance of education, and supporting the parents' councils to create safe, child-friendly environments for learning in their schools. In less than 12 months of implementation, enrolment rates have increased by more than 3 per cent in most schools, including those in Hodeidah, Sana'a, Hajjah and Mahweet with high numbers of *Muhamasheen*[86] and internally displaced children.

Improving access is not sufficient to reduce inequality, without addressing education quality and context-specific delivery modalities. The relevance and form that education takes to adequately meet learners' needs and to maintain their engagement in education are also essential to reduce grievances held against the government and its institutions.

To this end, alternative forms of education tailored to meet young people's needs were initiated in **Ethiopia**, **Liberia**, **Pakistan**, **Somalia** and **South Sudan** for marginalized children and youth who are not in school.

In **Somalia**, a youth education programme provided youth with literacy, numeracy and skills training. The programme aimed to reach youth in camps for internally displaced people and host community populations who were instigators of violence against each other, as well as impoverished urban youth at risk of recruitment into armed groups and gangs. The vocational skills provided within each youth education programme centre were tailored to trades in local demand. By the end of 2015, out of 935 students who completed their courses, 755 had secured short internships with local enterprises. Importantly, the programme contributed to strengthened social cohesion by reducing rivalries between youth, and increasing opportunities for these youth to work with and alongside others in the establishment of new businesses in their communities.

Construction or rehabilitation of school infrastructure

In **Burundi**, **Chad**, **Côte d'Ivoire**, the **Democratic Republic of the Congo**, **Ethiopia**, **Myanmar**, **Somalia** and **Yemen**, communities built relationships and resolved conflicts through school construction and refurbishment projects.

In **Burundi**, returnee and host communities constructed 10 schools with local and environment-friendly building materials, such as bricks made without wood fires. Although small in scale, the schools came to represent a model of socially and environmentally sound practices supported by members of diverse identity groups, in areas where conflicts over scarce resources may be present. In addition to schools, local infrastructure was rehabilitated and two water gravity systems were constructed to extend water supplies to schools and their surrounding communities, including to families living in temporary shelters.

In **Pakistan**, the 'Inclusive Education Project for Afghan Children' focused on supporting schools in communities that were hosting refugees to better cater to the needs of Afghan refugee students through the child-friendly schools approach. Enrolment and retention rates for Afghan refugee children increased, as did rates of transition from primary to secondary school. Additionally, enrolment of both Afghan and Pakistani female students increased by 27 per cent, reflecting the broad benefits of providing inclusive and conflict-sensitive education environments for girls.

Strengthening the quality and relevance of education

Enhancement of education quality under Learning for Peace included strengthening of instructional practices in pre-primary schools and kindergartens in **Burundi**, **Côte d'Ivoire**, **Ethiopia**, **Myanmar**, **the State of Palestine** and **Yemen**; promotion of child-centred teaching methods and production of guidelines in **Burundi**, **Chad**, **Liberia**, **Myanmar**, **the State of Palestine**, **Sierra Leone** and **Yemen**; and relevant livelihoods training provided to young men and women in **Sierra Leone**, **Liberia**, **South Sudan** and **Somalia**.

Responding to the demand from young people for education that prepares them for employment and financial independence, life skills such as financial literacy and computer skills have been integrated into livelihoods courses. Some of the courses purposefully intended to reach young women as a means to encourage their economic empowerment.

In **South Sudan** and **Somalia**, the courses have provided a variety of skills development options for both young men and young women, including driving, fishing, carpentry and office management. In some cases, however, young women reported difficulty in finding employment, particularly in those professions that are traditionally perceived as 'masculine,' suggesting that isolated interventions are unlikely to leverage sufficient influence to challenge structural gender inequalities and rigid gender norms.

Verification of the theory of change

Education grievances may centre on issues of access, quality and relevance of education as well as experiences of direct and indirect violence within schools.[87] Learning for Peace has demonstrated that increasing access to education that is sensitive to the root causes of conflict and relevant to the needs of learners can alleviate these grievances, while also strengthening relationships vertically and horizontally. Social norms around 'masculinity' and 'femininity' and perceived value of education highlighted in the examples above should be considered, as they may limit scale, hinder implementation, or delay fruition of results.

2.4.5 Outcome 5 – Generating evidence and knowledge

GLOBAL THEORY OF CHANGE

If key stakeholders in the education and peacebuilding sectors can be persuaded through sound evidence on the links between education and peacebuilding (and vice versa), then they will be more receptive to and supportive of efforts to leverage education services for strengthening stability and social cohesion.

Outcome 5 focuses on generating knowledge in the field of education and other social services

85 See, for example: FHI 360 Education and Policy Data Center, 'Does Horizontal Education Inequality Lead to Violent Conflict? A global analysis', United Nations Children's Fund, New York, April 2015.

86 Arabic for 'marginalized', Muhamasheens are a minority social group representing about 10 per cent of Yemen's population. The escalating conflict in the country has had a devastating impact on their day-to-day survival. More information can be found at <http://www.unicef.org/infobycountry/yemen_82502.html>.

87 *See, for example*: Smith, Alan, Simone Datzberger and Alan McCully, *The Integration of Education and Peacebuilding: Synthesis report on findings from Myanmar, Pakistan, South Africa and Uganda*, United Nations Children's Fund, New York, 2016; Novelli, Mario, et al., Education Sector Governance, Inequity, Conflict and Peacebuilding: South Sudan, United Nations Children's Fund, New York 2016.

for peacebuilding, and establishing an evidence base that informs new practices. Evidence from 170 knowledge products generated throughout the programme is raising the public's awareness of education's role in peacebuilding, as well as informing ongoing peacebuilding efforts.

Closing the knowledge gap in education and peacebuilding

As shown in Figure 24, Learning for Peace produced a rich portfolio of research in response to the lack of evidence on links between education and peacebuilding at its outset.

FIGURE 24.
Outcome 5 progress towards target

Purpose, scope, methodology and rigor varied across research, but all were guided by the overarching goal of closing the knowledge gap to improve education policies and practices to contribute to peacebuilding. To that end, all research demonstrated how **education can be harnessed to build peace before, during, and after violent conflict and the consequences of not investing in the enterprise**. Figure 25 (*page 64*) highlights key knowledge assets produced under Learning for Peace that helped position education as a social service mechanism capable of transforming interpersonal and inter-group relationships.

Observant of the initial knowledge gap in the role of education in peacebuilding, UNICEF commissioned an extensive amount of research and evaluative exercises under Learning for Peace. While all of them were completed in close collaboration with UNICEF, not all have been endorsed by UNICEF, indicated by the absence of its logo and the inclusion of a written disclaimer.

This was particularly the case for studies carrying sensitive information that the government partners may not publicly acknowledge. Publications that may potentially jeopardize the relationship with government partners and subsequently lead to inaccessibility to beneficiaries were judiciously not endorsed, but simply left to contribute to the knowledge pool for the benefit of the public.

Learning through M&E

The Learning for Peace programme employed various approaches to monitoring and evaluation to document institutional learning and emerging results. Approaches range from the usual visits to programme sites for regular monitoring to rigorous countrywide analyses of the education and conflict landscape.

