

**PEACEBUILDING, EDUCATION AND ADVOCACY IN  
CONFLICT-AFFECTED CONTEXTS PROGRAMME**



**UNICEF 2014 Annual  
Consolidated Report**

June 2015



Advancing Learning. Building Peace.



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## ACKNOWLEDGEMENTS

The '2014 Peacebuilding, Education and Advocacy in Conflict-Affected Contexts (PBEA) Programme Consolidated Annual Report' drew information from documents prepared by UNICEF country and regional offices, as well as headquarters and partner reports.

UNICEF would like to acknowledge the contribution of its partners at all levels for programme implementation and documentation efforts over the course of the year. This includes numerous government representatives and partner organizations in the 14 countries and territories and regions where the programme operates.

The consolidation benefited from insight and analysis provided by members of the Programme Management Team, UNICEF's Public Partnership Division, the Technical Working Group and the Strategic Programme Advisory Group, along with several other technical advisers and experts. The report team would like to thank everyone who contributed his or her time and expertise.

A special word of thanks is reserved for the Government of the Netherlands, whose vision and commitment not only helped support changes in the field of education and peacebuilding, but also positively impacted the lives of millions of children in conflict-affected contexts.

One final "thank you" is extended to the children, women and men living in conflict-affected zones who took part in programme initiatives and helped define and carry out activities aimed at strengthening resilience, social cohesion and resilience in their communities. Their participation and feedback contributed significantly to progress made in 2014, and their belief in the work carried out under the programme has inspired UNICEF and its partners to continue striving to uphold the rights of children around the world, and stand resilient in the face of ever-changing, ever-complex and ever-variable contexts.

## ACRONYMS

C4D	Communication for Development
CEAL	Commission Episcopale Pour l' Apostolat Des Laics
CESR	Comprehensive Education Sector Review
CFS	child-friendly schools
CSOs	civil society organizations
CSZ	Central South Zone in Somalia
EAPRO	East Asia and the Pacific Regional Office
ECD	early childhood development
EMIS	education management information system
EVD	Ebola Virus Disease
GPE	Global Partnership for Education
IIEP	United Nations Educational, Scientific and Cultural Organization's International Institute for Educational Planning
ILO	International Labour Organization
INEE	Inter-Agency Network for Education in Emergencies
JNVs	Junior National Volunteers
KAP	knowledge, attitude and perception
M&E	monitoring and evaluation
MDGs	Millennium Development Goals
MLE	multilingual education
MICS	Multiple Indicator Cluster Surveys
NGO	non-governmental organization
NVs	National Volunteers
NYSP	National Youth Service Programme
PBEA	Peacebuilding, Education and Advocacy programme
PBF	United Nations Peacebuilding Fund
PFGD	Participatory Focus Group Discussions
SDGs	Sustainable Development Goals
UNDP	United Nations Development Programme
UNHCR	United Nations High Commissioner for Refugees
WCARO	West and Central Africa Regional Office
YSC	Pakistan Youth Social Cohesion

## CONTRIBUTION SUMMARY

<b>Donor</b>	Government of the Netherlands
<b>Total contribution</b>	US\$150,000,000
<b>Total funds received as of 31 December 2014</b>	US\$146,250,000*
<b>Total funds allocated as of 31 December 2014</b>	US\$106,326,014
<b>Funds utilized as of 31 December 2014</b>	US\$85,681,031
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\*US\$40 million received on 10 October 2014 was allocated in January 2015.

## EXECUTIVE SUMMARY

### Key messages from the Learning for Peace programme

- The greater the educational inequality, the greater the probability of conflict in society. Increased access to quality, equitable and relevant education and learning opportunities helps to protect children from multiple risks and contributes to social cohesion and resilience.
- Demonstrating how social services, and education in particular, can contribute to peacebuilding requires long-term commitment, the development of innovative programming, and investment in the capacity building of partners and staff across sectors.
- By utilizing new information communication technologies and methodologies, in a participatory process, it is possible to measure social cohesion and resilience while also advocating for improved peacebuilding interventions.

More than 230 million children currently live in regions and countries affected by violent conflict. By 2018, it is estimated that half the world's poor and the vast majority of out-of-school children will live in fragile conflict-affected contexts.<sup>1</sup> In the past five years, at least 15 conflicts have erupted or reignited, while the cost of violence around the world reached a staggering US\$14.3 trillion in 2014.<sup>2</sup> Crises in the Central African Republic, Mali, Nigeria, the Philippines, South Sudan, the State of Palestine, Syria and, lately, Ebola-affected countries such as Guinea, Liberia and Sierra Leone have resulted in complex and diverse challenges that are unprecedented in scale and scope.



The discussions around the post-2015 agenda and Sustainable Development Goals (SDGs) have stressed the promotion of peaceful and inclusive societies.<sup>3</sup> There is now growing recognition that the provision of social services such as education can contribute to addressing the underlying causes, as well as the consequences of, violent conflict.<sup>4</sup> UNICEF recognizes the need for innovative and fit-for-purpose programming that meet the needs of children and their caregivers in diverse fragile and conflict-affected contexts. UNICEF's Peacebuilding, Education and Advocacy (PBEA) programme - Learning for Peace - launched in 2012 with support from the Government of the Netherlands, presents a unique set of programmes designed to understand and address root causes of violent conflict through education and related social services, in **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.**

The programme builds on the theory of change that **when delivered equitably and effectively, education can strengthen 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**

<sup>1</sup> Organisation for Economic Co-operation and Development, 'Fragile States: Domestic revenue mobilization in fragile states', OECD, Paris, 2014, p. 95, available at [www.oecd.org/dac/governance-peace/conflictandfragility/docs/FSR-2014.pdf](http://www.oecd.org/dac/governance-peace/conflictandfragility/docs/FSR-2014.pdf).

<sup>2</sup> Office of the United Nations High Commissioner for Refugees, *Global Trends Report: World at war*, UNHCR, Geneva, 2015, available at [www.unhcr.org/558193896.html](http://www.unhcr.org/558193896.html); and Mis, Magdalena, 'Cost of Violence Hits \$14 Trillion in Increasingly Divided World', Reuters, 17 June 2015, available at [www.reuters.com/article/2015/06/17/us-global-peace-index-idUSKBN0OX0AU20150617](http://www.reuters.com/article/2015/06/17/us-global-peace-index-idUSKBN0OX0AU20150617).

<sup>3</sup> United Nations General Assembly, *The Road to Dignity by 2030: Ending poverty, transforming all lives and protecting the planet*, A/69/700, United Nations, New York, 4 December 2014, available at [www.un.org/ga/search/view\\_doc.asp?symbol=A/69/700&Lang=E](http://www.un.org/ga/search/view_doc.asp?symbol=A/69/700&Lang=E).

<sup>4</sup> United Nations Peacebuilding Support Office, 'Peace Dividends and Beyond: Contributions of administrative and social services to peacebuilding', UN-PBSO, New York, 2012, available at [www.un.org/en/peacebuilding/pbso/pdf/peace\\_dividends.pdf](http://www.un.org/en/peacebuilding/pbso/pdf/peace_dividends.pdf).

**civic engagement and entering the labour market.** Activities have been designed along the following five outcome areas:

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

Conflict analyses administered in the 14 participating countries identified root conflict factors to be addressed through education programming. These include weak education governance; political corruption and exclusion; cultural exclusion; poverty and unequal economic development; scarcity of resources; ethnic and religious divisions; youth demography; lack of livelihoods; migration; displacement; intergroup intolerance; and violence. In 2014, new developments such as the Ebola Virus Disease (EVD) crisis contributed to the disintegration of the capacities of social services in Western Africa, stigmatization of citizens affected by the virus, and a breakdown of trust between citizens and government authorities.

Programme activities have been designed to address conflict factors and work on transformation milestones towards social cohesion and resilience against violent conflict. Since its inception, the Learning for Peace programme has: 1) influenced 97 national and sub-national policies to integrate conflict sensitivity and/or peacebuilding into education policies, and vice versa; 2) strengthened the capacity of 38,091 schools, partner organizations, community associations, government bodies and UNICEF offices through skills development training, technical assistance, and improved human resources and tools to manage and deliver conflict-sensitive, equitable social services; 3) improved the capacity of 2,005,772 individuals to manage and cope with conflict and promote peace in their homes, schools and communities; 4) expanded access to relevant, conflict-sensitive and equitable education for 710,834 marginalized children, adolescents and youth through formal and non-formal education; developed 340 materials; and constructed or rehabilitated 135 facilities; and 5) produced 92 knowledge products that have generated an evidence base on the linkages between peacebuilding and education, utilized for advocacy and improved programming. The programme's reach extends beyond the immediate 14 participant countries; through the network of UNICEF headquarters and regional offices, the Learning for Peace programme has contributed to strengthening UNICEF and its partners' capacity to deliver conflict-sensitive education in 46 country and regional offices.<sup>5</sup>

Through this programme UNICEF has gained valuable experience leveraging education services to strengthening peacebuilding, resilience and social cohesion. These learning

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<sup>5</sup> Angola, Burundi, Cambodia, Central African Republic, Chad, Colombia, Côte d'Ivoire, Democratic Republic of the Congo, East Asia and the Pacific Regional Office (EAPRO), Egypt, Eritrea, Ethiopia, Eastern and Southern Africa Regional Office (ESARO), Fiji, Guinea, Guinea Bissau, Haiti, Indonesia, Jordan, Kenya, Kyrgyzstan, Laos, Liberia, Madagascar, Mali, Mongolia, Myanmar, Pakistan, Papua New Guinea, Philippines, Regional Office for South Asia (ROSA), Sierra Leone, Solomon Islands, Somalia, South Africa, South Sudan, State of Palestine, Thailand, Timor-Leste, Uganda, Ukraine, United Republic of Tanzania, Viet Nam, West and Central Africa Regional Office (WCARO) and Yemen.

benefits are being shared with partner organizations (governmental and non-governmental) in 14 conflict-affected countries. UNICEF is realizing that quality education for peacebuilding programming requires: 1) risk-informed programming at the systems, institutional and community levels; 2) long-term commitment and innovative methods and tools to generate evidence on the role social services can play in the building of peaceful societies; and 3) investment in capacity building of staff and partners across sectors to maximize peacebuilding results.

The Learning for Peace programme has been a catalyst for exploring how social services, particularly education, can mitigate conflict factors and contribute to long-term sustainable peace. UNICEF now has systems in place that support education for peacebuilding at the country, regional and global levels, and has pilot-tested initiatives that are ready to be scaled up. To maintain this momentum, UNICEF will continue to support risk-informed programming practices within current Learning for Peace countries as well as non-programme countries beyond 2016.

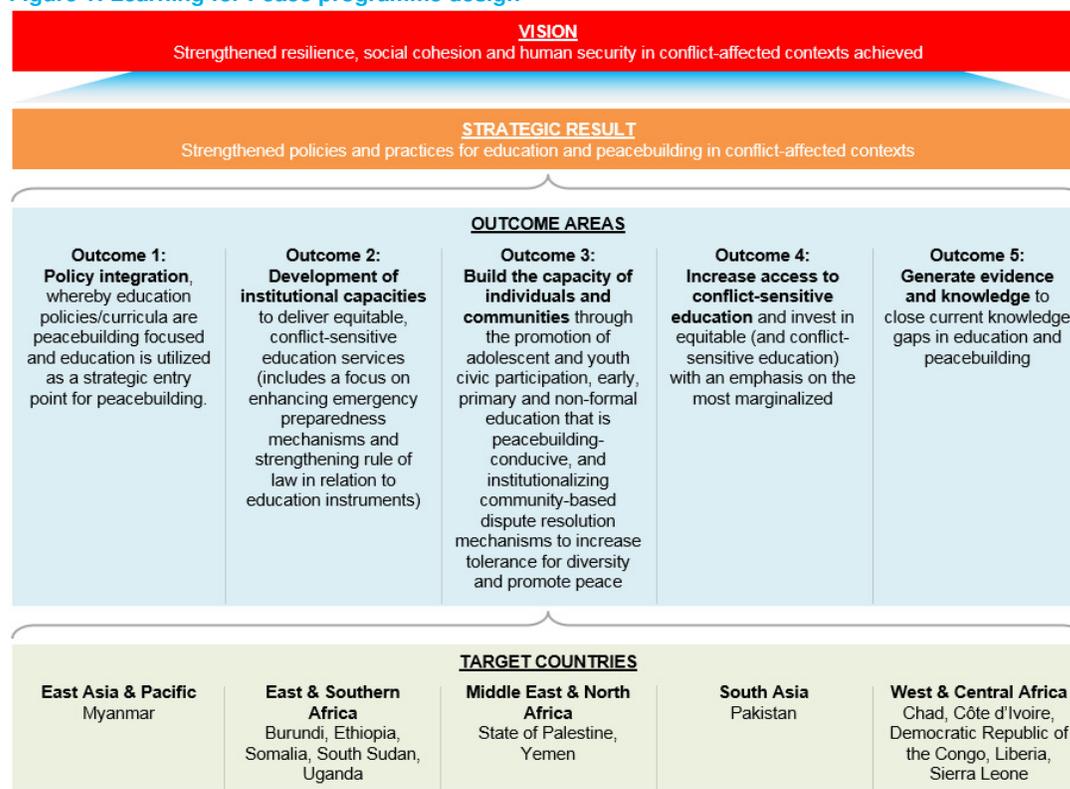
This report begins with a programme overview (Section 2), followed by the strategic context in which the programme operates (Section 3), and key conflict analyses findings that informed each country programme's design, activities and results framework (Section 4). Cumulative results to date and progress towards programme targets are summarized and highlighted, with specific examples from various country, regional and headquarters programmes (Section 5), followed by a thematic emphasis on gender (Section 6). Partnerships for programme implementation, coordination and research (Section 7), as well as the programme's administrative and financial management structure and status (Section 8) shed further light on the breadth and depth of Learning for Peace programming in terms of its reach, scale of funding and potential for global influence. The report closes with reflections on the programme's learning to date (Section 9) and how the lessons learned will shape UNICEF's risk-informed programming approach in 2016 and beyond (Section 10).

# 1. PROGRAMME OVERVIEW

Around the world, more than 230 million children currently live in fragile settings and areas affected by armed conflicts and violence.<sup>6</sup> It is estimated that half the world’s poor and the majority of out-of-school children will live in fragile conflict-affected contexts by 2018. Many other countries that are recovering from years of protracted violence and making progress towards sustainable development results for children remain fragile, and at risk of relapsing into conflict.<sup>7</sup> There is an increased recognition that the equitable provision of social services, like education, can be leveraged to contribute to the mitigation of conflict factors, as well as the consequences of violent conflict.<sup>8</sup>

Acknowledging that business-as-usual education programming is unlikely to address the needs of children and communities affected by crisis,<sup>9</sup> UNICEF has committed itself to foster a risk-informed programming approach for conflict-affected and fragile contexts. This programmatic shift is bolstered by a stronger focus on promoting peaceful and inclusive societies highlighted in the discussions around the post-2015 agenda and the SDGs. Conflict- and context-sensitive social services delivery – that meets the needs of populations while at the same time strengthening the fabric of social relationships – has grown more relevant than ever before. The Learning for Peace programme aims to achieve just that.

Figure 1: Learning for Peace programme design



<sup>6</sup> Organisation for Economic Co-operation and Development, 'Fragile States', available at <[www.oecd.org/dac/governance-peace/conflictandfragility/docs/FSR-2014.pdf](http://www.oecd.org/dac/governance-peace/conflictandfragility/docs/FSR-2014.pdf)>.

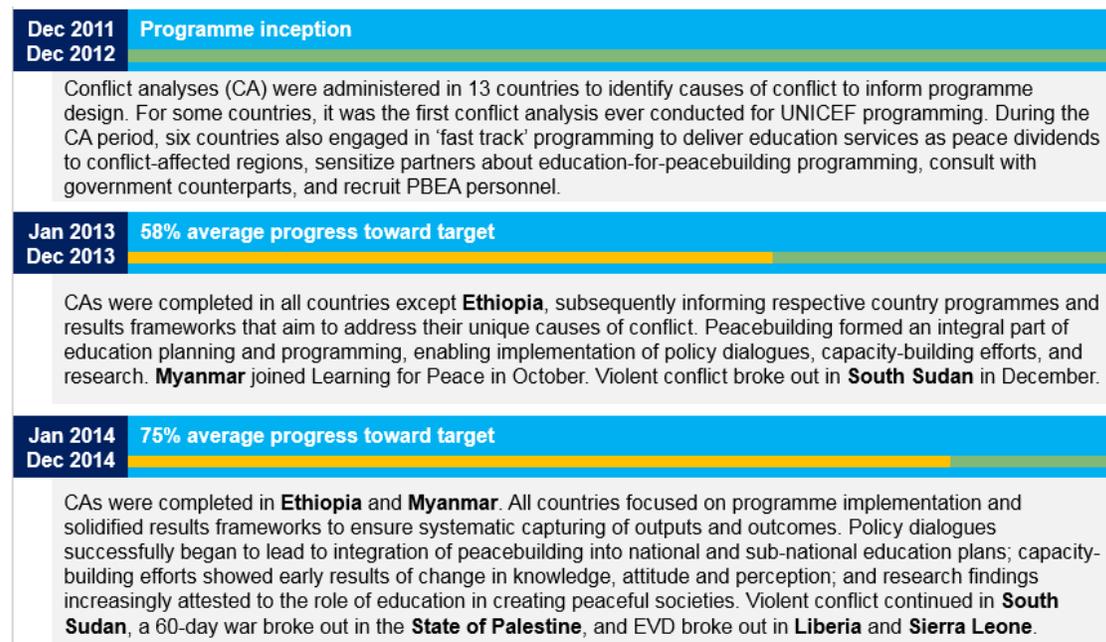
<sup>7</sup> Organisation for Economic Co-operation and Development, 'States of Fragility 2015: Meeting post-2015 ambitions', OECD, Paris, March 2015, available at <<http://dx.doi.org/10.1787/9789264227699-en>>; World Bank, *World Development Report 2011*, World Bank, Washington, D.C., April 2011, p. 6.