As described in Section 2.3 (*page 40*), the programme launched with country-specific conflict analyses that surveyed the potential role of education in strengthening or weakening communal relationships. While most countries continued their programme implementation based on the original conflict analysis, countries such as **Uganda** and **Pakistan** updated the analyses to refine programming approaches, while **Burundi** conducted quarterly conflict scans to monitor conflict dynamics across the country.[88]

88 See Search for Common Ground, 'Burundi Reports', 2016, <https://www.sfcg.org/tag/burundi-reports/>.

Supplementing such efforts included regular monitoring visits to programme sites to ensure implementation maintained the principles of 'do no harm' and contributed to peacebuilding. More systematic review and documentation of results have been captured in a total of 94 case studies and documentation of best practices/lessons learned, some of which are highlighted in Figure 25 (*page 64*). A larger number of them will be summarized in a forthcoming publication *Learning for Peace Narratives from the Field*.

Additionally, in accordance with the programme's primary objective of strengthening social cohesion, resilience and human security, countries measured 'social cohesion' scores by using KAP surveys. **Burundi**, **Côte d'Ivoire**, the **Democratic Republic of the Congo**, **Ethiopia**, **Kenya** (Dadaab Refugee Camp), **Myanmar**, **Pakistan**, **Somalia**, **South Sudan**, **State of Palestine** and **Uganda** measured programme impact by asking participants questions on indicators such as: awareness of diversity in their communities; level of participation in civic activities; trust of 'others'; sense of belonging in their schools and communities; perception of security; and attitude towards criticism. Section 1.4.3 and *Emerging Practices in Education for Peacebuilding Programming* by Search for Common Ground elaborate on this discussion.[89]

Differences in scale among the various M&E activities are important to note because they reflect a distinction between country programme-level monitoring and programme-level monitoring isolated from the larger country programme. For organizations such as UNICEF, various initiatives compose a holistic country programme, monitoring typically requires national-level tracking – that is, gauging countrywide, through judicious sampling, the level of trust between government and citizens, relationships among citizens and capacities of individuals. For organizations whose portfolio consists of independent programmes or projects, tracking of change should remain at the programme or project level.

Learning for Peace engaged in multiple evaluations, starting with the Evaluability Assessment in 2013, developmental evaluations in **Ethiopia** and **Myanmar**, and an outcome evaluation in 2015.[90]

The outcome evaluation report conveyed that Learning for Peace delivered meaningful results in peacebuilding across its outcome areas, specifically:

- The choice of using a social service such as education for delivering peacebuilding results was a good choice.
- UNICEF is well positioned to engage in peacebuilding work based on its mandate and institutional strengths.
- Strong leadership support is required for cross-sectoral collaboration and solutions for peacebuilding.

The report recommended that UNICEF:

- Should articulate a clearer vision for its role and contribution to peacebuilding
- At the minimum, institutionalize conflict analysis as part of the programme development cycle.
- Consolidate lessons learned and use them to develop resources for education sector planning.

Specific actions UNICEF has taken to date are summarized in Section 2.8, *Governance and programme management*.

89 See: Herrington, R., *Emerging Practices in Design, Monitoring, and Evaluation for Education for Peacebuilding Programming*, Search for Common Ground, Washington, DC, 2015.

90 See: United Nations Children's Fund, *Evaluability Assessment of the Peacebuilding, Education and Advocacy Programme*, UNICEF, New York, 2013; Kjaer, Mathias, *UNICEF Myanmar Developmental Evaluation Report*, United Nations Children's Fund, New York, 2016 (forthcoming); Minogue, Darragh, *UNICEF Ethiopia Developmental Evaluation Report*, United Nations Children's Fund, New York, 2016 (forthcoming); United Nations Children's Fund, *Evaluation of UNICEF's Peacebuilding, Education and Advocacy Programme*, UNICEF, New York, 2015.

FIGURE 25.

Learning for Peace knowledge assets that illustrate how education can be harnessed before, during, and after violent conflict

Before Violent Conflict

Historical tensions and grievances can be addressed to mitigate conflict outbreak

Research on the **linkage between education inequality and violent conflict by FHI 360** discovered that the likelihood of violent conflict doubles in contexts with high educational inequality and gender parity can decrease up to 37 per cent, not returning to the initial level of inequality even after the end of conflict.

EDUCATION INEQUALITY >

During Violent Conflict

Education systems are disrupted during conflict, but can also respond to conflict

EDUCATION INEQUALITY >

After Violent Conflict

As education systems undergo recovery, they can be platforms for reconciliation

EDUCATION INEQUALITY >

Burundi, Côte d'Ivoire, Democratic Republic of the Congo, Ethiopia, Pakistan, Somalia, South Sudan, State of Palestine and **Uganda** monitored the conflict landscape following conflict analyses. *Emerging Practices in Education for Peacebuilding Programming* by **Search for Common Ground** captured how.

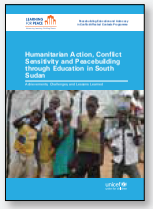
Conflict Sensitive Education Pack by the **Inter-agency Network for Education in Emergencies** guides education stakeholders on incorporation of **conflict sensitivity** into education planning and programming. Its application on school construction was documented in **Chad**.

Social Integration of Pygmies by UNICEF **Democratic Republic of the Congo** demonstrates results of **inter- and intra-group interaction** seen in changes in children's behavior, such as walking to school together. Similar findings are captured by **Côte d'Ivoire, Pakistan, Sierra Leone, Somalia** and the **State of Palestine**.

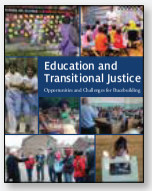
The Role of Teachers in Peacebuilding by **University of Sussex** surveys ways **teacher agency** can be leveraged for peacebuilding. **Sierra Leone** offers a country example, with a focus on pre-service teacher training.

What Ministries Can Do to Protect Education from Attack and Schools from Military Use by the **Global Coalition to Protect Education from Attack** reports ways school buildings, teachers and students are increasing becoming **targets of violence** during conflict, and presents potential government actions.

The *Gender, Education and Peacebuilding brief* makes a case for **gender-sensitive**, **gender-responsive** and **gender-transformative** programming for building peaceful societies. Emerging evidence from **Côte d'Ivoire, Democratic Republic of the Congo, Somalia, South Sudan** and **Uganda** through research, evaluation and case studies support the case.



Humanitarian Action, Conflict Sensitivity and Peacebuilding through Education in South Sudan offers a strategy for harnessing **non-formal education** and youth development during **emergencies** to help young people cope with shocks.



Education and Transitional Justice by the **International Center for Transitional Justice** advocates for integration of transitional framework into education systems to bring healing and reconciliation. UNICEF **Côte d'Ivoire** documented young people's effort to do just that.

The issue brief Starting Early to Build Stronger and More Peaceful Societies presents the **linkage between ECD and peacebuilding**, while case studies from **Burundi, Côte d'Ivoire**, the **State of Palestine** and **Uganda** provide deep-dives on ways ECD can break inter-generational negative **narratives** and ways ECD centres can serve as venues of **community social cohesion** following conflict.

From Policy to Action from **Liberia** captures the process of integrating education and youth development into national peacebuilding policy following the civil war. UNICEF **Sierra Leone**, **State of Palestine**, and **Uganda** demonstrate what that looks like at the community level, with young people **leading community initiatives** to tackle tensions after conflict.

2.5 Gender

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Somalia: In response to the urgent need to increase access to quality care and support services for sexual violence survivors and for effective strategies to prevent violence against girls and women in conflict-affected settings, UNICEF developed and is piloting the Communities Care programme.

Learning for Peace was formulated with gender considerations embedded within its guiding approach, recognizing that girls and women should be seen as not only victims of conflict but also critical actors in peacebuilding. Evidence indicates that improving gender equality in peacebuilding initiatives has a positive effect on both durability and outcome; global analysis undertaken through Learning for Peace demonstrates that conflict is less likely in contexts where there is gender parity in terms of mean years of schooling.[91]

Addressing gender inequality exacerbated by conflict through the provision of education, and using education as a tool for advancing gender equality and promoting sustainable peace were key dimensions nested in the Learning for Peace approach. The programme has progressively demonstrated the importance of the latter strategy, and moved along the continuum from 'gender sensitive' to 'gender transformative' strategies accordingly. In particular, the programme sought to understand the gendered nature of conflict, the roles of women, men, girls and boys in both violent conflict and peacebuilding, and the potential for education to shape and transform such roles.

91 United Nations Children's Fund, *Gender, Education and Peacebuilding Brief: Emerging issues from 'Learning for Peace'*, UNICEF, New York, 2016, p. 1, 2; and FHI 360 Education Policy and Data Center, *The Effects of Armed Conflict on Educational Attainment and Inequality*, FHI 360, Washington, D.C., 2016 (forthcoming).

2.5.1 Gender-sensitive programming

Learning for Peace interventions sought to integrate activities to identify gender differences, issues and inequalities as a basic principle to achieving programme goals. Gender-sensitive conflict analyses can reveal gender-specific influences and experiences in conflict, including child marriage, poverty, insecurity, and sexual and gender-based violence, as reflected during analysis in the **Democratic Republic of the Congo**.

Disaggregating data and including gender-specific indicators and measurements can therefore assist planning and monitoring to ensure that programming is equitably delivered in responding to the distinct conflict experiences of men, women, girls and boys.[92]

In **Myanmar**, the mine risk education intervention could be adjusted according to sex-disaggregated data gathered through the KAP survey, which reveal that women were less likely than men to have received any mine risk education and more likely to feel that mines make their communities safer, not more dangerous. In **Somalia**, EMIS data supported gender-sensitive programming by identifying the locations where female teachers are under-represented, helping deployment initiatives respond to these areas.

Efforts to promote gender-sensitive and gender-relevant curriculum content – combined with improvements to water, sanitation and hygiene facilities and safety in schools – have resulted in increased enrolment rates for girls in project areas in **Chad**, **Ethiopia**, **Somalia**, **Pakistan** (including among Afghan refugee children), **Uganda** and **Yemen**.

2.5.2 Gender-responsive programming

Through gender-responsive approaches, interventions actively sought to change gender norms, roles and access to resources to promote principles of gender equality as results in their own right.

Learning for Peace adopted several gender-responsive strategies that seek to promote gender equality through capacity building of teachers in creating inclusive, gender-equitable environments. Examples include the recruitment of female teachers to encourage girls' participation in formal and non-formal education programmes in **Pakistan**, **the State of Palestine**, **Kenya** (Dadaab Refugee Camp) and **South Sudan**.

In the State of Palestine, engaging a proportion of female drama teachers (62 per cent) in after-school theatre clubs resulted in increased participation among female students where traditional family structures often exclude girls from extra-curricular activities as well as from completing their schooling.

Textbooks, training manuals and curriculum content can reinforce images of expected behaviour for men and women and perpetuate negative stereotypes. Curriculum material across country contexts has frequently been found to reinforce nationalistic, masculine, military 'hero' narratives, which can exclude women and girls and reinforce an association of violence with masculinity that is also damaging to men and boys.

As such, curricula have been reviewed for gender awareness in the **Democratic Republic of the Congo**, **Ethiopia**, **Liberia**, **Pakistan**, **Somalia** and **South Sudan**, particularly in relation to life skills education.

In **Somalia**, the curriculum framework review took a participatory approach to engage young women in consultations, leading to an emphasis on girls' education and girl-friendly spaces, inclusion, non-discrimination, positive discipline and social values in the new framework draft.

Additionally, **Ethiopia**, **Liberia** and the **State of Palestine** have seen efforts to address gender-based violence in schools through policy and teacher training initiatives. In **Ethiopia**, this included the launch of a code of conduct that establishes reporting systems and guidance procedures for education staff to identify and address gender-based violence in schools.

92 *See, for example:* Sayed, Yusuf, and Mario Novelli, *The Role of Teachers in Peacebuilding and Social Cohesion: A synthesis report of South Africa, Uganda, Pakistan and Myanmar case studies*, United Nations Children's Fund, New York, 2016; and Durrani, N., and M. Dunne, 'Curriculum and National Identity: Exploring the links between religion and nation in Pakistan', *Journal of Curriculum Studies*, vol. 42, no. 2, 2010, pp. 215–240.

Learning for Peace has also shown how the adoption of gender-responsive strategies can serve as an entry point for potentially gender-transformative programming and results.

In **South Sudan**, the pastoralist culture and related 'bride price' present a conflict factor that is closely linked to gender relationships. The introduction of an ox-plough farming initiative to young cattle herders aims to provide non-violent alternatives to cattle raiding for generating a bride price. While the strategy does not explicitly address the issue of traditional expectations of 'manhood' tied to marriage, anecdotal evidence indicates that such interventions may influence and transform gender relations by promoting positive masculinities and breaking patterns of violence that can otherwise be reproduced at the household level. These nascent links merit further research to determine how to leverage the transformative potential of such strategies.

2.5.3 Gender-transformative programming

Gender-transformative approaches require understanding and challenging entrenched norms that condone gender-based violence, inequality, practices to promote shared power, control of resources and decision making. In the context of peacebuilding, this means creating opportunities to challenge gender norms that can fuel conflict and to harness those that promote peace. By demonstrating the potential role of education through the interventions in **Somalia**, **South Sudan** and **Uganda**, the programme has been able to contribute to the limited evidence base on promoting gender-transformative peacebuilding.

The pilot programme Gender Socialization in Schools in the district of Karamoja, Uganda, aimed to transform teaching practices that reinforced gender biases and inequalities by promoting positive models of masculinity and femininity in the classroom. A teachers' training programme was developed and rolled out alongside the GenderTrac text message service to reinforce learning and provide a feedback mechanism for teachers. An accompanying impact evaluation demonstrated the intervention was successful in changing individual teacher's knowledge and attitudes, contributing to reduced gender bias in the classroom.

However, the initiative also served to highlight the challenges of gender-transformative programming. The results raised important challenges related to trust and respect among students as well as between students and teachers. For example, some teachers felt unable to resolve frictions between different ethnic groups and linguistic backgrounds, or to emphasize equal treatment for girls and boys in the face of prevailing gender norms across different tribes and clans. In other cases, teachers reported that boys who had undergone initiation rituals tended not to respect male teachers who had not (due to being from outside of Karamoja or from a different ethnic group). Such dynamics limited teachers' ability to gain traction at the community level to promote new ideas related to gender.