<sup>8</sup> United Nations Peacebuilding Support Office, 'Peace Dividends and Beyond'.

<sup>9</sup> United Kingdom Department for International Development, 'Delivering Quality Education in Protracted Crises: A discussion paper', DFID, London, 2015.

Learning for Peace is a four-year (2012–2015) programme that aims to strengthen resilience, social cohesion and human security through improved education policies and practices that contribute to peacebuilding in 14 conflict-affected countries and territories. As illustrated in Figure 1, the programme focuses on five outcome areas of 1) policy integration, 2) institution building, 3) individual and community capacity development, 4) access to conflict-sensitive education, and 5) evidence generation and advocacy. The core portfolio of countries and territories include **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**, with cross-fertilization to an additional 32 countries (46 total) through regional and global cross-sectoral programmes, research and knowledge sharing.<sup>10</sup>

Figure 2: Learning for Peace programme progress overview

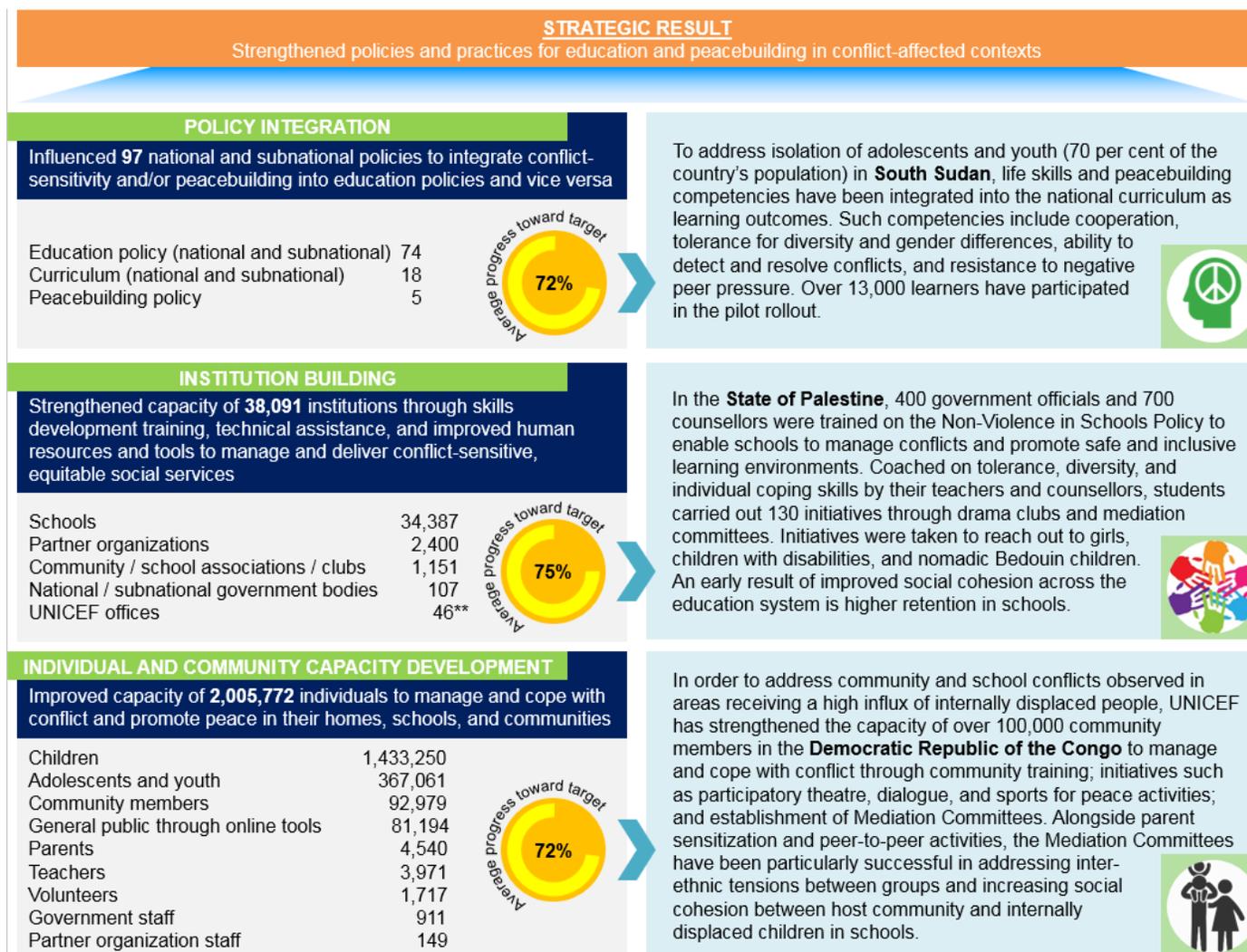


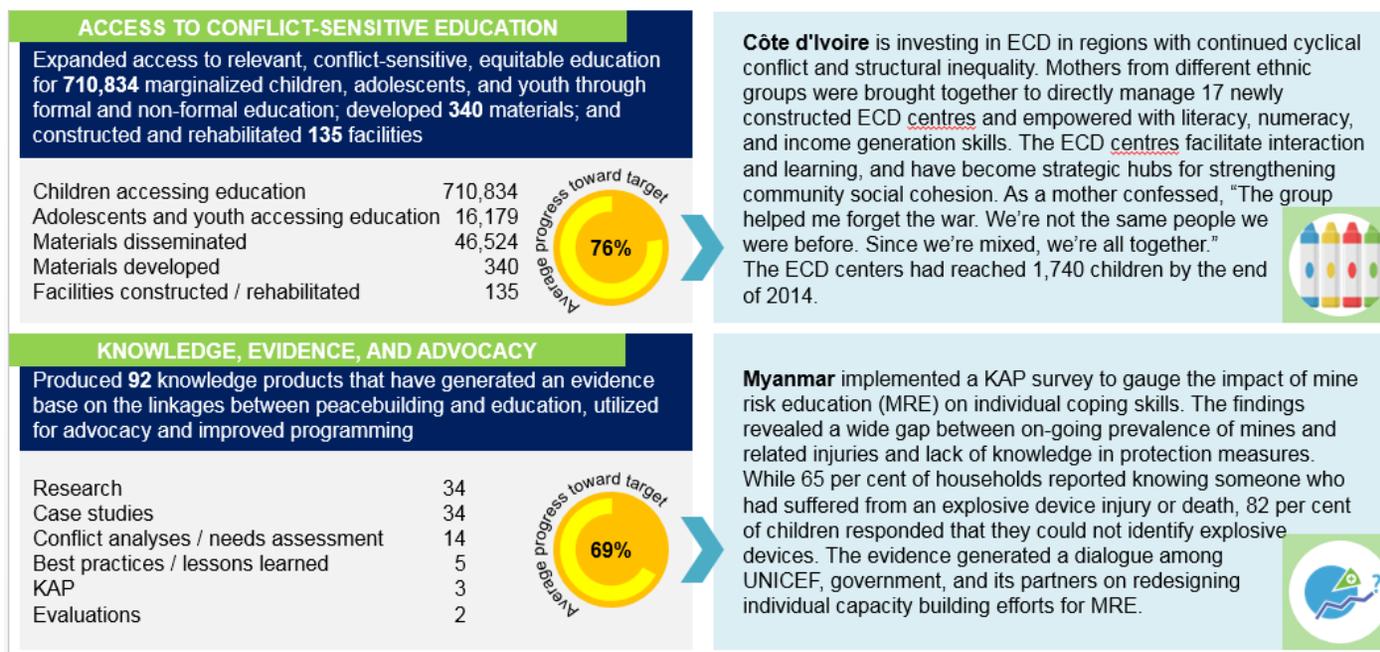
As shown in Figure 2 above, 2012 focused on launching the programme, which encompassed identifying key causes of conflict through conflict analyses; designing country programmes that address the causes of conflict; developing results frameworks and setting up a corresponding monitoring and evaluation (M&E) system.<sup>11</sup> In 2013, policy dialogues, capacity-building efforts and research activities were launched across all programme sites. In 2014, results began to emerge, such as the integration of peacebuilding into national and sub-national education plans; preliminary changes in knowledge, attitude and perception among beneficiaries of institutional, community and individual capacity-building engagements; and growth in research findings that illustrate education’s role in peacebuilding. Figure 3 below illustrates the breadth of Learning for Peace’s reach, areas of work and milestones achieved to date.

<sup>10</sup> Supporting regional offices include 1) East Asia and the Pacific Regional Office (EAPRO), 2) Eastern and Southern Africa Regional Office (ESARO), 3) Middle East and Northern Africa Regional Office (MENARO), 4) Regional Office for South Asia (ROSA) and 5) West and Central Africa Regional Office (WCARO). Supporting headquarters sections and divisions include 1) Adolescent Development and Participation (ADAP), 2) Communications for Development (C4D), 3) Child Protection, 4) Division of Communication (DOC), 5) Early Childhood Development (ECD), 6) Education, 7) Evaluation Office, 8) Gender and Development, and 9) Humanitarian Action and Transition Interface Support (HATIS).

<sup>11</sup> Each country, regional and headquarters section and division programme has a unique results framework corresponding to the set of conflict drivers it is designed to address. For more background on the decentralized approach, see Section 5 (Outcome 5).

Figure 3: Learning for Peace programme preliminary results to date (December 2011–December 2014)\*





\* The Learning for Peace global results framework is an aggregate of 25 individual country, regional, and headquarters section and division results frameworks, organized around the five programme outcome areas. There are no global key performance indicators, in reflection of the programme's learning that decentralized results frameworks that are determined by the specific needs as defined by the conflict analyses findings enables more accurate monitoring of progress and capturing of results. The output information presented herein represent aggregation of the data from the 25 results frameworks, illustrating the breadth of the programme's reach, areas of work and milestones achieved in the process of strengthening social cohesion, resilience and human security through education policies, practices and research. Articulation of outcome results can be found throughout the remainder of this report, and more details are available in the country annual reports. Individual results framework are available upon request.

\*\*The following 46 UNICEF offices benefited from increased capacity to manage and deliver conflict-sensitive and equitable social services: Angola, Burundi, Cambodia, Central African Republic, Chad, Colombia, Côte d'Ivoire, Democratic Republic of the Congo, East and Asian Pacific Regional Office (EAPRO), Egypt, Eritrea, Ethiopia, Eastern and Southern Africa Regional Office (ESARO), Fiji, Guinea, Guinea-Bissau, Haiti, Indonesia, Jordan, Kenya, Kyrgyzstan, Laos, Liberia, Madagascar, Mali, Mongolia, Myanmar, Pakistan, Papua New Guinea, Philippines, Regional Office for South Asia (ROSA), Sierra Leone, Solomon Islands, Somalia, South Africa, South Sudan, State of Palestine, Thailand, Timor-Leste, Uganda, Ukraine, United Republic of Tanzania, Viet Nam, West and Central Africa Regional Office (WCARO) and Yemen.

## 2. STRATEGIC CONTEXT

### Global context

The 2015 Global Peace Index shows that the world is becoming increasingly divided, with some countries enjoying unprecedented levels of peace and prosperity while others are increasingly more affected by violence and conflict. Due to an increase in civil unrest and the activity of non-state armed groups, the Middle East and North Africa is now the world's least peaceful region for the first time since the index began. Globally, the intensity of internal armed conflict has increased dramatically, with the number of people killed in conflicts rising more than 3.5 times, from 49,000 in 2010 to 180,000 in 2014. The economic impact of violence reached a total of US\$14.3 trillion, or 13.4 per cent of the global gross domestic product last year.<sup>12</sup>

The year 2014 was a devastating period for the world's children. Nearly 15 million children were caught up in violent conflicts in the Central African Republic, Iraq, South Sudan, the State of Palestine, Syria and Ukraine – including those internally displaced or living as refugees. Children in these situations are more than three times as likely to be unable to go to school, twice as likely to die before the age of 5, and more than twice as likely to lack access to safe water.<sup>13</sup>

Between 30 per cent and 50 per cent of the countries that have experienced recent conflict are destined to relapse, and some 90 per cent of conflicts in the world in 2014 occurred in countries that have previously experienced civil war.<sup>14</sup> A major episode of violence, unlike natural disasters or economic cycles, can wipe out an entire generation of economic progress.<sup>15</sup> Furthermore, violent conflict reduces the resilience of communities and systems by breaking down interpersonal and communal relationships. It erodes social capital by undermining the values and norms that promote collective action for good and forces communities in conflict-affected areas to face multiple risks and become increasingly vulnerable to shocks.<sup>16</sup>

Violent conflict destroys children's education access, completion and learning achievement, with 36 per cent of the world's out-of-school children living in conflict-affected zones.<sup>17</sup> Crisis is a major source of education exclusion, and approximately two thirds of the countries with the highest never-entry rate are fragile or conflict-affected. As of 2014, only 18 per cent of fragile states were expected to reach Millennium Development Goal (MDG) 2, universal primary education. The percentage of out-of-school children in conflict-affected countries rose from 30 per cent in 1999 to 36 per cent in 2012.<sup>18</sup> Recent estimates showed that where the level of educational inequality doubled, the probability of conflict also doubled.<sup>19</sup>

### Regional and country contexts

The regional and country contexts in which the Learning for Peace programme operates are fast-changing, which requires flexible programming that can be adapted to changing circumstances. Some of the common issues programme countries experienced over the

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<sup>12</sup> See Institute for Economics & Peace, '2015 Global Peace Index', web page, available at [www.visionofhumanity.org/#/page/our-gpi-findings](http://www.visionofhumanity.org/#/page/our-gpi-findings).

<sup>13</sup> World Bank, '2011 Development Report: Conflict, security and development', World Bank, Washington, D.C., 2011, p. 5.

<sup>14</sup> *Ibid.*, pp. 2–3.

<sup>15</sup> *Ibid.*, p. 6.

<sup>16</sup> World Bank, 'Social Capital Initiative Working Paper No. 23', World Bank, Washington, D.C., 2000.

<sup>17</sup> UNESCO Institute for Statistics and United Nations Children's Fund, 'Fixing the Broken Promise of Education for All: Findings from the global initiative on out-of-school children', UNESCO-UIS, Montreal, 2015.

<sup>18</sup> United Nations Educational, Scientific and Cultural Organization, *EFA Global Monitoring Report 2015: Education for All 2000–2015 – Achievements and challenges*, UNESCO, Paris, 2015.

<sup>19</sup> *Ibid.*

course of 2014 included violent conflict between armed groups, political instability in the run-up to elections, forced displacement, economic transitions and rising inequality, natural disasters, food insecurity, and complex crises caused by the EVD outbreak that affected two of three Learning for Peace countries in West Africa (Liberia and Sierra Leone).

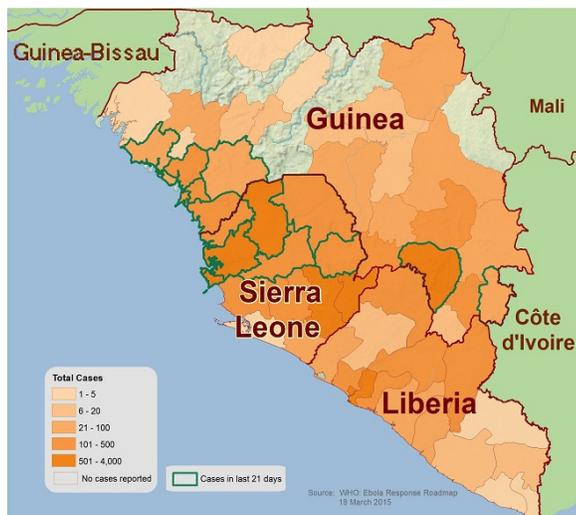
The humanitarian situation in **Somalia** deteriorated because of a resurgence of violence, food insecurity and the forced displacement of 1 million people. **South Sudan** also experienced renewed violence because of social and political inequalities that widened economic divides and polarized divisions along political and ethnic lines. **Uganda** struggled to host tens of thousands of South Sudanese refugees as it also dealt with nationwide socio-political instability linked to the 2016 presidential elections that have already begun to fuel tensions rooted in economic disenfranchisement, social exclusion and access to resources. In **Burundi**, while the political and security situation remained stable in 2014, a climate of tension and potential unrest prevailed with the upcoming parliamentary and presidential elections in 2015. **Pakistan** was afflicted by a militant attack in Peshawar, resulting in the deaths of 133 children in 2014 that curbed national education and peacebuilding efforts and heightened insecurity. **Yemen** and the **State of Palestine** – particularly during the Gaza crisis – experienced chronic humanitarian and security crises that led to greater political instability; the erosion of trust between communities; economic insecurity; gender inequality; disruption to basic services; and ongoing attacks on civilian populations. The crisis in **Syria** has continued – with 14 million children across the region affected by conflict that began more than four years ago – with spill-over effects impacting many neighbouring countries.<sup>20</sup>

In **Chad**, nationwide insecurity increased in 2014, with natural disasters and the diversion of human and financial resources to support more than 100,000 Chadian returnees and 40,000 refugees from the Central African Republic and Nigeria presenting the most recent challenges for the Government.<sup>21</sup>

The EVD outbreak killed more than 8,000 people in **Liberia** and **Sierra Leone**, while unknown numbers died from other causes due to a collapsed health-care system.