Emerging evidence from this pilot programme highlights the complex nature of contesting strongly held and culturally embedded expectations of male and female roles in diverse, multi-ethnic environments of persistent gender inequalities and pervasive gender norms. Longer-term efforts are required to sustain positive behaviour shifts in relation to social norms and influence broader change (as discussed in Section 1.6, *page 37*), as well as approaches that link school-based interventions with comprehensive, multi-stakeholder, community-led interventions.

2.5.4 Generating knowledge on links between education, gender and peacebuilding

There continues to be a need for research to explore the complex connections between gender, education and peacebuilding and the gendered dimensions of educational experiences. Building on existing evidence of the correlation between gender inequalities in education and violent conflict,[93] it is important to further explore how programmatic and policy improvements in one area can be leveraged to facilitate improvements in the other.

93 FHI 360 Education Policy and Data Center, *The Effects of Armed Conflict on Educational Attainment and Inequality*, FHI 360, Washington, D.C., 2016 (forthcoming).

To this end, UNICEF is maintaining engagement in ongoing research. This includes, but is not limited to, the abovementioned research through the Communities Care programme in **Somalia** and **South Sudan**, assessment of gender dynamics affecting participation in secondary schools in conflict-affected regions of **Myanmar**, a study for identifying, designing, and monitoring approaches for the prevention of School-Related Gender-Based Violence in **Ethiopia**, **Côte d'Ivoire**, **Togo** and **Zambia**, and investigation of the inter-generational transmission of violence revealing persistent vulnerabilities to violence among adolescent girls in **Burundi**.

In Burundi, both male and female youth between 16 and 18 years old participated in capacity building training on peacebuilding and the prevention of gender-based violence; spearheaded debates with traditional leaders and the local administration about the role of youth in promoting social cohesion and preventing violence; organized sensitization sessions on peacebuilding and gender-based violence topics with other youth in their communities and collaborated with child protection community mechanisms to promote local protection and care.

2.6 Partnerships

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Pakistan: Children play with a football in a UNICEF-supported child-friendly space in a camp in Charsadda District, Khyber-Pakhtunkhwa Province. Through partners, UNICEF also supports the camp with clean water and sanitation and treatment for malnourished children.

The Learning for Peace programme engaged in a multitude of partnerships with nearly 140 civil society organizations, government agencies, universities and United Nations agencies. Given its cross-sectoral nature, the programme also partnered with sections outside of Education within UNICEF. These partnerships served to build ownership between key stakeholders, broaden reach and influence, and improve effectiveness through inter-sectoral and inter-agency collaboration. Figure 26 (*page 72*) offers an example of the diversity of partnerships formed under Learning for Peace.

Partners included international organizations (e.g., United Nations agencies, global non-governmental organizations), government institutions (e.g., Ministries of Youth, regional association of Ministries of Education), and country-level organizations (e.g., civil society organizations serving local districts, faith-based organizations serving local communities, schools and universities).

While some made financial and/or in-kind contributions through a contractual process called the Programme Cooperation Agreement, other partners were engaged for specific deliverables through an institutional or individual Special Services Agreement, whose terms of reference underwent public bidding and a competitive selection process. The financial contributions ranged between US$15,000 by the UNICEF German National Committee in Uganda and US$50 million by the Government of the **Democratic Republic of the Congo** for classroom construction as a peace dividend contribution for communities in conflict-affected territories and districts. In EAPRO, the Asia-Pacific Regional Network for Early Childhood, UN Women and UNESCO covered as much as 58 per cent of the total cost of the partnership. Overall, partners' direct financial and in-kind contributions towards Learning for Peace research and capacity development totalled approximately US$3.4 million.

2.6.1 Building ownership among key stakeholders

Learning for Peace invested significant time with partners on the ground to:

- Develop a shared common language around concepts such as peacebuilding, social cohesion and resilience.
- Jointly deliberate on the dynamics of conflict as revealed through the conflict analyses.
- Agree on courses of action which could begin to address such dynamics.

In some circumstances, UNICEF reached out to unconventional partners and non-state actors to facilitate their participation in the peacebuilding process.

In **Pakistan**, the programme worked with madrasas through careful and considerate engagement with school administrators, teachers and families. This helped build trust among those not used to outside intervention, and resulted in collaborations with partner government schools and improved participation in projects for girls and women.

In **Myanmar**, engaging ethnic armed groups and their social wings has been crucial for the success of mine risk awareness campaigns. This allowed the programme to gain access to areas severely affected by landmines, to conduct and present KAP surveys and findings, and to instigate a meaningful mine risk awareness programme.

Engagement with local research institutions was a way to strengthen in-country knowledge and expertise on peacebuilding strategies and broaden the foundation for sustainability.

In **Pakistan**, **Uganda** and **Ethiopia**, involving local universities in survey data collection, focus group discussion facilitation and case studies development not only helped build their capacity, but also enhanced effectiveness of the programme. Their knowledge of the context and ability to communicate to local beneficiaries facilitated implementation, and government counterparts viewed their engagement favourably from a sustainability perspective.

2.6.2 Broadening reach and influence

Partnerships have enabled Learning for Peace to extend its reach into otherwise hard-to-reach communities and to work with populations it might not otherwise have been able to serve. In **Yemen** and **Somalia**, for example, programming continued despite a deteriorating security situation over the course of 4.5 years. This was largely due to the ability of the local implementing partners to assume greater responsibility for management, oversight and monitoring of activities, and to remain engaged with government actors at the sub-national level.

Engagement with religious institutions and organizations provided important synergy between peacebuilding concepts such as inclusion, dignity and respect and messages promoted by religious institutions. It also allowed programming to capitalize on the well-organized, extensive networks and position of respect these institutions hold in communities.

In **Burundi**, a partnership with the faith-based organization Commission Episcopale pour l'Apostolat des Laïcs led to the participation of 21,280 young people and priests in eight forums on civic and democratic values, non-violence, 'culture of peace' and reconciliation within the Anglican dioceses. The organization was able to engage senior clergy in supporting other community-based peacebuilding initiatives and to reinforce peacebuilding messages in their sermons.

Working as partners with the Global Partnership for Education in **Chad**, **Pakistan**, **Sierra Leone**, **South Sudan** and **Yemen** provided opportunities to influence education systems at the policy level

– chiefly through integration of conflict sensitivity in education sector plans, teacher training, and school construction at both the national and sub-national levels. This high level coordination served as a mechanism to apply equity-focused analysis and planning, which is at the heart of UNICEF's organizational mission.

2.6.3 Improving effectiveness through inter-sectoral and inter-agency collaboration

Throughout the programme, there has been strong partnership within UNICEF across sectors and offices. Most country programmes were not isolated in working with the Education Section alone, but stretched across Child Protection, ADAP, Gender, ECD and C4D.

Uganda's training for the police force to reduce gender-based violence at schools (Child Protection), **Sierra Leone**'s training for teachers on alternative disciplinary measures (Child Protection), and **Côte d'Ivoire**'s mothers' clubs intervention at ECD centres (ECD) exemplify cross-sectoral programming.

UNICEF's regional offices played a vital role in facilitating knowledge sharing. A recent example includes the 'Pan-African Symposium on Education, Resilience and Social Cohesion' coordinated by ESARO and WCARO, at which 16 African Ministries of Education gathered and discussed ways to strengthen education policies and practices to build peace in their respective countries and the greater continent. Figure 26 contains more details.