**Côte d'Ivoire**, the **Democratic Republic of the Congo**, **Ethiopia** and **Myanmar** continued to progress towards social and political stabilization. However, political volatility, along with ongoing tensions related to land ownership, inequality, citizenship, reconciliation and ethnic identity, remain unaddressed.

Figure 4: US Center for Disease Control (CDC) map provides case-related details on countries hit by the 2014 EVD outbreak.



<sup>20</sup> International Labour Organization, 'Assessment of the Impact of Syrian Refugees in Lebanon and their Employment Profile', ILO Regional Office for the Arab States, Beirut, 2014, available at [www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms\\_240134.pdf](http://www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms_240134.pdf).

<sup>21</sup> Refugee flows were caused by sectarian clashes in the Central African Republic and a surge in violent acts carried out by Boko Haram.

## Strategic engagement in crises-affected and fragile contexts

In light of the overall trend towards an increasing scale, severity, complexity and frequency of crises caused by violent conflict, the stakes are high for governments and agencies to invest in measures suitable to mitigate factors of violence and building sustained peace. Promoting peaceful and inclusive societies now forms part of the post-2015 sustainable development agenda expected to be adopted by the United Nations in September 2015.<sup>22</sup>

To ensure that its peacebuilding architecture is fit for purpose, the United Nations is currently undertaking high-level reviews of its peacekeeping operations, peacebuilding architecture, and agenda for women, peace and security (Security Council Resolution 1325). Each will produce recommendations on how the United Nations and its partners can better respond to the drivers and effects of violent conflict, as well as underlying causes, for achieving sustainable peace. Also, there is an acknowledgement of the feasibility to leverage social services for the mitigation of the causes and consequences of violent conflict.<sup>23</sup>

In education, based on a review of evidence, there is a greater recognition that a new approach is needed to support education of children and adolescents living in protracted crises, including refugees and those displaced by conflict. These children depend largely on humanitarian assistance and remain three times more likely to be out of primary school than in other low-income countries<sup>24</sup>. Those who are in school face challenges including the language of instruction, lack of trained and qualified teachers and concerns for safety. This has led to “fears of lost generations with little or no education and few prospects for the future”<sup>25</sup>. Addressing the needs of populations affected by crisis and conflict has been a leading theme in regional post-2015 consultations in education, and featured in the World Education Forum’s *Incheon Declaration. Education 2030: Towards inclusive and equitable quality education and lifelong learning for all*. Critical to this discussion is an understanding of how, on the one hand, education can fuel and exacerbate conflict and, on the other, its ability to foster social cohesion and support the resilience of children, communities and systems.

### UNICEF action

UNICEF is committed to delivering results for children in the most difficult circumstances and developing innovative approaches that address the root causes of violence. Seventy per cent of UNICEF’s programme resources are invested in conflict-affected countries, and 20 of the agency’s 25 largest country programmes are in countries considered to be ‘fragile’.

In its current Strategic Plan (2014–2017), UNICEF commits to deliver and manage social services in ways that contribute to peace and resilience, as well as to strengthening understanding and best practices in education and peacebuilding in order to support fragile and post-conflict countries in assessing and managing risks.<sup>26</sup> There is now an organizational expectation that UNICEF country programmes will directly support systems and capacities in ways that are fit for context, by designing, managing and delivering services in a conflict-sensitive manner, based on rigorous conflict analyses, and mindful of the implications these have for communities when identifying partners, beneficiaries and delivery sites. The Learning for Peace programme has provided key lessons in

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<sup>22</sup> United Nations General Assembly, *The Road to Dignity by 2030*.

<sup>23</sup> United Nations Peacebuilding Support Office ‘Peace Dividends and Beyond’.

<sup>24</sup> United Kingdom Department for International Development, ‘Delivering Quality Education in Protracted Crises: A discussion paper’, DFID, London, 2015.

<sup>25</sup> *Ibid*, p. 3.

<sup>26</sup> United Nations Economic and Social Council, *The UNICEF Strategic Plan, 2014–2017*, E/ICEF/2013/21, United Nations, New York, 11 July 2013, available at [http://www.unicef.org/strategicplan/files/2013-21-UNICEFStrategic\\_Plan-ODS-English.pdf](http://www.unicef.org/strategicplan/files/2013-21-UNICEFStrategic_Plan-ODS-English.pdf).

understanding and addressing root causes of conflict across a wide range of contexts, informing UNICEF's broader action.

### 3. CONFLICT ANALYSIS

#### Role of conflict analysis and findings

Conflict analyses provide the foundation of the Learning for Peace programme because they explicitly inform and shape programme interventions by providing a comprehensive understanding of the underlying causes and dynamics of violent conflict. The conflict analyses conducted in each country are unique primarily because they were the first conflict analyses conducted with an education lens, and the first to focus on identifying the factors of conflict and then on how education can address some of these key factors, while ensuring that education does not contribute to exacerbating tensions and promoting conflict.

Methodologies varied across countries. For instance, **Somalia** and **Uganda** chose to focus on the impact that education can have on the conflict factors at the sub-national level. This approach highlighted the distinctive, localized dynamics of violent conflict at district and community levels and to develop differentiated programming responses. **Côte d'Ivoire, the Democratic Republic of the Congo, Ethiopia, Liberia, Pakistan, Sierra Leone, Somalia, Uganda** and **Yemen** employed participatory approaches, directly engaging a wide variety of stakeholders in a consultative process to identify conflict factors and the implications for education, involving consultations with parents, teachers, school management committees, education officials, religious and traditional leaders, security personnel and, in some cases, primary school-age children in the conflict analysis process. On the other hand, **Myanmar, South Sudan** and the **State of Palestine** identified and reviewed existing conflict analyses to synthesize the findings and update where gaps existed. Consolidated findings were validated and/or shared with multi-stakeholder groups upon completion of the process. Each report provides recommendations for programming and policy solutions that will enable education to strengthen and support peacebuilding in each context.

Many of the conflict factors identified by the analyses are highly relevant to education and work across multiple levels. These factors include macro-level perceptions of governments legitimacy and ability to provide education and other social services, as well as inter- and intra-communal tensions and conflict over inequitable access to education, particularly for the poor living in rural areas or where there are large influxes of refugees or internally displaced people. At the local level, this includes addressing weak and/or corrupt district and school management structures; disenfranchised youth with limited access to quality, relevant learning opportunities; and the normalization of violence through the perpetuation of corporal punishment and other abuses in the school environment that affect individuals. Table 1 below summarizes the conflict drivers uncovered in the analyses.

**Table 1: Causes of conflict identified in the conflict analyses**

Factor	Conflict dynamic	Characteristics	Countries
Security	Chronic insecurity	Insecurity, ongoing threat of violence and fragility that contribute to disempowerment.	Burundi, Pakistan, Sierra Leone, State of Palestine, Uganda, Yemen
	Legacy of violence	Normalization of violence, including rape, domestic violence, gender-based violence, assault and fighting. Legacy of violence reinforced through the education system.	Burundi, Chad, Côte d'Ivoire, Liberia, Myanmar, Somalia, South Sudan, State of Palestine and Uganda

Factor	Conflict dynamic	Characteristics	Countries
	Reintegration of returnees	Increasing social, cultural and economic pressure caused by large numbers of returnees. Education systems ill-equipped to cope with large numbers of returnees.	Burundi, Myanmar, South Sudan and Uganda
<b>Politics and governance</b>	Corruption and exclusion	Centralization of power and limited transparency in the allocation of resources leading to lack of trust in the government. Non-democratic decision-making and exclusionary practices in governance.	Côte d'Ivoire, Democratic Republic of the Congo, Ethiopia, Liberia, Myanmar, Sierra Leone, Somalia, South Sudan and Uganda
	Restriction of public space	Restrictions on freedom to speak in public or criticize government. Teaching practices that do not promote critical thinking; restrictions on freedom of expression.	Burundi, Myanmar and Uganda
<b>Economic</b>	Lack of livelihood opportunities	Minimal economic diversification, poor infrastructure, few local opportunities and lack of relevant education increases tensions over limited resources, particularly for youth.	Burundi, Chad, Liberia, Pakistan, Palestine, Sierra Leone, South Sudan, State of Palestine and Uganda
	Migration and displacement	Increasing pressure in rural and particularly urban areas (especially impacting schools and local communities) caused by large numbers of returnees increases the likelihood of tensions and conflict.	Burundi, Chad, Myanmar, South Sudan and Uganda
<b>Social</b>	Ethnic and religious divisions	Grievances and inequalities between groups mobilized along ethnic and/or political lines; education system can reinforce divisions; opportunities to build social cohesion through education have not been realized.	Chad, Liberia, Myanmar, Pakistan, South Sudan and Uganda
	Inequalities between identity-based groups	Identity-based divisions aligned to inequalities in access to services and resources, including education, are persistent barriers to social cohesion.	Myanmar and Pakistan
	Gender-based identities and discrimination	Normalization of domestic abuse and rape and the association of masculine identities with expressions of threat, violence and force; discrimination excludes women from decision-making roles.	Burundi, Liberia, Myanmar and Uganda
<b>Environment</b>	Access to land	Competition and conflict over access to land, as well as control over how land is utilized. In some cases dual systems of land tenure (customary and statutory) further exacerbate land conflicts as property rights are not secure.	Burundi, Chad, Liberia, Myanmar, Sierra Leone, State of Palestine and Uganda
	Climate change, unequal distribution of the benefits of natural resources	Environmental degradation and climate change exacerbate competition over resources. Grievances related to inequitable distribution of environmental resources benefiting foreign companies or political elites.	Chad, Myanmar and Sierra Leone

Contexts are dynamic and the factors driving the violent conflicts, identified through the conflict analyses, are not static. Several Learning for Peace countries experienced outbreaks of violence, rising political tension, and/or were affected by the EVD crisis in 2014, which required rethinking of programme strategies. These examples illustrate that conflict analyses are not a one-time exercise, but rather an embedded practice that requires

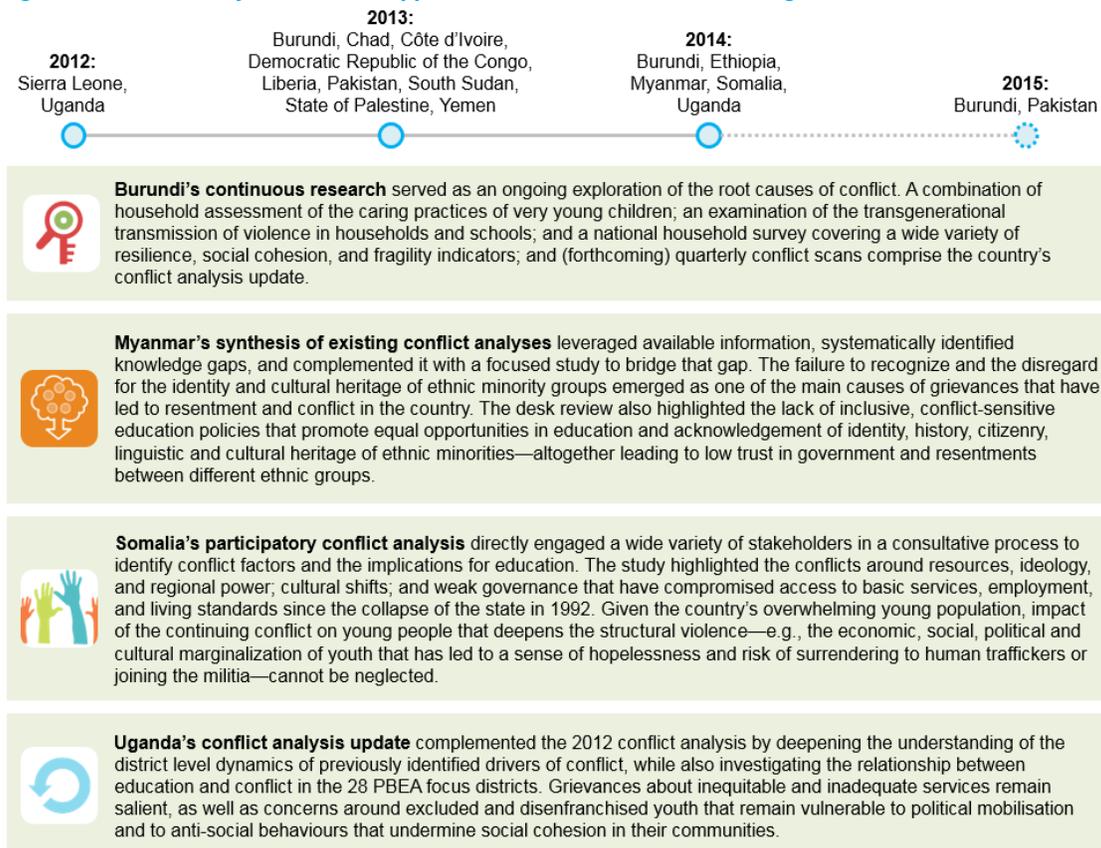
continuous analysis of conflict factors and the adjustment of programmatic responses on an ongoing basis.

## Impact of conflict analysis on programming

Education can contribute to addressing the factors of violent conflict through a variety of applications. Non-formal education can teach peacebuilding competencies and encourage action at the community level to promote social cohesion at both vertical (between government and citizens) and horizontal (between groups by ethnicity, religion, etc.) levels. Providing access to quality formal education for all; promoting inclusive school management structures; and building education infrastructure and service capacity in host communities struggling with refugee influx will demonstrate that governments can provide essential inclusive social services. Education can also provide youth with the type of knowledge and skills needed to ensure access to job markets and livelihoods. Education can provide protection by guaranteeing child-friendly schools (CFS) that are violence-free, gender-sensitive and use conflict-sensitive teaching and learning materials.

Conflict analyses provided an entry point for strengthening local capacities for peace. While the primary focus of the analyses were the factors that drive violent conflict, factors that drive peace and build stronger cohesion in communities were also explored. Working from a positive peace perspective has enabled many countries to develop programmes that leverage existing local networks, community support and belief systems. For example, the conflict analysis in Pakistan explored potential positive collaboration with madrassas to strengthen discussions of the role of peace in Islam to build social cohesion across communities and leverage religious traditions that value peace.

Figure 5: Conflict analyses timeline, approaches used and selected findings



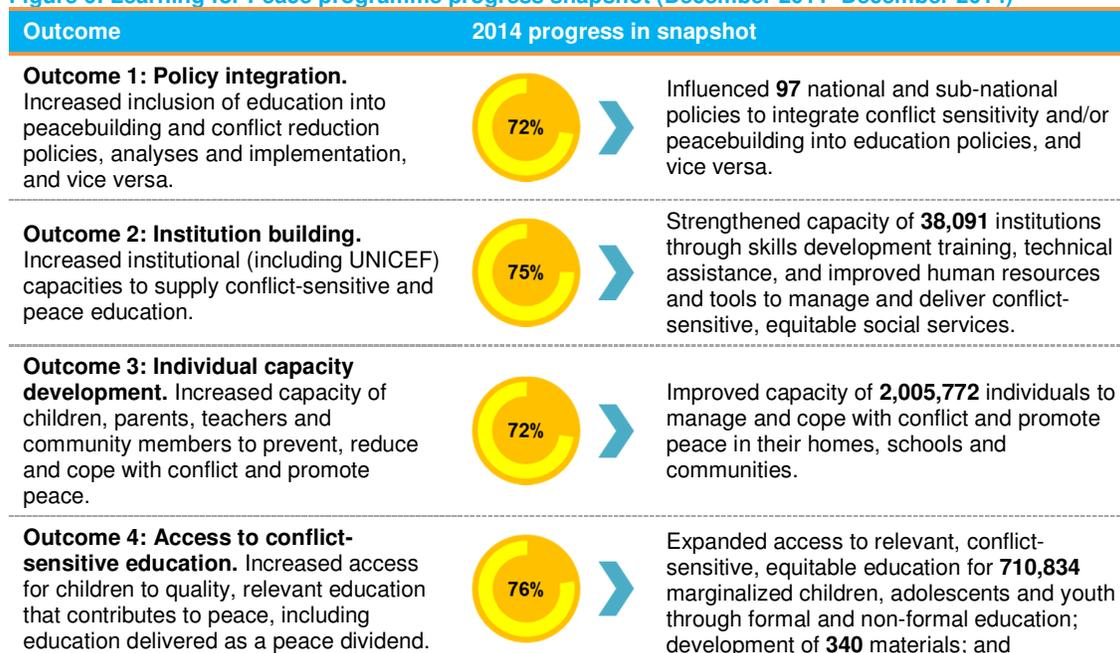
Conflict drivers identified in the conflict analyses informed planning efforts within the United Nations and other partner programmes, such as the Immediate Response Facility and the Peacebuilding and Recovery Facility of the United Nations Peacebuilding Fund (PBF) (Somalia), the new Area Programme Document (State of Palestine) and education sector plans in Baluchistan and Sindh (Pakistan), where UNICEF is Coordinating Agency for the Global Partnership for Education (GPE). In the case of GPE, conflict-sensitive education sector plans in Pakistan and the Central South Zone (CSZ) in Somalia received GPE funding. In Côte d'Ivoire, the conflict analysis influenced UNICEF's education, early childhood development (ECD) and peacebuilding interventions throughout the year, and fed into the development of the PBF's joint United Nations project proposal. The conflict analysis informed Somalia's joint proposal with the International Labour Organization (ILO) regarding the demobilization of child ex-combatants, among others. Yemen's conflict analysis was used in developing the Yemen United Nations Country Team Priority Peacebuilding Plan in an application for a PBF grant.