FIGURE 26.
Sample Learning for Peace partners and their contributions

The 'Pan-African Symposium on Education, Resilience and Social Cohesion' was coordinated by ESARO and WCARO in partnership with the Association for the Development of Education in Africa and its Inter-Country Quality Node on Peace Education. The three-day event took place in Addis Ababa, 1-3 June 2016.

Attended by Ministers of Education from 16 African countries, the high-level event facilitated sharing of evidence on the role of education and peacebuilding, discussion of strategies for strengthening education sector policy and programmes to address the risks faced by children and investment priorities, and concrete action plans for ways forward.

On the last day of the event, all ministries signed the Addis Ababa Communiqué, announcing their commitment to 'strengthen education systems', 'combat violence through quality education', and 'promote a culture of peace at school level'. The communiqué built on the Mombasa Communiqué of September 2009 and the Navaisha Communiqué of December 2012.[94]

94 The event was covered by many organizations and media groups, including Ethiopia Herald <http://www.ethpress.gov.et/herald/index.php/editorial-view-point/item/4915-the-power-of-education-building-social-cohesion-sustainable-peace>, Culture of Peace News Network <http://cpnn-world.org/new/?p=6287>, Business Ghana <http://www.businessghana.com/portal/news/index.php?op=getNews&id=211190>, and Global Partnership for Education <http://www.globalpartnership.org/news/ethiopia-power-education-building-social-cohesion-sustainable-peace>.

2.7 Advocacy and outreach

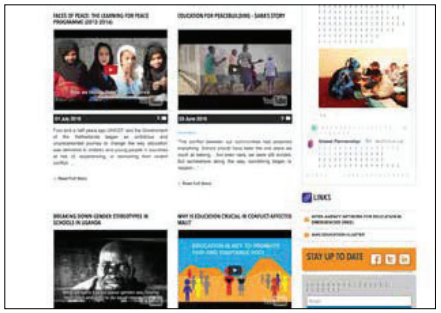
Myanmar: Noteworthy Learning for Peace Programme results in Myanmar included supporting the development of language and education policies at union and state/region levels and ensuring that children in difficult-to-reach areas, as well as those without access to education due to conflict or disasters, received equitable opportunities to continue basic education.

Advocacy and communication were an integral part of the Learning for Peace programme. With a focus on sharing new knowledge and evidence, highlighting programmatic achievements and conducting targeted outreach, the implementation of the global communication and advocacy strategy encouraged the cross-fertilization of ideas, and engaged new audiences on the importance of education and social services for peacebuilding.

Advocacy under Learning for Peace was delivered in a variety of ways, including key messages, publications (e.g., guidance notes, technical briefs, research), participation in and hosting of national, regional and global events, online platforms, and multimedia products.

The establishment of the Learning for Peace website, launched in early 2014, has been a significant component of the programme's global communication and advocacy strategy – serving as a 'one-stop shop' for all peacebuilding and education-related resources, multimedia products, stories and research generated under the programme.

This website has received, on average, 30,000 visitors a year, from 191 countries. Along with the 14 participating Learning for Peace countries, a strong proportion of users come from the United States, the United Kingdom, the Netherlands, Canada and Japan. The Learning for Peace mailing list grew from 60 professionals in 2012 to 441 in 2016.



The website has been used to disseminate and tell the story of peacebuilding through more than 40 Beyond School Books podcasts,[95] featuring high-profile global actors such as the United Nations Secretary-General's Envoy on Youth, along with notable practitioners and activists engaged in education and peacebuilding.

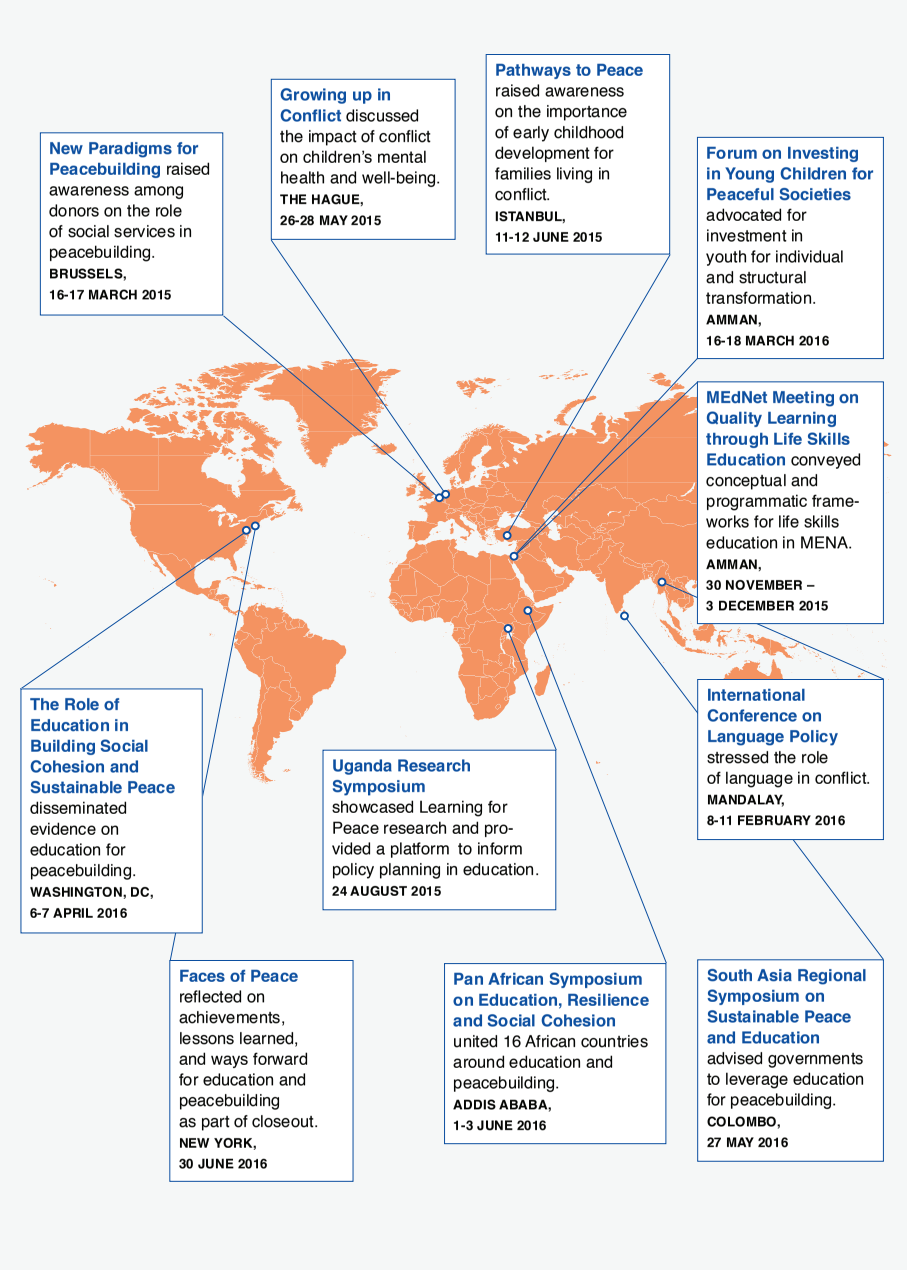
A Learning for Peace video series was produced, with more than a dozen videos covering various programme activities and beneficiaries in **Côte d'Ivoire**, **Pakistan**, **Sierra Leone**, **South Sudan**, **the State of Palestine** and **Uganda**. A number of these videos have received more than 2,000 views on UNICEF's YouTube channel. In addition, more than 40 blogs on topics ranging from using capoeira to change the dynamics among refugee communities in northern **Democratic Republic of the Congo** to applying C4D techniques in programming to build peace in **South Sudan** have been posted/reposted on the Learning for Peace website and shared with partners.