Figure 5 above illustrates the Learning for Peace conflict analyses timeline, approaches used and selected findings from 2014. A publication on lessons learned from conducting these conflict analyses, along with summaries of the individual documents, is planned for 2015.

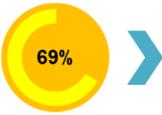
## 4. RESULTS

After completing conflict analyses, programme and results framework designs, the preparation and launch of workplans and the formation of partnerships in 2012 and 2013, 2014 delivered initial and ongoing results regarding the integration of peacebuilding into national and sub-national education plans; preliminary knowledge, attitude and perception changes among beneficiaries as a result of institutional, community and individual capacity-building engagements; and growth in research findings that illustrate education's role and relevance in peacebuilding. Figure 6 below presents a snapshot of the programme's progress as of 2014.

**Figure 6: Learning for Peace programme progress snapshot (December 2011–December 2014)**



Outcome	2014 progress in snapshot
<p><b>Outcome 5: Evidence generation and advocacy.</b> Adequate generation and use of evidence and knowledge in policies and programming on linkages between education, conflict and peacebuilding.</p>	<p>construction and rehabilitation of <b>135</b> facilities.</p> <p>Produced <b>92</b> knowledge products that have generated an evidence base on the linkages between peacebuilding and education, utilized for advocacy and improved programming.</p>

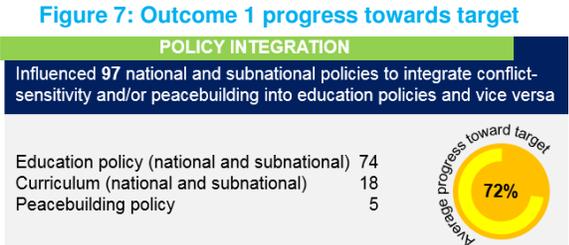


The following subsections highlight key achievements for each outcome, their underpinning theories of change, and examples – made possible through ongoing evidence generation, reflections and mid-course corrective actions, and a wide range of global and local partnerships.

### Outcome 1 – Policy integration

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

Outcome 1 seeks to contribute to 1) making education policies, plans, strategies and curricula conflict-sensitive; 2) mainstreaming peacebuilding into these policies, plans, strategies and curricula; and 3) increasing the recognition and inclusion of education into peacebuilding policies and processes that support a reduction in violent conflict. As shown in Figure 7, UNICEF has to date influenced five national peacebuilding policies to address issues relevant to children and youth, and supported development and implementation of 74 national and sub-national conflict-sensitive and peacebuilding-infused education sector policies and plans, as well as 18 curriculum reform initiatives.



#### *Inclusion of education into peacebuilding and policies and processes*

The 2012 Peacebuilding Support Office publication, ‘Peace Dividends and Beyond’, emphasizes “the untapped potential of administrative and social services to restore peace and stability.”<sup>27</sup> Education as a social sector provides opportunities to contribute to identity formation, cohesive societies and state building. On the other hand, an inequitable provision of services – or a biased curriculum – can reinforce existing exclusion and stereotypes. If peacebuilding policies acknowledge and provide guidance on the constructive use of social services, such as education for peacebuilding and social cohesion, then governments can leverage systemic, peacebuilding-relevant education interventions at the macro level. To this end, Learning for Peace countries aimed to integrate education into existing conflict reduction and peacebuilding policies, positioning education as strategic entry points for building peaceful societies. The programme also seeks to produce evidence that education and other social services can directly contribute to peacebuilding – rather than serve as merely peace dividends.

<sup>27</sup> United Nations Peacebuilding Support Office, ‘Peace Dividends and Beyond’.

In **Burundi**, the **State of Palestine** and **Yemen**, UNICEF facilitated designing and/or adoption of non-violence policies and peacebuilding-focused sectoral and cross-sectoral programming in child protection, gender and adolescents and youth, which enabled access to different community networks, informal and/or alternative education channels, and opportunities to link these networks to formal national/regional systems with non-violence protocols. The **State of Palestine** launched a national non-violence in school policy to create safe learning environments for children and youth. To implement the policy, 400 Ministry of Education and Higher Education staff engaged in capacity-building workshops on the policy plan and procedures. So far, 5,500 copies of the policy were printed and distributed to teachers, supervisors and principals, to sensitize education officials on ways to better integrate girls and ethnic minorities in schools to contribute to higher retention rates and improved social cohesion.

In **Liberia**, UNICEF supported the Government to include transformative education, youth empowerment and social cohesion as key thematic areas (out of 12) in its 18-year Strategic Roadmap for National Healing, Peacebuilding, and Reconciliation. UNICEF also provided technical assistance in streamlining social justice, economic recovery and gender targets into the Roadmap operational plan. Throughout 2014, the three priority areas were directly addressed through funded programmes designed to address 1) causes of youth disempowerment through the National Youth Service Programme; and 2) poor education quality and social cohesion in schools and communities through the support to both formal and non-formal education service delivery, peace committees and other activities.

In **Uganda**, UNICEF has supported the engagement of children and youth and the education sector in the National Conflict Prevention and Peacebuilding Policy in partnership with the Office of the Prime Minister, while finalizing relevant conflict-sensitive and peacebuilding components into other policies, such as Violence against Children National Strategy, Action Plan, and Reporting Guidelines; and the Conflict and Disaster Risk Management Guidelines. To implement these policies, 470 interlocutors from the government, development partners, and civil society organizations (CSOs) were reached through briefings, meetings, workshops and conferences.

### *Making education policies, plans and strategies conflict-sensitive and peacebuilding-focused*

As peacebuilding policies or Peacebuilding Priority Plans have in the past not necessarily prioritized the role of social services for peacebuilding and stability, education systems often lack policies that facilitate the strengthening of institutions, communities and individuals to contribute to peacebuilding and the prevention of conflict, as well as to cope with the consequences of conflict. Education sector plans and curriculums are entry points for educators to support national peacebuilding and stability agendas. In **Burundi, Chad, the Democratic Republic of the Congo, Pakistan, State of Palestine, Sierra Leone, Somalia, South Sudan, Uganda and Yemen**, peacebuilding and conflict sensitivity were successfully integrated into education sector analyses, plans and policies by acknowledging the risks of conflict and instability, and the opportunities to mitigate these risks to ensure equitable and conflict-sensitive delivery of education services.

Through engagement of the **West and Central Africa Regional Office (WCARO)**, Learning for Peace influenced planning of future work in both programme and non-programme countries in the region. As a crucial step in the education sector planning, conflict, risk and vulnerability factors were explicitly analysed in the National Education System Analyses in **the Central African Republic, Chad, the Democratic Republic of the Congo, Guinea-Bissau, Guinea, Kenya, the Niger and Mali**, thereby enabling decision makers to use an evidence-based approach in developing conflict-sensitive education policies and programmes. **WCARO's** partnership with the Pole de Dakar of the United Nations

Educational, Scientific and Cultural Organization's International Institute for Educational Planning (IIEP) and national counterparts facilitated the development of country-specific methodologies for risk and vulnerability and conflict chapters, which are now being replicated in **Burkina Faso, Côte d'Ivoire** and **Guinea-Bissau** directly by IIEP/Pole de Dakar.

In **Myanmar**, UNICEF continued its advocacy and capacity-building efforts throughout the Comprehensive Education Sector Review (CESR) process, to ensure that its outputs – policy analyses, curriculum reform, teacher distribution plans, etc. – are risk-informed and conflict-sensitive. To this end, UNICEF facilitated the discussion on multilingual education (MLE) policy at regional, national and state levels. With the Ministry of Education and support from the **East Asia and the Pacific Regional Office (EAPRO)**, UNICEF Myanmar hosted the regional Language, Education, and Social Cohesion Workshop. Some 50 representatives from and experts on Cambodia, Malaysia, Myanmar, Thailand, Viet Nam, and West Papua shared best practices and lessons learned in the area of MLE, insights into the ways language can impact social cohesion and solutions available to foster sustainable and effective language policy.<sup>28</sup> At the state level, participatory-facilitated dialogue was launched as part of the development of Mon State's MLE policy, including the provision of sign language services for children with special education needs.

### *Education curricula are conflict-sensitive and peacebuilding-focused*

A school's curriculum can provide an entry point to engage children and youth on the concepts of diversity, equality and democratic participation in society. It can also serve as a vehicle for learning about disaster prevention, and how to cope with the consequences of natural disasters and violent conflict. Governments need to ensure that school curricula do not become hijacked by ideological agendas that wish to use the school curriculum for communicating hate messages or the devaluation of outgroups. A curriculum's effectiveness depends on the quality of the teachers who mediate it. This means that attention needs to be paid to issues of teacher recruitment, initial training and in-service education.

In 2014, Learning for Peace interventions in the area of curriculum reform included reviewing curricula for biased content; developing and incorporating content that strengthened peacebuilding competencies; and including health content to curb epidemics in countries affected by the EVD outbreak. **Burundi, Côte d'Ivoire, the Democratic Republic of the Congo, Ethiopia, Liberia, Pakistan, Sierra Leone, Somalia, South Sudan** and **Uganda** are undertaking curricular reform to ensure that classroom instructions reinforce peacebuilding competencies of tolerance for cultural diversity, civic participation, nonviolence, etc. In **Somalia**, the Government engaged young people in recording the voices and thoughts of community stakeholders regarding the contents and values needed for a new, future-oriented curriculum. This demonstrates an emerging willingness on the part of governments to listen, engage and empower children and youth to be part of national efforts on education reform. The curriculum review now considers the findings generated through a wide consultative process implemented by 180 Somali youth representatives looking at the values and competencies that Somali learners should acquire across different subjects taught. The participation of female youth researchers served to publically demonstrate the equally constructive role of male and female youth in contributing to policy processes.

In **South Sudan**, responding to the lack of conflict sensitivities in policies and legislation, and trauma reflecting the long-term effects of violence on in- and out-of-school children, life skills and peacebuilding education was integrated in the national curriculum. Peacebuilding

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<sup>28</sup> A blog and video from the workshop is available at <<http://unicefmyanmar.blogspot.com/2014/09/language-and-education-force-for-peace.html>>.

competencies – ‘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 – comprise learning outcomes in the revised curriculum. Life skills and peacebuilding education content has been integrated into core subjects at primary and secondary levels. Pilot initiatives across 48 schools have reached 13,109 ECD, primary and secondary school students, as well as out-of-school children.

**Figure 8: Other examples of policy integration results**

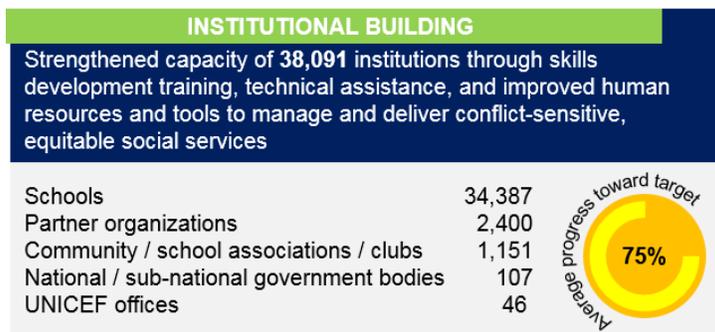
<p><b>Sierra Leone.</b> The <b>Basic Education Curriculum Framework</b> promotes civic education, peace education, life skills, celebration of culture and gender sensitivity, active learning for pupils and critical thinking, and relevance to modern Sierra Leone. Used to review the Basic Education Curriculum and development of corresponding syllabi, guidelines, teaching and learning materials, the framework has recently informed the guidance note on equity and inclusion. Future guidance notes to be developed in 2015 include 1) quality and integrity, 2) assessment and accountability, 3) social cohesion and peacebuilding, and 4) partnerships to make basic education work for every child. A task force on curriculum reform was established in the Ministry of Education, Sports, and Technology for consultation and quality assurance.</p>	<p><b>Côte d’Ivoire,</b> conflict-sensitivity, DRR, and peacebuilding have been integrated into the latest 2016-2026 ESP. It now explicitly identifies and analyzes the impact of conflict-related risks, including deep-rooted structural inequalities that cause marginalization of selected groups from accessing educational services, to better prepare for future shocks and build the resilience of the education system. To ensure operationalization of the policy, UNICEF has partnered with the Ministry of Education, UNESCO, and NGOs to revise the teaching and learning materials on human rights and citizenship education. The education management information system (EMIS) is also being retooled as to track incidents of violence and conflict affecting girls and boys.</p>
<p>Schooling (CFS), DRR, gender, health and hygiene education, equity, and urbanization—will be considered in developing recommendations for the government’s consideration. The ESPs will inform 59 districts develop their own district-level ESPs. In parallel, UNICEF is partnering with Provincial Institutes of Teacher Education (PITE) to train textbook developers on conflict-sensitive instructional content development.</p>	<p>‘No you are not’ said the children, ‘please help us or the farmer will take our ball’. ‘Alright,’ said Choti.</p> 

## Outcome 2 – Building institutional capacities

**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 aims to build capacities of institutions and systems to deliver equitable, conflict-sensitive education; enhance preparedness for and management of emergency situations; and strengthen the rule of law. Through advocacy, training and materials development, the programme has reached 38,091 institutions – ranging from government bodies and schools to school-level peace clubs – to date. (See Figure 9 above for the breakdown.)

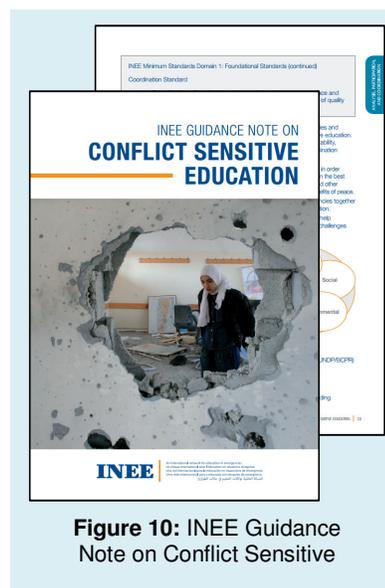
**Figure 9: Outcome 2 progress towards target**



## *Deliver equitable, conflict-sensitive education to increase trust in government systems and institutions*

Policies that leverage social services for peacebuilding will remain ineffective in the absence of institutions that have the capacity for conflict-sensitive and peacebuilding-relevant programme implementation. An effective, equitable, accountable and transparent distribution of social services can build trust between citizens and government systems, which is a vital element of a peaceful society. Well-governed teacher recruitment systems, management of education resources, and the delivery of relevant and conflict-sensitive education is likely to increase trust in schools that are the community face of government service delivery. To this end, Learning for Peace worked to strengthen the institutional capacity of government bodies, line ministries, schools, partner agencies and UNICEF itself.

To build the knowledge and awareness of governments and civil societies regarding conflict-sensitive education, UNICEF partnered with the Inter-Agency Network for Education in Emergencies (INEE) in rolling out the Conflict-Sensitive Education Pack<sup>29</sup> in **Liberia, Myanmar, Pakistan, South Sudan and Uganda**. The Pack aims to equip governments and partners with the necessary understanding of the importance of conflict-sensitive ('do no harm') education and its potential to contribute to peace. Training materials and dissemination strategies were modified for each country to fit its unique context and rolled-out across 79 government and partner agencies and 293 participants. Along with many participants, one government official in **South Sudan** had not realized that "education programme intervention that is implemented in good faith has the capacity to result in conflict problems," indicating the need for foundational guidance and tools such as the Pack. In **Pakistan**, UNICEF plans to facilitate awareness raising for provincial governments and CSOs in 2015.