These advocacy products were disseminated through the Learning for Peace listserv as well as UNICEF's social media channels – reaching a potential audience of more than 7 million globally.

In addition, as illustrated in Figure 27 (*page 75*), there were global and regional events during the course of the programme, as well as numerous country-level workshops and events aimed to reach policymakers, donors, academia and civil society. The events fostered new dialogues between governments, multilateral agencies and civil society, and built new partnerships with organizations such as the World Leadership Alliance-Club de Madrid.

With the programme coming to a close, significant efforts have been made to ensure that the wealth of resources produced during the past 4.5 years find new homes on partner sites to ensure longevity beyond archiving the Learning for Peace site. In addition to ensuring that key resources remain in UNICEF's internal resources library at the global, regional and country levels, UNICEF has collaborated with UN Women, the United Nations Educational, Scientific and Cultural Organization, the United States Agency for International Development's Education in Crisis and Conflict Network, Yale University's Early Childhood Peace Consortium, the Global Partnership for Education, INEE, the C4D Network, the United Nations High Commissioner for Refugees, and Search for Common Ground to host Learning for Peace products, to ensure their public and global accessibility past the lifetime of the programme.

FIGURE 27.
Map of key advocacy events



2.8 Governance and programme management

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Democratic Republic of the Congo: Two siblings are among an estimated 16,000 displaced people living in the camp of Mungote in the town of Kitchanga in North Kivu Province. Many of the displaced have been forced to flee multiple times.

Managing a complex global programme such as Learning for Peace was integral to the institutional development agenda of the programme. Operationalization of peacebuilding theories on vertical and horizontal social cohesion through concrete programming fostered vital lessons learned within UNICEF on:

- Conceptual sensitization.
- Identification of realistic milestones and parameters.
- Day-to-day governance of activities.

In light of the call for social services providers to leverage their engagement of social services delivery for the fostering of peacebuilding and social cohesion, the internal reflections that follow are shared in the hope that they impart insights based on real experience to organizations pursuing similar initiatives.

Conceptual sensitization

Although UNICEF has always worked towards peacebuilding, prior to Learning for Peace it had not as an organization explicitly designed a peacebuilding programme through a specific social services sector. Unlike the Out-of-School Children Initiative, and UNICEF's role as lead agency and secretariat for the United Nations Girls' Education Initiative, peacebuilding is not a mainstreamed initiative within the organization's education agenda. Thus, peacebuilding programming required internal advocacy, outlining the rationale and evidence for investing in it and what it would look like in operation – on top of an already saturated mandate for children.

In the absence of institutional experience in peacebuilding, and before being able to benefit from the evidence and training materials generated through Learning for Peace, the sensitization effort relied heavily on the limited pool of resources available at the time. The thin literature around the role of social services in building social cohesion, a relatively small pool of academics and practitioners exploring the relationship between education and peacebuilding, and senior leadership inviting new ideas composed the initial window of opportunity. The Education Section, for example, benefited from consultative meetings to discuss peacebuilding-effective education programme design with the Strategic Planning Advisory Group – which included members from UNICEF senior management, Global Coalition to Protect Education from Attack, Human Rights Watch, the INEE, the International Rescue Committee, Save the Children, the United Nations Development Programme's Bureau for Conflict Prevention and Recovery, the United Nations High Commissioner for Refugees, the United Nations Peacebuilding Support Office and the World Bank, as well as a representative of the Government of the Netherlands. HATIS, which traditionally represents UNICEF at inter-agency peacebuilding forums, assisted in the development of concept notes, a glossary of peacebuilding terminology, and guidance around conflict analysis and programme design.

Since 2012, UNICEF has developed a variety of guides to support country programming, including the *Peacebuilding Programming Guide*, the *Guide to Conflict Analysis*, the *Risk-Informed Programming in Education Guidance*, as well as the *Field Handbook on Child Recruitment, Release and Reintegration*.

Identification of realistic milestones and parameters

UNICEF operates holistic country programmes designed against set long-term goals, as opposed to individual projects. Consequently, UNICEF country offices design – in consultation with government counterparts – two- to ten-year Country Programme Documents in alignment with the host country's strategic plans, which may or may not prioritize peacebuilding, let alone leverage social services for peacebuilding. These documents are periodically reviewed for refinement, but are not subject to significant changes unless prompted to do so by the policy landscape of the host country.

This institutional structure was a significant parameter of Learning for Peace, because none of the 14 participating countries had UNICEF programmes for peacebuilding in place. There were no activities explicitly dedicated to peacebuilding and, consequently, no mechanisms to monitor peacebuilding outcomes. As a consequence, each programme country had to develop a parallel results framework that documented conflict factors to be addressed, underlying theories of change, outputs and outcomes, as described in Section 2.4.5 of this report. As much as the results frameworks were necessary for programme implementation and accountability, their parallel operationalization burdened already overstretched human resources.

Another critical factor was the 4.5-year time frame, a short duration relative to the time-consuming recruitment and partnership formation processes of the United Nations and the 6–24 months dedicated to administering the Learning for Peace conflict analyses. The real time available for implementation was thereby reduced to 2.5 years. In complex contexts of conflict and deeply rooted tensions, this proved to be too short an amount of time in which to establish self-sustainable milestones for strengthening social cohesion.

Based on these lessons learned, UNICEF has devised ways to mainstream peacebuilding into country programme design cycles and existing structures. For instance, the risk-informed programming approach, which includes conflict analysis, will be integrated into UNICEF's Programme Policy and Procedure Manual. On the reporting front, peacebuilding programme results will continue to contribute to aggregate results reported against the UNICEF Strategic Plan.

Day-to-day governance

Based on learning from EEPCT regarding the complex communication processes between HQ with independent UNICEF country offices, budget and operational guidance responsibilities

were concentrated to the Programme Management Team (PMT) of five staff at New York headquarters. While programme activities and results frameworks were entirely tailored to the country-specific context, the PMT led the global reporting processes and regularly liaised with the donor.

During the first 18–24 months of the programme, the PMT also provided extensive technical support for conflict analysis, staff recruitment and work planning to country offices. While Skype calls, email exchanges, and missions and webinars continued across the 4.5 years of the programme, the request for technical support from headquarters transferred to the regional office increased each year, marking an increase in local institutional capacities to execute regionally relevant peacebuilding programming.

This change in roles and responsibilities enabled the PMT and regional offices to facilitate global and regional contracts that served the country offices, as well as dedicate substantial time and effort to advocacy, knowledge generation and knowledge sharing. For example, the partnerships that the PMT held with Search for Common Ground and the Harvard Humanitarian Initiative and that ESARO held with Echo Mobile supported M&E, KAP survey administration, and case studies development for the country offices. Dissemination efforts – such as the Pan-African Symposium on Education, Resilience and Social Cohesion in Addis Ababa, the South Asia Symposium on Sustainable Peace and Education in Colombo, and the conference on the Role of Education in Building Social Cohesion and Sustainable Peace in Washington, D.C. – were organized at the regional and global levels to maximize HQ and regional offices' convening power.