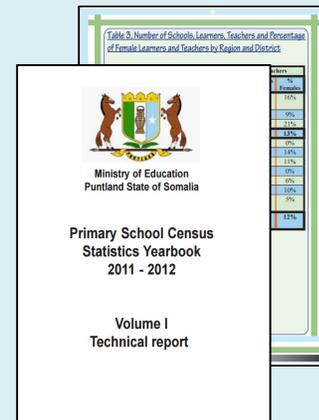
**Figure 10:** INEE Guidance Note on Conflict Sensitive

In response to the need for ongoing, systematic capacity-building exercises within UNICEF on conflict sensitivity and peacebuilding, UNICEF headquarters pioneered the development of the Peacebuilding Capacity Building Package specifically tailored for UNICEF staff and partners contracted to implement UNICEF programmes. The package attempts to provide an overview of key concepts in, principles of and how-to's of peacebuilding programming in the context of UNICEF's country programme designing process. A pilot for nearly 100 staff in 2014 inspired the need to further build in flexibility for contextualization, leading headquarters to significantly revise the instructional design from a one-size-fits-all to a modular approach that enables customization of the package. A second round of pilot testing is planned in 2015 for **Côte d'Ivoire, Iraq, Myanmar, Pakistan and ESARO** to infuse mainstreaming of peacebuilding programming into country programmes.

<sup>29</sup> The Conflict-Sensitive Education Pack consists of the 'Guidance Note on Conflict Sensitive Education', 'Reflection Tool for Designing and Implementing Conflict Sensitive Education Programs in Conflict-Affected and Fragile Contexts', and 'INEE Guiding Principles on Integrating Conflict Sensitivity in Education'. The pack is available on the [INEE public website](#) that reaches more than 11,000 individual members living and working in more than 170 countries.

**Education Management Information System (EMIS) as a mechanism to build trust, fairness and transparency in social service delivery**

Generation of critical data enables a thorough understanding of the education landscape, informed decision-making and accountability. EMIS therefore plays a particularly important role in contexts in which a lack of trust, fairness and transparency in service delivery is prevalent. In the context of protracted violence over power and resources, a person of authority (e.g., government) is almost naturally assumed to favour his / her 'group' at the disadvantage of others. Without addressing this assumption – real or perceived – social services (including education) are at risk of breeding mistrust, a sense of injustice and, potentially, conflict. In this connection, **Somalia's** printing and dissemination of the *Primary School Census Statistics Yearbook, 2011–2012*, comprises a significant milestone. The data informed education sector plans, donor reports and resources distribution plans. Similar attempts and discussions are unfolding in **Burundi, Côte d'Ivoire, the Democratic Republic of the Congo, Myanmar, Pakistan and Uganda** to enhance school registration and monitoring, including incidents of school violence and violence against children.



**Figure 11:** Somalia Primary Census Statistics Yearbook, 2011-2012

*Enhance preparedness for and management of emergency situations*

By continuing to engage children, youth and adults in education activities during outbreaks of emergencies, government and community institutions can mitigate tensions that can trigger violent conflicts in low-resource, stressful environments.<sup>30</sup>



**Figure 12.** A child drawing flowers using the tools provided in the Adolescent Kit, South Sudan

UNICEF's in-house capacity to build resilience among crisis-affected populations includes pre-packaged tools such as the Adolescent Kit<sup>31</sup> and the ECD Kit.<sup>32</sup> Built on field study findings in **South Sudan** and **Uganda** that adolescents value art, self-expression, opportunities to build connections with peers, and pursuit of education during periods of crises, UNICEF headquarters developed an Adolescent Kit with tools to engage adolescents in the development and application of 'peacebuilding competencies', such as stress management, communication and tolerance.<sup>33</sup> The field study also found that youths are highly capable of

identifying moments for, and acting on, peace promotion, including facilitating activities within refugee camps for younger children.

An approach similar to the Adolescent Kit was employed in the **State of Palestine** during the Gaza crisis. Between August and October 2014, 87,921 adolescents received art-based

<sup>30</sup> Reilly, Elena, 'Peacebuilding Knowledge, Attitudes, and Skills: Desk review and recommendations', United Nations Children's Fund, 2014, available at <<http://learningforpeace.unicef.org/wp-content/uploads/2013/08/Peacebuilding-Knowledge-Attitudes-and-Skills-Desk-Review-and-Recommendations.pdf>>.

<sup>31</sup> See <<http://adolescentkit.org/>> for more details on the Adolescent Kit.

<sup>32</sup> See <[www.unicef.org/earlychildhood/index\\_52596.html](http://www.unicef.org/earlychildhood/index_52596.html)> for more details on the ECD Kit.

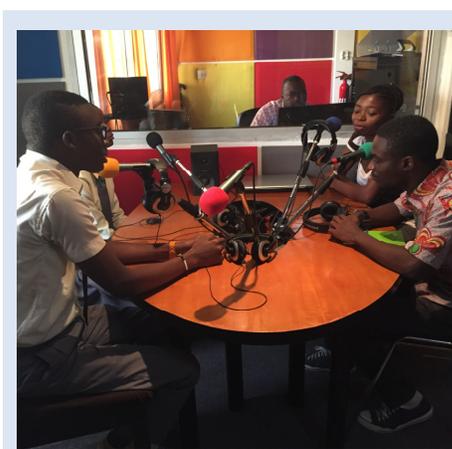
<sup>33</sup> For a full list, see 'Peacebuilding Knowledge, Attitudes, and Skills: Desk review and Recommendations', pp. 36–37.

psychosocial interventions, engaging in various recreational activities, such as sports for interaction, exercises for relaxation and anger management, and storytelling and drama for self-expression. These activities were facilitated by 84 community youth volunteers for five hours a day, five days a week. The natural mingling of boys and girls enabled an inclusive, socially cohesive environment. **Myanmar**, the **State of Palestine** and **Uganda** will formally adopt the Adolescent Kit in 2015.

Conflict and disaster risk reduction is another manifestation of institutional capacity for emergency preparedness and management. In partnership with UNESCO's IIEP, **ESARO** and **Uganda** co-launched a pilot training seminar on 'Crisis Sensitive Planning for the Education Sector', with a prospect to scale up beyond the Eastern and Southern Africa region. Some 67 education stakeholders from 12 medium- and high -risk countries from the region received guidance on mainstreaming conflict and disaster risk reduction into national education sector plans and policies; shared and reflected upon past experiences, lessons learned and ongoing gaps; and developed action plans for conflict prevention and mitigation of impacts of conflict-induced shocks and disaster risks. Further requests from participants included institutional support for integrating conflict and disaster risk reduction into school curricula and teaching and learning materials – a process already unfolding in **Myanmar**, where six non-formal primary education supplementary reading materials for 22,260 out-of-school children have been infused with disaster risk reduction (e.g., disaster awareness, disaster risk reduction education) and peacebuilding themes (e.g., peaceful co-existence among diverse ethnicities during times of crises). Also, 10 more reading materials have been drafted for piloting in 2015.

### *Strengthen rule of law through education institutions*

Lack of institutional capacity of and distrust in existing institutions responsible for upholding the rule of law often comprise one of the root causes of conflict. Learning for Peace extends education programmes to the Ministries of Justice and the local police to help sustain the independence, impartiality and effectiveness of these institutions, which are critical to the peacebuilding process.

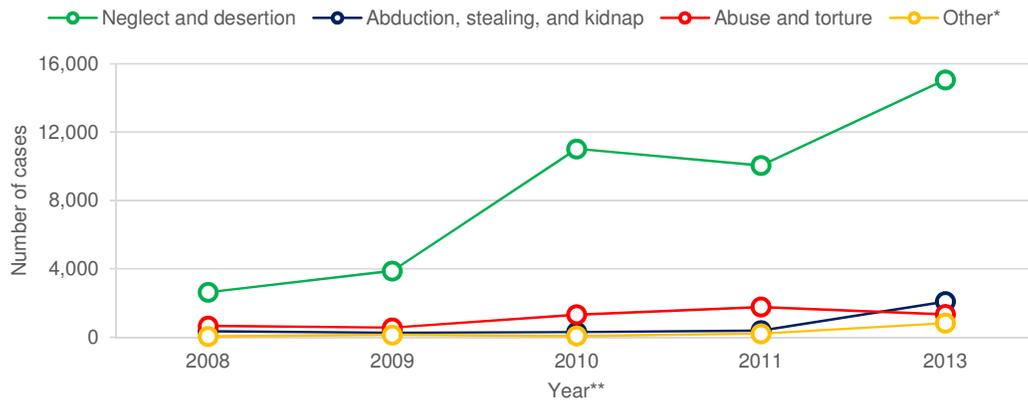


**Figure 13.** A youth network shares the testimonies of other young people through public radio as part of the national truth-seeking and healing process. See video case study [Young People from Côte d'Ivoire Use Radio to Share Messages of Peace](#) for details.

In **Côte d'Ivoire**, the Learning for Peace-supported Dialogue, Truth and Reconciliation Commission, as well as independent, non-state youth-led reconciliation and peacebuilding platforms, integrate and involve young people in the national truth-seeking and healing process. UNICEF and the International Centre for Transitional Justice helped 5,000 youth develop networks dedicated to the truth-seeking process and trained 'statement takers' on the methodology of documenting and

sharing testimonies to ensure beneficiaries safe, protective conditions and processes. The Commission reported recording 600 child testimonies across five 'statement-taking centres' in the country. An analysis of the statements will be made available in 2015. Parallel activities, such as ongoing advocacy for provision of psychosocial support in the centres and youth-led participatory theatre and solidarity events, have reached 96,000 community members.

**Figure 14: Number of cases of violence against children reported by type and year in Uganda**



\* Other includes abortion, infanticide, trafficking

\*\* 2012 data unavailable

Source: 'Assessing the Impact of Police Outreach Campaigns in Schools to Tackle Violence against Children (VAC) in Uganda: Case study of Amudat District' (draft).

In **Uganda**, a comprehensive package of initiatives is being launched to strengthen the police force in protecting children from violence. While the Uganda Police Force is receiving training on managing cases of violence against children, the National Child Helpline service is being operationalized and violence against children-related indicators integrated into EMIS. The sharp increase in the number of cases of violence against children reported in recent years (see Figure 14 above) is likely due to ongoing prevalence of incidents combined with strengthened reporting systems and an increase in citizens' awareness and utilization of protection services. To date, 1,453 Uganda Police Force officers have been trained on violence against children management under the Learning for Peace programme. They have conducted 300 police outreach sessions in 500 primary and secondary schools, reaching 106,642 children – altogether resulting in 2,377 cases of violence against children being responded to in 2014, including gender-related issues of defilement, female genital mutilation, child marriage, and denial of girls' education rights. Continuous support to the Uganda Police Force will be provided in 2015 to increase its response capacity.

**Figure 15: Other examples of institutional capacity building**

**Burundi.** UNICEF worked with the Ministry of Public Security and the Ministry of Justice to **introduce a Child Rights Course to the curriculum of the Police Academy and the Training Center for Professionals of Justice.** This initiative aims to ensure that law enforcement actors are equipped to address specific needs of child victims and witnesses, ensuring that the rights of children—especially children in conflict with the law—are respected and protected at all times. 30 Police Academy teachers and 45 police officers from local police stations were cultivated as trainers of the Child Rights Course. A specialized training package for the juvenile police is also under development.

**Democratic Republic of Congo.** To strengthen government, civil society, and education institutions, UNICEF supported the **development of and rollout of peacebuilding education training tools and pedagogical support materials** that highlight peacebuilding themes of cohabitation, transparent management and accountability, conflict prevention, conflict

**Sierra Leone.** In partnership with local teacher training colleges, UNICEF supported the **development of a conflict management and peace resolution training manual** for teachers to equip pupils with conflict management skills in schools and communities. The manual consolidated child-centered teaching techniques, emerging issues, peacebuilding concepts, and evidence for alternative forms of discipline to help replace corporal punishment.

**Ethiopia.** 473 teachers / caregivers, school administrators, and PTA members were **trained on guidance and counselling**, including gender-sensitive teaching methodology and prevention of school-related gender-based violence (SRGBV), to strengthen institutional capacity to mitigate school-level conflicts.

resolution, respect for diversity and protection of children from violence. The institutional intervention reached 1,524 participants, including 289 religious leaders from Catholic, Protestant, Kimbanguist, Muslim, and the Awakening Church in Congo groups. Religious leaders not only influence and inform populations in most villages; 70% of the country's schools are managed by religious establishments.

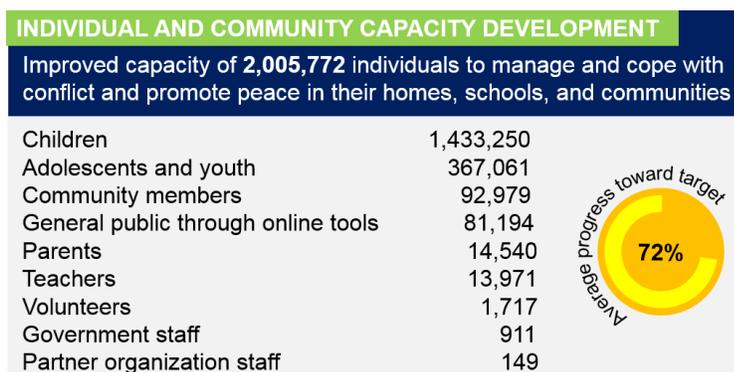


## Outcome 3 – Developing community and individual capacities

**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 aims to increase the capacities of children, parents, teachers and caregivers to prevent, reduce and cope with conflict. During 2014, Learning for Peace programming contributed to increased capacities for community dialogue, inter-group relationship building, social mobilization and participation, community-

Figure 16: Outcome 3 progress towards target



based conflict resolution, and coping skills during and in the aftermath of conflict. As shown in Figure 16 above, UNICEF has reached more than 2 million individuals through various activities, ranging from direct consultation of government officials for policy revisions to indirect means of community theatre and social media. Nearly 90 per cent of individuals reached are children, adolescents and youth, along with community members, parents, teachers, government representatives and volunteers.

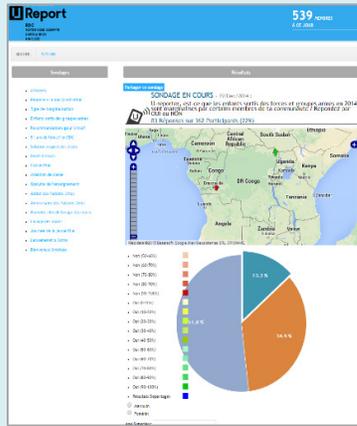
### *Promote civic participation and improve livelihoods of adolescents and youth*

Providing youth with alternatives to violence and imparting them with skills that foster a sense of well-being and self-worth can help in promoting stronger community ties, reducing tensions, and improving livelihoods by enhancing their opportunities for future employment. Global evidence demonstrates that livelihood dynamics are not only related to income but are also linked to respect and status, influencing social cohesion as well as economic opportunity.<sup>34</sup> Correspondingly, Learning for Peace activities in **Burundi, Côte d'Ivoire, the Democratic Republic of the Congo, Pakistan, Sierra Leone, South Sudan, the State of Palestine and Uganda** 1) focused on enabling adolescents and young people to apply leadership and participatory engagement skills with their peers and leaders in their communities; and 2) combined vocational and skills training with social engagement, participation, entrepreneurship and civic engagement to ensure integrated programming and instil a sense of hope in the future among youth.

<sup>34</sup> World Bank, 'World Development Report: Conflict, security and development', World Bank, Washington, D.C., 2011.

## What is U-report?

U-report is a free short message service (SMS) designed to empower young people in developing countries to speak out on issues that they care about in their communities, encourage citizen-led development and create positive change. Launched in 2011 in Uganda, there are now more than 750,000 U-reporters across 16 countries worldwide. Each week an SMS poll or alert is sent out to U-reporters asking for their opinion on a given issue. Responses are analysed in real-time by U-report data platforms and results are shared with participants, along with additional questions to continue the dialogue on emerging issues. Each month U-report results are publicized in national media channels and across government departments to ensure that decision makers have access to information regarding their districts or ministries.



**Figure 17. U-report Democratic Republic of the Congo website, showing latest results to the question ‘are children out of the armed forces marginalized by some members of your community?’ 51 per cent of 83 respondents answered ‘yes’.**

In the **State of Palestine**, more than 2,000 adolescents and youth in East Jerusalem, Gaza and the West Bank were equipped with skills to promote alternatives to social violence and discord, thereby acting as active agents of social transformation. Under this activity, the Adolescents Speak Up programme has empowered 110 adolescents (50 per cent girls) from East Jerusalem and Hebron to develop and use media skills (e.g., filming, photography, computer graphics, radio programming, etc.) and social initiatives (advocacy materials distribution, research, fundraising, etc.) to speak against bullying, smoking, transportation challenges, and – particularly for girls – early marriage.

UNICEF’s U-report programme is engaging youth in peacebuilding activities through mobile phone technology. In **Uganda**, where nearly 300,000 U-reporters speak out on peacebuilding issues, text message responses captured through a poll on ‘the right to peace’ were analysed in real time and used to raise the profile

of youth in the context of peacebuilding with the Office of the Prime Minister. While carefully targeted messages are sent out to engage with parliamentarians on specific issues, and are a key advocacy tool, other messages are processed and directed to call centres with partners to connect U-reporters and their communities to social service delivery. For example, inquiries about health and protection issues are directed to relevant partners and flagged for follow-up by UNICEF staff. Similarly, in the **Democratic Republic of the Congo**, U-report is used to gauge the general public’s perception and attitude towards diversity and peace through questions such as ‘can young people play a role in educating their peers on peace?’ and ‘are the children out of the armed forces marginalized by some members of your community?’ (See Figure 17 above.) The imminent launch of U-report is planned in **Liberia** and **Pakistan** as well.

In addition to youth engagement through community participation, Learning for Peace in **Burundi**, **Sierra Leone**, **South Sudan** and Dadaab Refugee Camp in **Kenya** used livelihood interventions to strengthen constructive social engagement across different identity groups. In **Burundi**, youth clubs were supported simultaneously in pursuing economic enterprises and strengthening competencies in the peaceful resolution of conflicts and trauma management. In **South Sudan**, livelihood and literacy programming, combined with life skills programming, demonstrated an increase in youth entrepreneurship and sense of personal responsibility within the community. Through these forums, participants learned about employment sector dynamics in the places where they live, visionary goal-setting and the relationship between the careers they desire and subjects they learn in school.

### Supporting Liberia's EVD response programme through youth empowerment as agents of change

*"I know that we were able to change some negative attitudes because we saw people getting along who hadn't been able to before," Mardea said. "That's how I knew we were doing some positive things."*  
Junior National Volunteer (JNV)

During the 2014 EVD outbreak, the existing National Youth Service Programme (NYSP) was leveraged by utilizing the capacity of National Volunteers/Junior Volunteers, built through the programme since 2011.

The NYSP seeks to reverse the negative effects of Liberia's conflict at the community level by combining peacebuilding and development efforts to empower young university and technical school graduate Liberians to become key actors in institutional strengthening, public service delivery, private-sector development and social cohesion. Secondary school-educated JNVs are trained to support peacebuilding activities and conflict resolution at the community level, including the establishment of representative peace committees in 54 conflict-prone areas across five counties. More than 500 National Volunteers (NVs) and JNVs have been trained and deployed across 12 counties nationwide through the Learning for Peace programme to date.

Trained J/NVs received further support to contribute to the EVD response in their respective areas of operation. Activities equipped J/NVs with knowledge on EVD, its symptoms and prevention methods, contact tracing and control. The JNVs subsequently worked with Community Peace Committee members to undertake community mobilizations and awareness on EVD – including interventions to resolve EVD-related and other community conflicts. Key achievements of JNVs in collaboration with Community Peace Committees included:

- Door-to-door EVD awareness and prevention campaigns that engaged 609 households, reaching 2,002 people from the households;
- Resolution of EVD-related (stigma, separation of families, denial of access to hygiene materials, and misappropriation of EVD food ration tickets) and other cases (theft allegations, land boundary disputes, extramarital affairs, and non-payment of debt); and
- Providing community services such as school construction/maintenance, and general clean-up campaigns aimed at strengthening peace and social cohesion.

### *Institutionalization of community-based dispute resolution mechanisms to increase tolerance for diversity*

Community-based dispute resolution mechanisms strengthen communities' ability for independent mediation and problem-solving while considering human rights principles as well as the developmental needs of children and youth in conflict with the law. To this end, Learning for Peace has assisted community members in better managing flare-ups of conflict, increasing their tolerance for diversity, and exploring innovative ways in which disputes can be peacefully resolved.

In **Pakistan**, UNICEF and partners strengthened the capacity of youth as 'peace agents' through non-formal education and community activities. In Khyber Pakhtunkhwa Province's conflict-affected districts, UNICEF collaborated with madrassas to reach out to 450 youth as a means of mitigating extremist interpretations of religious sacred texts in a successful pilot project that will be scaled up in 2015. Calligraphy lessons were combined with facilitated forums discussing Quranic verses in relation to topics around social cohesion, such as the importance of education, *jihad* (struggle to serve the humanity), equality, tolerance and respect for diversity, and rights of minorities. Similarly, in Baluchistan Province, cultural activities with arts and drama competitions reached 23,866 youth. Events gave youth from different backgrounds a place to interact and participate in activities aimed at building trust, self-confidence, tolerance and respect for others. An example of emerging findings from knowledge, attitude and perception (KAP) surveys among sampled participant youth can be found below, which highlight how the intervention can change behaviour and attitudes.

**Emerging findings from the Pakistan Youth Social Cohesion (YSC) Survey and Participatory Focus Group Discussions (PFGD)**

The YSC Survey and the PFGD gauged Learning for Peace programme beneficiaries' level of social cohesion through five domains – 1) tolerance, 2) trust, 3) sense of belonging and inclusion, 4) participation, and 5) recognition and legitimacy. Preliminary results showed that **the more one participates in community activities, the more tolerable he/she grows of people around him/her and develops a sense of belonging and inclusion** (see Table 2 below for correlation coefficients) – **but often not without the assurance that one's own needs are met or that resources are distributed equitably.**

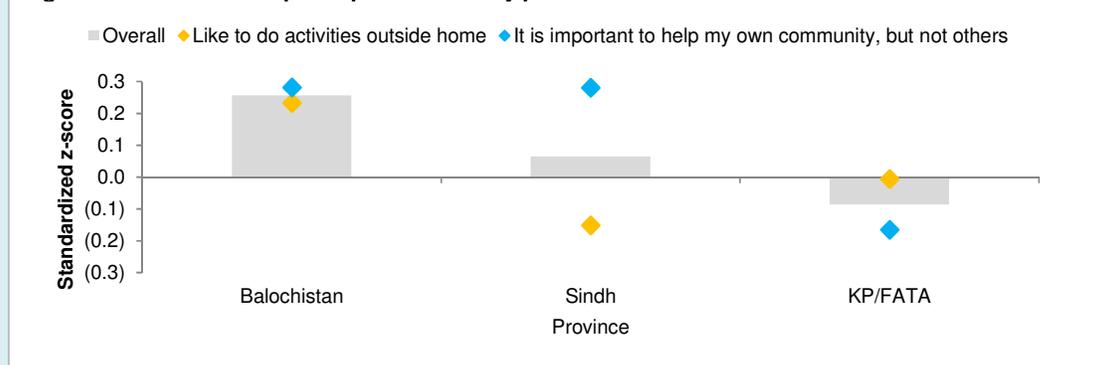
**Table 2: Correlation among perceived sense of community diversity and peacebuilding domains**

	Tolerance	Trust	Belonging and inclusion	Participation
Trust	0.330			
Belonging and Inclusion	0.378	0.393		
Participation	0.437	0.355	0.486	
Recognition and Legitimacy	0.284	0.134	0.270	0.199

Religious and sports activities in particular provided 'natural and easier' ways to mingle with those from other communities, school types and age groups; learn from one another; and connect with one another. For instance, sports activities provided out-of-school children venues to naturally interact with a set of population they would have otherwise never mingled with: schoolchildren. The connection not only facilitated understanding of one another, but also inspired some out-of-school children to show interest in education. The initial awkwardness and inconvenience caused by language and religious differences could be overcome through regular gatherings.

Participating in activities outside the home and thereby interacting with 'different' people does not necessarily equate to treating another community's needs as important as those of one's own community, as can be seen in Figure 18 below. While some felt strongly that their community should be served first, others felt that other communities should be served first, per the Islamic religious teachings. The most prevalent perception was for an equity-based approach, in which communities that lack the most resources should be served first. This perception is the least observed in the province of Khyber Pakhtunkhwa/Federally Administered Tribal Areas (KP/FATA) that carries the biggest burden in and constantly deals with the unique challenges of hosting Afghan refugees.

**Figure 18: Standardized participation score by province**



In Côte d'Ivoire, the Democratic Republic of the Congo, Sierra Leone and South Sudan, where local conflicts were affecting children's access to schools, community conflict resolution mechanisms helped foster collaborative social interaction between tribes. The 65 mediation committees established in schools and communities of the **Democratic Republic of the Congo** have helped mitigate potential conflicts. For instance, the mediation committees in Bantu villages helped integrate the Pygmy internally displaced children into schools through sensitization campaigns and peace speeches from village leaders at schools. Preliminary findings from focus group discussions with schoolchildren, school staff and community members in the town of Manono reveal differences in the interaction of children between Learning for Peace targets and non-intervention schools. Peaceful relations between the two communities are manifested in children from the two groups sitting

on the same bench, playing together during breaks, commuting to school together, and sharing the same meal. In non-intervention schools, less than 50 per cent of the focus group participants noted interaction beyond attending the same school and being taught by teachers from the other tribe.

**Peacebuilding in fishing communities of Pujehun District, Sierra Leone**



In **Sierra Leone**, the action research discussions led to resolving an ongoing feud among three villages over access to a common fishing ground that had reduced student enrolment in the nearby Sawula Primary School – from 285 students in 2013 to 95 in 2014. Sawula’s head teacher abdicated his position upon discovery of his collaboration in the feud. See more in the video case study, [‘Peacebuilding in Fishing Communities’](#).

**Figure 19: Other examples of individual and community capacity development**

**Burundi.** UNICEF targeted demobilized youth, IDPs, returnees and young people in host communities for **psychosocial training and narrative theatre sessions on the role of youth in promoting peace.** The trainings focused on the five ‘Ubuntu’ values of trauma management, peaceful conflict resolution, good governance and leadership, empowerment and development, reaching 120 young people from different ethnic identities and political affiliations.

**Côte d’Ivoire.** The PBEA programme supported the organization of a **peace campaign** at Alassane Ouattara University with 170 students’ association leaders to becoming “actors of peace” in their academic and home environments. These leaders assisted in organizing conferences and debates on “Nonviolence in Universities” that targeted their peers and university staff. **Participatory theater performances and sporting events** between faculties demonstrated conflict and mediation techniques and ways to promote fair, nonviolent play.

**Somalia.** Using the child-to-child methodology, 800 primary school children in Puntland were involved in the “**Schools as Zones of Peace**” pilot. As part of the programme, children learned about peace and conflict in their communities and ways to voice their views through art performances staged at community outreach events. Initial findings signal an increased capacity in children to handle conflict in their schools. A case study will be undertaken in 2015 to investigate these findings further.

**Uganda.** To address youth exclusion and overcome the negative perceptions of youth held by community and government leaders, a **national campaign to promote positive messages of peace** was organized in light of International Day of Peace. The event brought together more than 160 youth to discuss ways they could contribute to peace and support the development of a youth-led National Peacebuilding Policy.

50 youth from the Azande and Balanda were trained on **conflict resolution and delivering peacebuilding speeches** to promote peaceful co-existence. 58 boys and girls from the two communities participated in **football matches** later in the year as part of promoting peaceful co-existence.

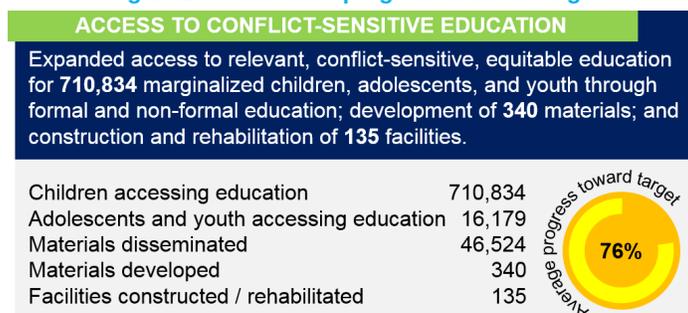


## Outcome 4 – Increasing access to conflict-sensitive education

**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 conflict drivers 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 to conflict-sensitive quality education and other social services for children, particularly the most disadvantaged. To date, 727,012 children and youth obtained access to formal and non-formal education services, 89 physical structures were established, 340 education materials were developed, and 46,524 guidance and tools, strategies and learning materials were disseminated (see Figure 20 above).

**Figure 20: Outcome 4 progress towards target**



### *Provide access to conflict-sensitive education as a peace dividend*

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

Under the Learning for Peace programme, peace dividends were extended to beneficiaries in the form of alternative education services for out-of-school children and youth; back-to-school campaigns; rehabilitation or construction of schools and facilities in conflict-affected or refugee areas to improve learning environments; and delivery of quality and relevant education through CFS and ECD services equipped with appropriate materials and training tools.

**Burundi, Chad, the Democratic Republic of the Congo, Ethiopia, Myanmar, Somalia, Uganda** and **Yemen** supported government and partner efforts in reaching out to out-of-school children. In **Myanmar**, 684 informal education centres and temporary learning spaces were established in Kachin and Rakhine states, benefitting 36,260 ethnic schoolchildren, Muslim internally displaced persons, and host communities. Volunteer teachers were recruited and trained and school committees institutionalized for quality education delivery. In **Burundi**, 205,830 schoolchildren in refugee-affected areas received school kits to help them pursue education, while Go Back to School campaigns increased demand for education in **Uganda**, where 30,341 out-of-school children (56 per cent girls) have re-enrolled in school. In **Chad**, a conflict-sensitive school construction strategy and manual have been developed through a consultative process with the Government, civil society partners and engineers. The programme aims to build 50 classrooms by mid-2016, 25 per cent of which will be managed by local communities, 25 per cent by non-governmental organizations (NGOs), and 50 per cent by private construction companies to diversify risks.

The establishment of ECD programmes and learning spaces in **Burundi, Côte d'Ivoire, Uganda, the State of Palestine** and **Yemen** gave communities a platform to engage, share child-care practices and empower mothers from different groups to take leadership roles and work on joint programmes. ECD programmes had an explicit focus on bringing together members from different identity groups, or in selecting geographic sites that had been conflict-affected, so that the community-based intervention could focus on resolving tensions and conflicts, building social cohesion and reconciliation through the delivery of a critical social service.

#### Mothers' Clubs in Côte d'Ivoire

**“The group helped me forget the war [...] and we are not the same people we were before. Since we're mixed, we're all together, [...] we won't fight. Now my kids are safe, I can work in the field and we can be at peace.”**

*A mothers' club participant in Côte d'Ivoire*

In **Côte d'Ivoire**, ECD services not only enhance children's capacities but also forge relationships between mothers and caretakers from multiple social and ethnic backgrounds with recent histories of violent conflict. ECD centres were erected in places of high social and ethnic diversity, hosting internally displaced persons, returnees and many

persons of foreign origin from within **Côte d'Ivoire** and from neighbouring countries. Managed by Mothers' Clubs, the ECD centres not only serve as a shared platform between internally displaced and host community families to facilitate children's access to preschool education and transition to primary school, but also as a meeting point for adult caretakers and a space for women's empowerment. The 17 ECD centres established under Learning for Peace cater to the needs of 1,740 children. For more information, see the video case study '[Peacebuilding through Early Childhood Development Centres in Côte d'Ivoire](#)'.

In Dadaab Refugee Camp in **Kenya**, 270 out-of-school adolescents and at-risk youth were provided with access to vocational and livelihood training under a pilot project. Through training courses on beauty, hospitality and housekeeping, shoemaking and digital television installation – vocations selected based on a market survey in refugee camps and areas of return in Somalia – graduates were provided with commercial start-up kits so they could build a business in their communities. Nearly 70 per cent of the participants now run their own small-scale enterprises and businesses that support their livelihood and overall resilience.

#### *Recognize mobile populations' right to education*

Recognizing the importance of learning among mobile populations, and the challenges faced by governments to reach those populations, Learning for Peace makes explicit efforts to extend educational services to children, adolescents and youth through alternative education programmes in the form of formal and non-formal education and psychosocial support.

**Burundi**, the Dadaab Refugee Camp in **Kenya, Ethiopia, Liberia, Myanmar, Pakistan, Somalia, South Sudan**, and **the State of Palestine** targeted Learning for Peace activities in internally displaced/refugee/returnee camps and host communities to help mitigate inequity in education service delivery that could potentially contribute to social tensions between groups. For instance, **Pakistan** scaled up Alternative Learning Programmes through partnership with the Office of the United Nations High Commissioner for Refugees (UNHCR) to increase access to education for 16,000 children in the conflict-affected districts of Khyber Pakhtunkhwa, Sindh and urban slum areas of Karachi. Efforts resulted in a 22 per cent increase in the enrolment of Afghan refugee children – 27 per cent among girls – by 2014. Overall, more than 70,000 children living in conflict-affected areas were engaged in educational opportunities that connected children in the classroom, through non-formal education for life skills development, and recreational activities such as sports and arts.

In **Yemen**, where equitable access to quality education was identified as a key conflict driver, UNICEF helped empower conflict-affected and marginalized communities in priority governorates through creating access, facilitating participation in school management and providing psychosocial support to internally displaced persons. A total of 82 CFS sites were mobilized and 2,102 parents participated in the management of the schools, leading to increased enrolment by 3 per cent and re-engagement of out-of-school children and girls in less than 12 months. Arts-based psychosocial support was provided to 3,075 internally displaced children and their parents in Hajjah to alleviate trauma and stress from direct experiences with violent conflict.