Because UNICEF is highly decentralized, coordination, as vital as it is, can be challenging. To address this issue, global meetings were organized for planning purposes three months prior to annual allocations, and standard internal protocols – such as global messaging versus outreach to country offices through regional offices and hierarchy of responses to technical support requests – were established for day-to-day communication division of labour at the country, regional and global levels.

During the last year of the programme, country offices and regional offices largely operated independently, advocating to and liaising with donors for peacebuilding on their own. Many offices had integrated peace-building into their programmes and sought funding to the extent to which it was integrated. For instance, UNICEF Myanmar received US$200,000 from the UNICEF Dutch National Committee for peacebuilding programming. UNICEF Ethiopia, State of Palestine, and WCARO are in conversation with donors to secure funds for continuation of their Learning for Peace initiatives post June 2016.

In summary, although much has been achieved, the grand goal of harnessing social services to promote peace in 14 fragile and post-conflict countries was not without its challenges, bounded by the realities of implementing a global programme in fluid contexts with varying priorities. The milestones achieved, combined with the lessons learned, have strengthened UNICEF and its partners' institutional capacity to deliver conflict-sensitive education services and broaden this delivery to other social services.

Ethiopia: The Learning for Peace programme established equitable access to basic education in Ethiopia, resulting in communities traditionally excluded from basic social service delivery placing increased value on education, especially among pastoralists and indigenous communities.

2.9 Financial summary

Figure 28 (*page 80*) summarizes the annual utilization of the US$150 million Learning for Peace grant by UNICEF country office, regional office, and headquarters section, unit and division. After accounting for 6 per cent allocated to recovery costs, a total of US$141,656,526 was allotted for programming.

Figure 29 (*page 82*) illustrates the cumulative utilization rate by country office, regional office and headquarters. The largest increase in utilization was between 2014 and 2015 (by 31.4 per cent), during which all offices had completed their conflict analyses and established work plans and monitoring systems, and focused solely on implementation.

As shown in Figure 30 (*page 82*), 80 per cent of the funds were allocated to the 14 country offices, 7 per cent to the five regional offices, and 13 per cent to the nine headquarters sections, units and divisions. HQ expenses also cover global Learning for Peace research contracts and partnerships.

FIGURE 28.

Annual utilization of Learning for Peace grant by UNICEF country office, section, unit and division

OFFICE	Programmable amount 2012-2016	Utilization 2012	Utilization 2013	Utilization 2014	Utilization 2015	Utilization 2016	Total utilization 2012-2016	Balance as of 30 June 2016
Country offices								
Burundi	$7,773,681	$30,464	$1,104,901	$2,258,381	$2,724,448	$1,655,255	$7,773,449	$232
Chad	$4,384,574	$89,791	$822,269	$1,737,826	$1,480,360	$252,617	$4,382,864	$1,710
Côte d'Ivoire	$5,230,279	$10,770	$703,969	$1,228,216	$2,399,038	$887,721	$5,229,612	$564
Democratic Republic of the Congo	$9,873,410	$1,572,943	$1,699,023	$3,043,253	$2,736,200	$821,992	$9,873,410	$0
Ethiopia	$4,701,561	$0	$1,968,938	$935,946	$1,085,563	$710,313	$4,700,759	$802
Liberia	$9,630,451	$998,703	$3,308,442	$1,659,393	$3,136,463	$527,449	$9,630,449	$3
Myanmar	$5,974,219	$0	$97,930	$1,936,504	$2,043,243	$1,896,413	$5,974,092	$128
Pakistan	$10,096,847	$200,426	$1,513,575	$2,972,704	$3,371,223	$2,035,482	$10,093,410	$3,437
Sierra Leone	$7,844,155	$499,307	$1,532,880	$1,902,828	$3,229,828	$677,667	$7,842,510	$1,646
Somalia	$13,974,057	$795,250	$4,186,977	$3,024,843	$4,290,643	$1,676,070	$13,973,783	$274
South Sudan	$10,299,686	$400,965	$2,199,103	$3,437,267	$2,777,972	$1,484,378	$10,299,685	$1
State of Palestine	$5,322,712	$14,015	$653,417	$784,106	$2,620,610	$1,250,560	$5,322,708	$4
Uganda	$14,457,000	$1,880,162	$3,483,184	$3,928,516	$3,522,716	$1,640,508	$14,455,087	$1,913
Yemen	$3,455,999	$281,793	$274,469	$456,785	$1,758,222	$684,726	$3,455,994	$4
Subtotal	$113,018,631	$6,774,589	$23,549,076	$29,306,567	$37,176,529	$16,201,153	$113,007,914	$10,628
Regional offices								
EAPRO	$1,923,561	$60,157	$404,528	$370,683	$665,593	$422,599	$1,923,561	$0
ESARO	$4,399,626	$98,830	$622,872	$967,206	$1,101,293	$1,608,268	$4,398,468	$1,158
MENARO	$499,999	$0	$710	$930	$327,365	$170,994	$499,999	$0
ROSA	$1,189,522	$125,378	$183,936	$301,679	$253,367	$324,822	$1,189,183	$339
WCARO	$1,941,324	$21,430	$228,796	$426,455	$545,838	$718,444	$1,940,963	$361
Subtotal	$9,954,033	$305,795	$1,440,843	$2,066,952	$2,893,456	$3,245,128	$9,952,174	$1,859
Headquarters divisions, sections and units								
ADAP	$394,445	$0	$55,778	$75,334	$95,777	$167,109	$393,991	$446
Child Protection	$1,779,713	$20,298	$185,137	$322,416	$457,355	$794,507	$1,779,713	$0
C4D	$505,892	$0	$18,041	$29,295	$318,323	$140,098	$505,757	$135
Division of Communication	$1,357,116	$115,909	$387,927	$363,223	$296,146	$193,910	$1,356,380	$735
ECD	$667,028	$0	$0	$154,953	$192,140	$319,935	$667,028	$0
Education	$9,770,687	$923,498	$1,672,598	$2,518,468	$1,328,794	$3,330,840	$9,770,618	$69
Evaluation Office	$1,127,020	$0	$173,279	$76,280	$727,691	$149,770	$1,127,020	$0
Gender	$1,082,798	$31,092	$68,222	$68,557	$483,225	$430,702	$1,081,798	$1,024
HATIS	$1,998,743	$206,740	$328,565	$474,804	$547,652	$440,571	$1,998,331	$412
Subtotal	$18,683,442	$1,297,537	$2,889,547	$4,083,329	$4,447,103	$5,967,435	$18,680,636	$2,821
Summary								
Total	**$141,656,106**	**$8,377,921**	**$27,879,466**	**$35,456,848**	**$44,517,087**	**$25,413,716**	**$141,640,724**	**$15,308**

Decimal places were rounded up to the nearest dollar value. As implementation finished on 30 June 2016, partnership contracts, travel expenses and vendor payments for special services were still under way at the time of writing this report.