**Figure 21: Other examples of increasing access to conflict-sensitive education**

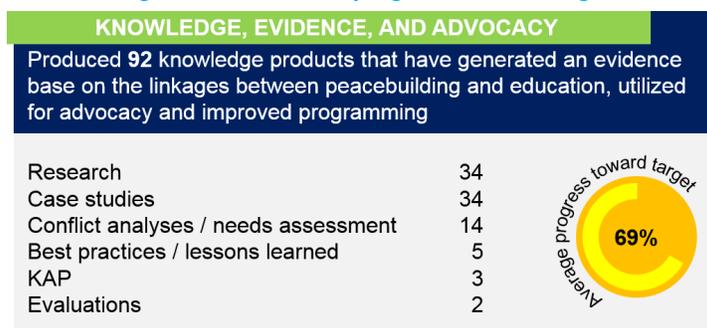
<p><b>Somalia.</b> A labor market survey conducted in 2013 by Ministry of Education and Save the Children identified common skills gaps in Bossaso, Galkayo, and Garowe. UNICEF targeted the industries for which technical labor was needed—e.g., carpentry, cooking, office management, mechanics, electricity, plumbing, and computer literacy—to <b>design and extend relevant vocational education for youth. Education facilities were also constructed and rehabilitated</b> through a community consultation process to ensure ownership among local community members and authorities. 72 instructors (15 female) were trained and facilities equipped with learning materials and tools, reaching 950 learners by 2014.</p>	<p><b>Ethiopia.</b> UNICEF helped increase access to ECD, primary, and secondary education through <b>school construction, go-to-school campaigns, and learning materials distribution.</b> Across the four target woredas, 5,902 OOSC (48 per cent girls) enrolled in school; 77 education personnel (29 per cent female) were trained; 17 alternative basic education centers were constructed in remote pastoralist communities for 850 children (60 per cent girls). <b>Mobile, multi-grade model of instruction</b> has helped create safe and protective learning spaces that increase children’s access to education and retention in schools.</p>	<p><b>Sierra Leone.</b> Efforts were made to make <b>teaching training manuals</b> less focused on theoretical contents and more activity-oriented to enable teachers to easily identify with strategies for dispute resolution and adopt more peaceful classroom management. While teacher training rollout had to be delayed to 2015 due to the EVD outbreak, the Ministry of Education, Sports, and Technology instituted the <b>Emergency Radio Education Programme (EREP)</b> to air primary and secondary school lessons during school closure. Language Arts, Mathematics, Social Studies, English Language, Integrated Science, Science, Psychosocial Counselling, Economics, English Literature, French and Biology lessons were aired through 41 radio stations nationwide everyday. 1,182 teachers were trained to support the emergency response through <b>community sensitization and assessment of the coverage, quality, and listenership of the radio lessons.</b> Listenership fluctuated from 40 per cent in October to 70 per cent in November, then down again to 40 per cent in December. Lack of radio coverage in some parts of the country and limited lack of radio ownership highlighted the need for innovative approaches to reach out to such communities.</p>
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## Outcome 5 – Generating evidence and knowledge

**Theory of change:** *IF* key stakeholders of the education and peacebuilding sectors can be persuaded through sound evidence on the linkage 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 for peacebuilding, and establishing an evidence base that informs new practices. Building on the global Learning for Peace research strategy and the M&E framework, this outcome aims to 1) monitor and document peacebuilding interventions and emerging results and 2) generate knowledge to advocate for education and peacebuilding. To that end, information from 92 knowledge products generated to date is raising the public’s awareness of education’s role in peacebuilding, as well as informing ongoing peacebuilding efforts.

**Figure 22: Outcome 5 progress towards target**



### *Monitor and document peacebuilding interventions and emerging results*

The potential for education to address the root causes of conflict and to support increased human, economic, political and social security is a growing area of study. While there are a number of hypotheses on the linkage between education and peacebuilding, little documented evidence exists. Building an evidence base for the role of education in peacebuilding as well as addressing the root causes of conflict are essential elements of Learning for Peace. M&E, along with research, contribute to this goal.

Building on the findings from the 2013 Evaluability Assessment,<sup>35</sup> much effort in 2014 was dedicated to **improving practices and processes** of tracking and reporting on the outputs and outcomes of the programme, as well as documenting and reflecting on programme learning, enabling mid-course corrective actions to strengthen programme implementation. Specifically, the milestones achieved to date include:

- **Monitoring of peacebuilding results through KAP measurements and violence tracking:** Learning for Peace activities aim to not only increase access and quality of education, but, through such interventions, also transform perceptions and behaviour among its beneficiaries. In **Burundi, Myanmar, Pakistan, Somalia, South Sudan, the State of Palestine and Uganda**, quantitative and qualitative measurement of social change through KAP surveys and focus group discussions shed light on the programme's early results regarding citizens' level of trust in government, sense of belonging and safety within their communities, and tolerance for diversity – particularly in relation to perceived quality of education, distribution of education services and relevance of curriculum. (*See p. 29 for an example from Pakistan.*) Based on the overall assumption that violence indicates low social cohesion, **Burundi, Côte d'Ivoire, Sierra Leone and Uganda** have monitored levels of violence through continuous conflict scans, Multiple Indicator Cluster Surveys (MICS) of households, and education management information system (EMIS) censuses.
- **Refinement of results frameworks and systems:** Workplan implementation is guided by Learning for Peace results frameworks developed by country offices, regional offices and headquarters sections, in accordance with their contexts and identified conflict drivers organized around the five programme outcome areas. There are no global key performance indicators, in reflection of the programme's learning that decentralized results frameworks facilitate a more accurate monitoring of progress and capturing of results.<sup>36</sup> Through collaboration among UNICEF offices and partners, **Burundi, Chad, Cote d'Ivoire, the Democratic Republic of the Congo, Ethiopia, Liberia, Myanmar, Sierra Leone, Uganda and Yemen** thoroughly reviewed and fine-tuned their success indicators, targets, theories of change and M&E plans. The process inspired group reflection on achievements to date, assessment of capacities, and renewed commitment to the results framework and targets established therein. **ESARO, WCARO and headquarters** in turn institutionalized information management systems to enable streamlined reporting and analysis of programme performance – including the output information presented throughout this report.
- **Documenting and reflecting on programme learning, processes and best practices:** UNICEF recognizes the need for thorough documentation of programme

<sup>35</sup> One key finding from the Evaluability Assessment was that the M&E systems in place do not sufficiently measure the progress towards the programme vision of social cohesion, resilience and human security. See [www.unicef.org/evaldatabase/files/PBEA\\_Evaluability\\_Assessment\\_Final\\_Report\\_November\\_2013.pdf](http://www.unicef.org/evaldatabase/files/PBEA_Evaluability_Assessment_Final_Report_November_2013.pdf) for the full report.

<sup>36</sup> The Government of the Netherlands and UNICEF agreed in April 2013 to remove the global key performance indicators and decentralize the results frameworks for each country, regional and headquarters programme.

processes and learnings to transfer institutional knowledge that can inform future programming for UNICEF, partners, and the wider development community. UNICEF Country Offices, Regional Offices, and headquarters sections utilized various evaluative activities to record processes, implementation successes and challenges, and early impact of programme activities on target populations. Case studies undertaken in **Burundi, Chad, Cote d'Ivoire, the Democratic Republic of the Congo, Liberia, Myanmar, Pakistan, Sierra Leone, South Sudan, the State of Palestine and Uganda** have served as platforms for reflective discussions and collective learning. (See *Table 3 for case studies thematic areas*.<sup>37</sup>) Further opportunities for reflective discussions occurred through the developmental evaluation in **Myanmar; ESARO and WCARO** learning workshops; and the **2014 Global Planning Workshop**, at which all participating country offices, regional offices and headquarters sections shared their achievements, lessons and ongoing challenges of peacebuilding programming in their unique contexts.

**Table 3: Learning for Peace programme case studies produced by 2014**

Theme	Case study	Country
Access to education	Development and ownership process of the Guidance Note on mainstreaming conflict sensitivity, disaster risk reduction and social cohesion in the school construction in Chad	Chad
Conflict resolution	UNICEF and the Commission for Dialogue, Truth and Reconciliation in Côte d'Ivoire	Côte d'Ivoire
	Social Integration of Pygmies in Manono, Democratic Republic of the Congo	Democratic Republic of the Congo
	Contribution of Peace Clubs in Rubaya, Democratic Republic of the Congo	Democratic Republic of the Congo
	Peacebuilding in Fishing Communities	Sierra Leone
	Nonviolence in School Policy	State of Palestine
Curriculum for peacebuilding	Developing a Curriculum Framework for Peace Consolidation, Sierra Leone	Sierra Leone
	Building Local Capacity and Relationships for Life Skills and Peacebuilding among Government Partners	South Sudan
ECD for peacebuilding	Early Childhood Education and Peacebuilding in Areas of Ongoing Conflict and in Refugee Settlements in Western Uganda	Uganda
	Early Childhood Education and Peacebuilding in Post-conflict Northern and Eastern Uganda	Uganda
Educational inequality and conflict	Investment in Equity and Peacebuilding: South Africa Case Study	South Africa
	Investment in Equity and Peacebuilding: Uganda Case Study	Uganda
Policy integration	From Policy to Action (narrative and video)	Liberia
	Development of an Inclusive Language in Education Policy in Mon State, Myanmar	Myanmar
	Integration of Social Cohesion and Resilience in Education Sector Plan: A Case Study of Sindh, Pakistan	Pakistan
	Peace-promoting Education Reform in Southeast Asia and the South Pacific: Philippines Case Study	Philippines
	Solomon Islands Case Study in Education, Conflict and Social Cohesion	Solomon Islands
	Thailand Case Study in Education, Conflict and Social Cohesion	Thailand
	Peace-promoting Education Reform in Southeast Asia and the South Pacific: Vanuatu Case Study	Vanuatu
Refugee / internally displaced persons education	Raymond's Story	South Sudan
	Institutional Capacity Building for Peace Building Through Education in South Sudan	South Sudan
	Responding to a Conflict-Induced Humanitarian Crisis through Education in South Sudan	South Sudan

<sup>37</sup> Selected case studies are pending finalization and/or translation into English. A compendium of case studies is scheduled for 2015.

Theme	Case study	Country
UNICEF internal learning	Research Partnerships: Lessons Learned	Burundi
	Mainstreaming Peacebuilding in a UNICEF Country Programme: Lessons Learned from Burundi	Burundi
Violence / protection	Evaluation of the process of mainstreaming conflict and disaster risks sensitivity in the regional education development plan in Chad	Chad
	Building Awareness on the Need for Mine Risk Education in Myanmar (narrative and video)	Myanmar
	Assessing the Impact of Police Outreach Campaigns in Schools to tackle violence against children (VAC) in Uganda – A Case Study of Amudat District	Uganda
Youth development	Peacebuilding through Participatory Theatres in Schools Case Study	Democratic Republic of the Congo
	Promoting social cohesion through creativity in madrassas: Evidence from District Swat, Pakistan	Pakistan
	Adolescents Speak Up	State of Palestine
	Adolescent Skills Development Programme in East Jerusalem	State of Palestine
	Isaac's Story	Uganda

### *Generate knowledge to advocate for education and peacebuilding*

Complementary to programme M&E, Learning for Peace provided education and peacebuilding practitioners with cutting-edge research led by a range of international and national partners closely linked to programmatic and policy work. The research portfolio, which is based on the UNICEF research strategy commissioned in 2013,<sup>38</sup> focuses on the following priority themes: 1) education policy and practice, 2) teachers, 3) youth, 4) educational inequality and violent conflict, 5) social cohesion, and 6) violence and gender (as cross-cutting issues). Highlights from research efforts initiated in 2014 include:

- **Relationship between educational inequality and violent conflict.** UNICEF commissioned Family Health International 360 (FHI 360) to conduct a four-part research project to thoroughly investigate the relationship between horizontal educational inequality and violent conflict – specifically, whether the former, defined by ethnic and religious identities, causes the latter. Rigorous literature review and a cross-national, time-series quantitative study found that, at the national level, there is a **large and robust relationship between high horizontal inequality and the likelihood of onset of violent conflict after the year 2000.**<sup>39</sup> Although horizontal inequalities in education were objectively much higher than they were in the 2000s, high levels of education inequality may not have been considered a sufficient reason for grievance in the 1970s and 1980s, when inter-group inequality was commonplace and access to education was not construed as a universal right.<sup>40</sup>
- **Education policy and practice for peacebuilding.** A study commissioned by EAPRO expanded its Language, Education and Social Cohesion research to **Malaysia, Myanmar, and Thailand.** Positing that the choice of language as the medium of instruction may become a source of tension in divided, multi-ethnic and multilingual societies, the study examined the relationship between national language policies and practices and in particular, their application in education systems and how this affects social cohesion. The research confirmed that, given the role of language in formulating one's identity, recognition in society and economic life, series of facilitated dialogues are

<sup>38</sup> Novelli, M. and A. Smith (2013, April). Research strategy for the UNICEF Peacebuilding, Education and Advocacy Programme 2012 – 2015. New York: UNICEF (unpublished document).

<sup>39</sup> FHI 360 (2015). *Does Horizontal Education Inequality Lead to Violent Conflict?* Retrieved from <http://learningforpeace.unicef.org/resources/does-horizontal-education-inequality-lead-to-violent-conflict/>.

<sup>40</sup> All research outputs—literature review, quantitative study, Uganda case studies, and South Africa case studies—can be found on the [Learning for Peace website](#).

effective means of developing MLE policies among various horizontal (i.e., ethnic) and vertical (i.e., government and citizens) groups.

- **Transitional justice and social cohesion.** ‘Responding to Past Human Rights Violations for Building Sustainable Peace’ is research conducted by the International Centre for Transitional Justice that consists of 18 background case studies highlighting education’s role in responding to a history of repressive government and characterized by violent conflict in order to sustain transitional justice measures. Preliminary findings suggest that **in the aftermath of violent conflict, reconstruction of a country’s education system can help prevent the recurrence of violence and strengthen the legitimacy of democratic institutions.** The sustainability of these efforts depends not only on rebuilding schools, bringing children back into the system, and promoting values of peace through curricula, but also on how the sensitivity of these efforts to the legacies of past abuses are treated through education platforms.
- **Education governance.** Drawing on evidence from Kenya and South Sudan, UNICEF ESARO, in collaboration with the University of Sussex, conducted research that has focused on coordination and management of the education sector: policies and priorities, funding, implementation and effects on sustainable peacebuilding. Due to the fact that in an increasingly globalized and interconnected world, research on the governance of education cannot begin and end within the borders of the nation-state, this research also explores the complex roles of regional and global actors in shaping national educational agendas. This mixed method research illustrates some of the tensions, dilemmas and trade-offs in the process of governing education in conflict-affected contexts.
- **Gender and peacebuilding.** In Somalia, South Sudan and Uganda, the Learning for Peace programme is conducting rigorous research to generate knowledge on the linkages between gender, education and peacebuilding. A randomized control trial of the Communities Care initiative being piloted in Somalia and South Sudan is poised to **contribute to the evidence base on the role of formal and non-formal education in preventing sexual violence and the overall contribution to peacebuilding through social norms change.** A second randomized control trial in Uganda will ascertain the effectiveness of building the capacity of primary school teachers to promote gender-equitable school environments and the related contribution to social cohesion. In Burundi, ongoing research to examine the transgenerational transmission of violence in households and schools includes a focus on perceptions of masculinity and gender-based violence, which is feeding directly into programming.

## Research Consortium on Education and Peacebuilding

The [Research Consortium on Education and Peacebuilding](#), a partnership between UNICEF and the University of Amsterdam, the University of Sussex, Ulster University and in-country partners, was established to build evidence, support country capacity development in research and analysis, and bring cutting-edge knowledge to the policy and academic communities for further inquiry and action. Launched in October 2014, the Consortium is carrying out research in **Myanmar, Pakistan, Uganda and South Africa** on three thematic areas<sup>41</sup> of 1) the integration of education into peacebuilding processes at global and country levels through **policy and practice**; 2) the **role of teachers** in peacebuilding; and 3) the role of formal and non-formal **peacebuilding education programmes focusing on youth**.