FIGURE 29.
Cumulative utilization of Learning for Peace grant by year and UNICEF entity

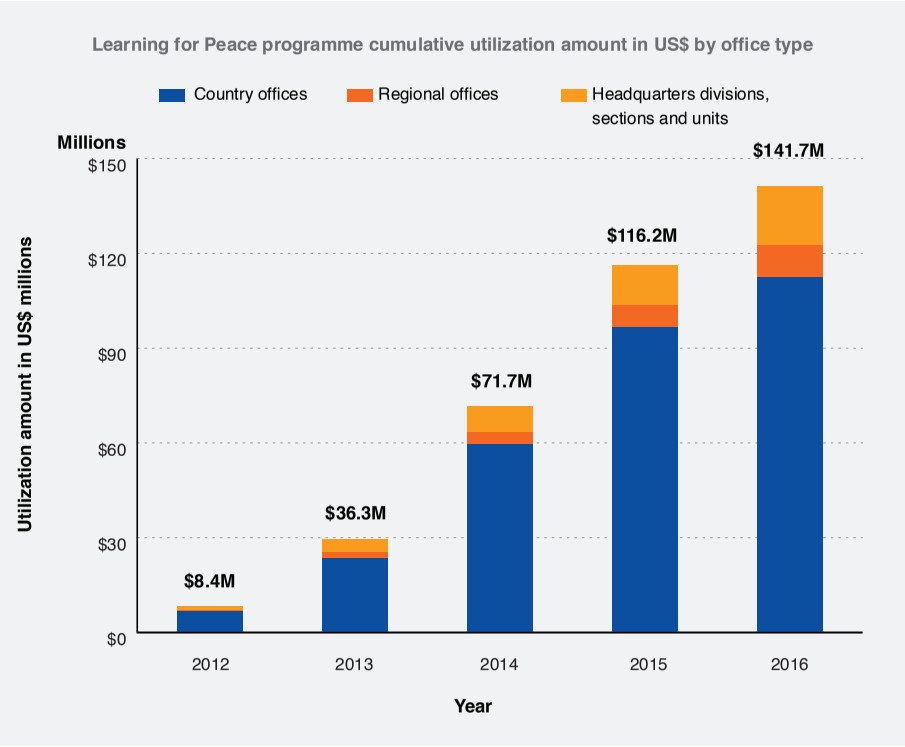
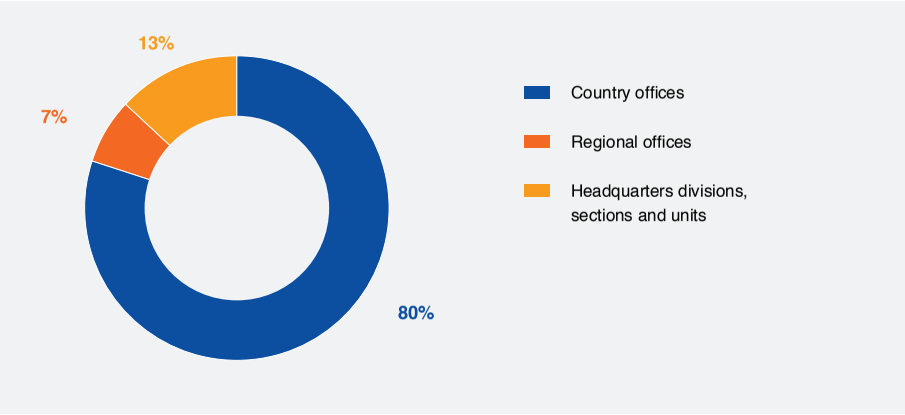
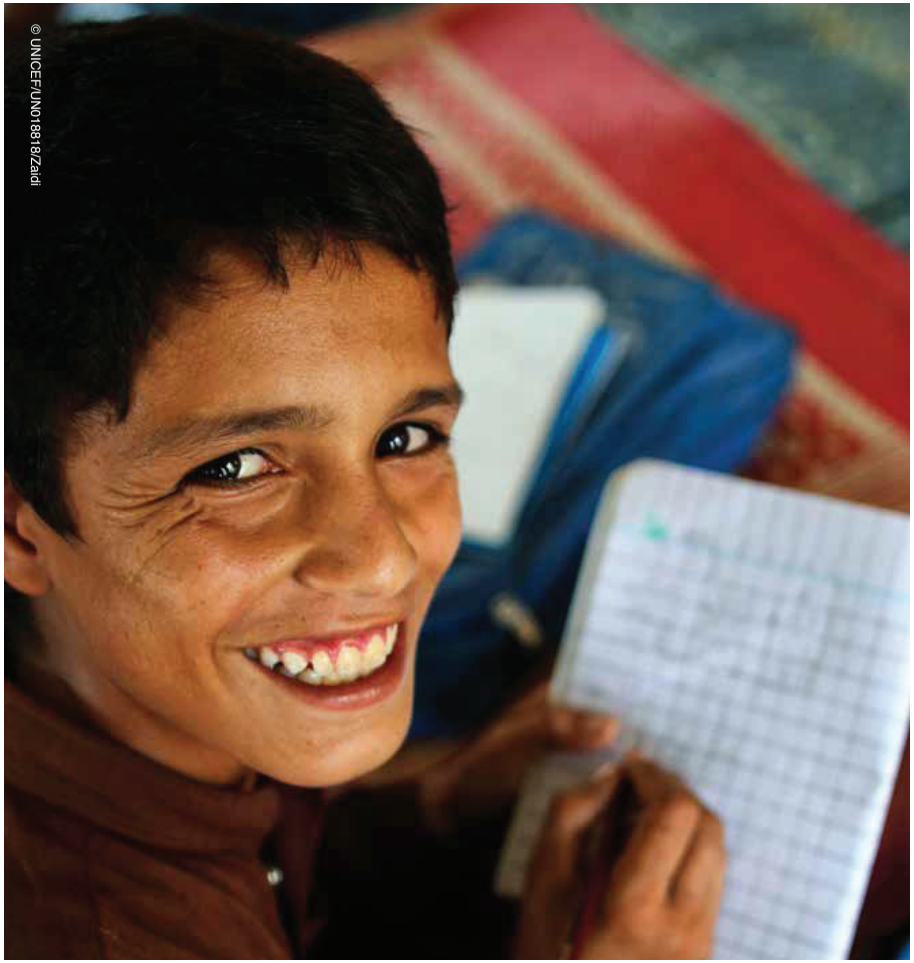


FIGURE 30.
Distribution of Learning for Peace fund allocations



In addition to various partners' contributions mentioned in Section 2.6, UNICEF provided US$1,340,922 from its education thematic funds to support country and regional offices to scale up outreach to beneficiaries, launch additional research, and respond to humanitarian situations. Countries and regional offices invested more than US$4 million from other funding sources for the operationalization of Learning for Peace country workplans.

Learning for Peace – from its genesis following the EEPCT programme (2007-2011) to infusion of peacebuilding into country programmes – has operated in true partnership with the Government of the Netherlands, UNICEF National Committees, and its government and civil society partners.



Pakistan: Findings from the social cohesion analysis informed education sector plans in the provinces of Sindh and Balochistan, ensuring the plans were conflict-sensitive and strengthened education equality. The provincial education sector plans are further informing 59 (out of 61) district level education sector plans and establishing an enabling environment for textbook content reviews.

UNICEF hopes that the testimonies of approaches, achievements and challenges documented in this report inform readers on what education for peacebuilding programming looks like. After all, the future of children and young people affected by violence and conflict – and for all of us – depends on finding a way forward towards peace and a world free of conflict.

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