The Consortium's theoretical and analytical framework is anchored on four core transformations that may contribute to post-conflict societies moving towards sustainable peace: 1) redistribution, 2) recognition, 3) representation, and 4) reconciliation – or the '4Rs' (see *Figure 23 on right*).<sup>42</sup>

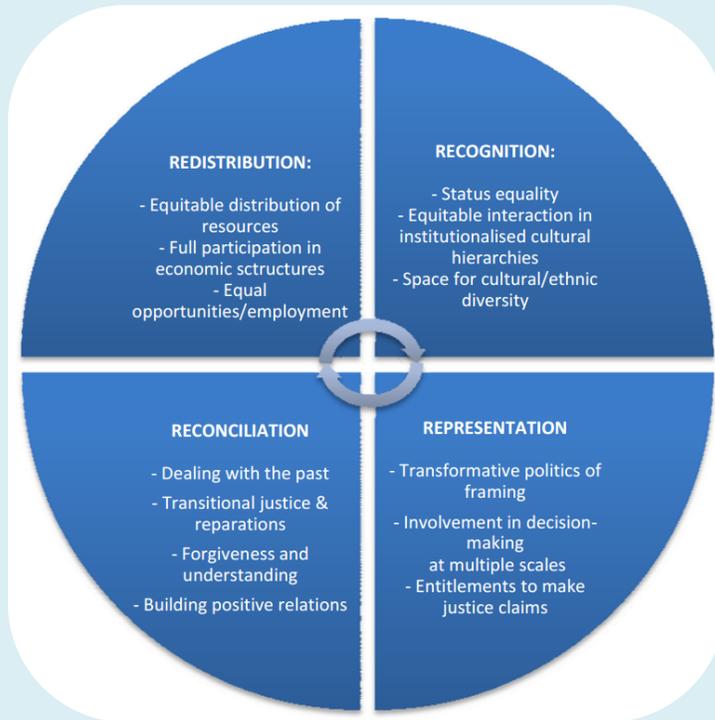


Figure 23: Research Consortium's '4Rs' theoretical framework

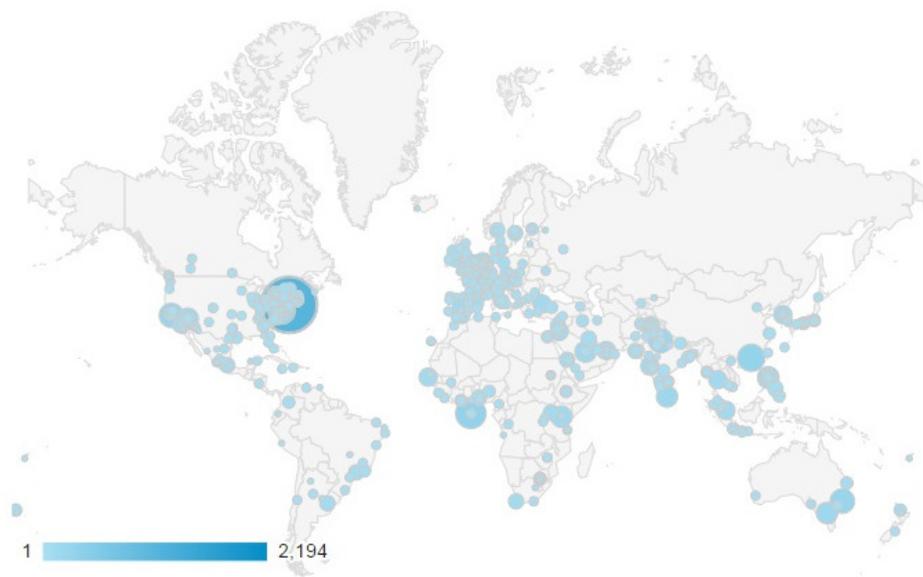
## Global advocacy and communication highlights

The global communication and advocacy goal for the programme is to position UNICEF as a knowledge leader on peacebuilding and education, and ensure that children are brought to the forefront of discussions. UNICEF's Learning for Peace website was launched in early 2014, and serves as a one-stop-shop for all peacebuilding and education-related resources, multimedia products, stories and research generated under the programme. The website reaches a global audience, attracting visitors from 191 countries. The majority of users came from donor countries such as **Canada, Japan, the Netherlands, the United Kingdom and the United States**, as well as programme countries such as **Kenya and Pakistan**. (See *Figure 24 below for locations of the website visitors*.) In 2014, the site received 46,000 page views and 30,000 visitors.

<sup>41</sup> Initially, the research was designed to take place in Liberia and Sierra Leone, but due to the outbreak of Ebola in these countries in 2014, research efforts in these countries could not be carried out.

<sup>42</sup> See <<http://learningforpeace.unicef.org/wp-content/uploads/2015/05/Theoretical-Framework-Jan15.pdf>> for more details.

Figure 24: Location of visitors to the Learning for Peace website in 2014



#### Sample organizations in the Learning for Peace network

Aid resources, Brookings Institute, Causehub, Global Education First, Humanitarian News, INEE, International Institute of Sustainable Development, the Huffington post, Oxford University, Preventionweb, Reliefweb, United Nations Girls' Education Initiative (UNGEI), The United Nations, UN Women, University of Melbourne, University of Pennsylvania's International Education Development Programme, Voices of Youth, Wikiprogress, Yale University, Zunia

The website is home to all Learning for Peace communication and advocacy products, telling the story of the programme for an external audience, including development professionals, humanitarian workers, and education and peacebuilding experts and practitioners. In 2014, 10 podcasts were produced on peacebuilding and education-related topics, as part of UNICEF's Beyond School Books series, and seven videos from **Sierra Leone, Côte d'Ivoire, South Sudan and Uganda**. The videos received more than 2,000 views on UNICEF's YouTube channel, and key messages reached a potential audience of more than 7 million through social media. The Learning for Peace blog series

engaged experts from a range of backgrounds to discuss education and peacebuilding and what this means on the ground. In 2014, the website featured 13 blogs, on topics from how capoeira is changing the dynamics amongst refugee communities in the **Democratic Republic of the Congo**, to how Communication for Development (C4D) programming is working to build peace in **South Sudan**.<sup>43</sup>

Activities over the course of 2014 included dedicated communications and media outreach for Learning for Peace products, as well as infusing education for peacebuilding messages and content into other public campaigns and conferences or events. Dedicated outreach was conducted to share the knowledge and evidence gained from the programme. The Learning for Peace network includes more than 330 professionals and influencers, including academics, NGOs, foundations and media outlets that reposted and shared our messages and content.

In all cases, advocacy and outreach acted as a catalyst in prompting government actors, international organizations and other stakeholders to prioritize education and peacebuilding components in high-level plans and frameworks. Guidance briefs, media coverage, blogging, video and radio broadcasts comprised some of the tools employed by country offices and

<sup>43</sup> For all multimedia products and more visit: <<http://learningforpeace.unicef.org/category/media-center/>>.

regional offices to bring child rights and education to the forefront of development and humanitarian discussions, and build bridges between peacebuilding and education sectors to enable UNICEF and partners to do better programming and deliver results for children.

## 5. GENDER

Gender equality and women's empowerment was clearly linked to the international peace and security agenda for the first time in 2000 through Security Council Resolution 1325. In the 15 years since the landmark Resolution, gender – the social constructions of masculinity and femininity – is increasingly recognized to lie at the heart of peacebuilding in terms of its intrinsic linkages to power dynamics and norms. Addressing the root causes of conflict requires understanding how men and women jointly produce gender roles and identities at the household, community and national levels, as well as how resulting norms and power dynamics can both fuel conflict and promote peace. Gender equality offers peacebuilding new levels of democratic inclusiveness, human and social capital recovery and more durable economic growth.<sup>44</sup> At the same time, peacebuilding presents a critical opportunity to redress gender inequalities and set new precedents in this regard.

The promotion of gender equality and the empowerment of women and girls is central to UNICEF's mandate and its focus on equity. The gender dimensions of the Learning for Peace programme are embedded within UNICEF's institutional approach to gender equality and are directly reflected in the recently launched Gender Action Plan. The Plan highlights the differential impact of conflict on boys and girls and underscores the need for tailored programmatic responses as part of strategies to mainstream gender equality in education. As such, programme activities aim to systematically address gender disparities in educational access and quality, which are often exacerbated by conflict. Despite progress on gender equality in access to education and the adoption of principles of gender sensitivity across Learning for Peace programming, UNICEF country offices continue to grapple with the different conflict experiences of men, women, boys and girls, as well as the relations between them and how these can contribute to or impede peacebuilding processes. The programme's approach to gender and peacebuilding is increasingly reflecting the recognition that the post-conflict period presents the opportunity to shift rigid gender norms and address unequal gender relations that can undermine social cohesion and resilience efforts. As such, Learning for Peace is placing an increased focus on learning around gender transformative interventions for peacebuilding. The following section outlines specific measures and activities across a series of common emerging themes that reflect the recognition that gender transformative approaches can contribute to peacebuilding and the critical role education plays.

### *Ensuring equitable access to education for girls and boys in conflict-affected areas*

Gender disparities in educational access and completion deny girls and boys the opportunity to gain skills and competencies needed for civic and political engagement and to make an active contributions to peacebuilding. In conflict-affected areas, gender inequalities become pronounced, and girls in particular are more likely to experience barriers to education due to poverty, insecurity, sexual harassment and abuse, lack of girl-friendly infrastructure and early marriage.

Through policy-level engagement, country programmes have been successful in securing increased and gender-equitable distribution of resources in education. Through the development of the National Girls' Education Strategy in **South Sudan**, the Learning for Peace programme has raised the issue of girls' education to Parliament level and facilitated

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<sup>44</sup> World Bank, 'Integrating Gender into the World Bank's Work: A strategy for action', World Bank, Washington, D.C., 2002.

advocacy for increased resource allocation. In **Yemen**, the programme has pushed forward efforts to increase the recruitment of female teachers, allowing more girls to attend school in rural areas; while also ensuring that girls have access to better-quality education through strengthening teachers' capacity to promote improved learning environments and by improving hygiene and sanitation facilities. In **Pakistan**, Afghan refugee children have gained increased access to quality education, particularly girls – whose enrolment increased by 27 per cent during 2014.

Equally, activities to promote demand for education by working with parents and communities have proved critical in complementing supply focused interventions. In **Somalia**, the partnership with the World Food Programme has demonstrated success in contributing to increased girls' enrolment and retention through community sensitization around the issue of girls' education, alongside the provision of food vouchers to families. In the **State of Palestine**, the provision of safe, after-school activities and engagement of the mothers and fathers of adolescent girls has proved critical in allowing their daughters to take part in activities, and is contributing to enhanced rates of transition from primary to secondary school. In **Côte d'Ivoire**, women are being mobilized to accelerate girls' education through the establishment of Mothers' Clubs. Through these Clubs, mothers are engaged with school feeding programmes and receive sensitization on sexual and reproductive health, child protection issues and sexual and gender-based violence, which has contributed to reducing girls' drop-out rates.

#### *Harnessing post-conflict dynamics to promote positive gender relations and social norms through gender-sensitive education*

Schools can play a crucial role in legitimizing potentially harmful gender stereotypes at an early age, which can pose a challenge to education access and quality, undermine boys' and girls' ability to contribute to peacebuilding, and even fuel violence. The post-conflict environment presents the opportunity to shift such negative gender norms through social platforms such as schools. Several Learning for Peace countries have worked successfully to promote positive shifts in gender relations and social norms through teacher training, curriculum reform and engaging communities and parents. In **Uganda**, primary school teachers are being trained to promote gender-equitable school environments in the country's conflict-affected Karamoja region. By the end of the programme, 1,000 teachers will be equipped with the knowledge and skills to promote positive ideals for girls and boys. Teachers are using mobile phone technology through UNICEF's GenderTrac programme for peer-to-peer learning to complement the training initiative. The emerging good practice model is being tested in partnership with the Ministry of Education and Sports to inform institutionalization of the programme in national pre-service training.

Efforts to integrate peacebuilding in school curricula have systematically included strong gender dimensions. In **Burundi** and the **Democratic Republic of the Congo**, capacity-building interventions include efforts to promote gender-equitable classrooms, and activities have also proved successful in eliminating gender stereotypes from instruction materials. In **Sierra Leone**, the review of the Basic Education Curriculum has included the development of gender-responsive syllabi and guidelines.

#### *Empowering women and youth – especially girls – as peacebuilders*

Participatory activities engaging youth across Learning for Peace countries are showing the central importance of gender issues to them – and to building peace in their communities. In **Côte d'Ivoire**, for example, discussions emerging from participatory theatre activities highlighted the collective concern by both male and female youth on early marriage, dowry, and how related norms can lead to family and community violence if unmet. In the **State of Palestine**, the Adolescents Speak Up programme has empowered girls to voice their

concerns on issues that matter to them, with gender issues featuring prominently. One youth group choosing early marriage as a theme was able to raise awareness about the related risks and consequences, having received training through the programme on how to use radio and social media to communicate such issues to a wider audience. In **Côte d'Ivoire**, women are being empowered as peacebuilders through their joint engagement in the delivery of ECD services, as well as participation in literacy and empowerment training – all of which have enabled them to strengthen community cohesion. In **Burundi**, combining women's solidarity groups with Child Protection Committees is serving both to increase children's safety and learning as well as promote women's economic empowerment. Such dual strategies are serving to address identified conflict factors linked to gender inequalities by enhancing household gender dynamics through engaging men in women's empowerment activities.

### *Addressing sexual and gender-based violence*

Addressing sexual and gender-based violence is widely accepted as an integral aspect of peacebuilding, as reflected in prominent provisions in Security Council resolutions pertaining to gender, peace and security.<sup>45</sup> As a manifestation of unequal gendered power relations exacerbated by conflict, addressing sexual and gender-based violence means tackling causes of conflict linked to social norms and values. Such violence can also present a conflict trigger and is often itself integral to violent conflict and part of the normalization of the violence that often extends into post-conflict recovery with impunity. The economic, social and psychological effects of sexual and gender-based violence on survivors, witnesses and perpetrators severely constrains their functionality and ultimately carries great socio-economic costs for society as a whole.

In **Somalia** and **South Sudan**, UNICEF is piloting a community-based model to transform social norms on gender, power and violence to build sustainable peace within families and communities. By harnessing dynamics following the intense social upheaval of conflict, the Communities Care initiative aims to alter engrained attitudes and beliefs that lead to sexual violence by promoting positive shifts in the way people interact. During 2014, activities have focused on building the capacity of education and psychosocial support actors, as well as Community Case and Health Workers. Ongoing monitoring is highlighting a significant increase in trainees' ability to orient and provide survivors with the full range of essential services. Furthermore, 'Community Discussion Dialogues' have promoted community action and engagement through discussions to build safer, more peaceful communities. Trained Community Discussion Leaders are demonstrating increased awareness and understanding of sexual violence and the negative impact this can have on community cohesion. Participatory training approaches have highlighted risks to further violence experienced by survivors and their families, including children born from rape, which can undermine community cohesion – including sentiments of shame, marginalization, rejection and even death. An accompanying rigorous impact evaluation is poised to generate evidence to replicate this promising community behaviour change model in similar contexts.

#### **Rigorous evaluation research on gender, education and peacebuilding**

In **Somalia**, **South Sudan** and **Uganda**, the Learning for Peace programme is conducting rigorous research to generate knowledge on the linkages between gender, education and peacebuilding. A randomized control trial of the Communities Care initiative being piloted in **Somalia** and **South Sudan** is poised to contribute to the evidence base on the role of formal and non-formal education in preventing sexual violence and overall contribution to peacebuilding through changing social norms. A second randomized control trial in **Uganda** will ascertain the effectiveness of building the capacity of primary school teachers to promote gender-equitable school environments and the related contribution to social cohesion. As part of the programme's efforts to broaden and deepen knowledge on gender and peacebuilding, several countries are further examining questions of masculinity and peacebuilding through action-research initiatives. In **Pakistan**, activities have

<sup>45</sup> Security Council Resolution 1325 and subsequent six supporting resolutions: 1820, 1888, 1889, 1960, 2106 and 2122.

demonstrated the critical need to engage male family and community members to address gender-related conflicts, and will further examine the role of masculinities through research on the role of non-formal peacebuilding education during 2015. In **Burundi**, ongoing research to examine the transgenerational transmission of violence in households and schools includes a focus on perceptions of masculinity and gender-based violence, which is feeding directly into programming.

Reflecting the linkages evident between gender inequality and high levels of cultural violence, addressing sexual and gender-based violence is an integral part of broader peacebuilding and education strategies in several Learning for Peace countries. In **Burundi**, research has demonstrated the role of social norms in condoning violence – and in particular domestic violence. Programmatic responses in Burundi have included strategies to build individual and community capacity for sexual and gender-based violence prevention, such as featuring related discussions in Children’s Clubs and sensitizing youth on the topic for roll-out to local leaders and the wider community in the context of building peace.

In **South Sudan**, sociocultural norms associated with early marriage and increasing bride prices are encouraging violence among men and boys striving to fulfil such norms through cattle raiding and revenge killings. South Sudan’s Life Skills and Peace Education approaches contain a strong gender component to address such sociocultural dimensions of violence specifically tailored for delivery in cattle camps. Peacebuilding skills are being developed to address gender-related conflict drivers that are particularly pertinent in pastoralist contexts, and are proving effective in decreasing the acceptance of violence in response to cattle raiding or crop destruction.

#### *Invoking positive masculinity and supporting at-risk male youth*

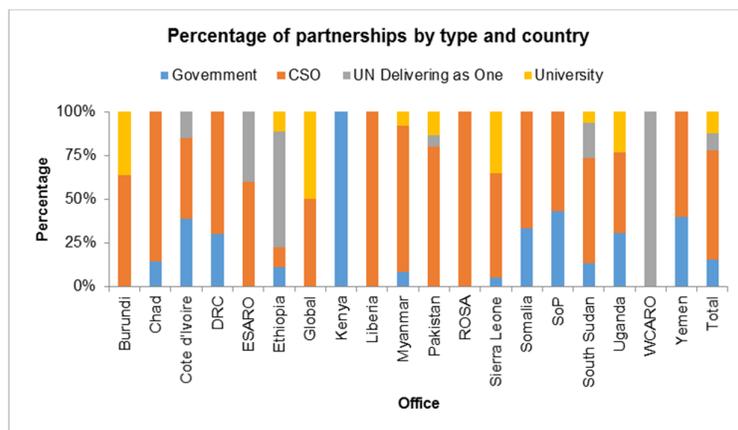
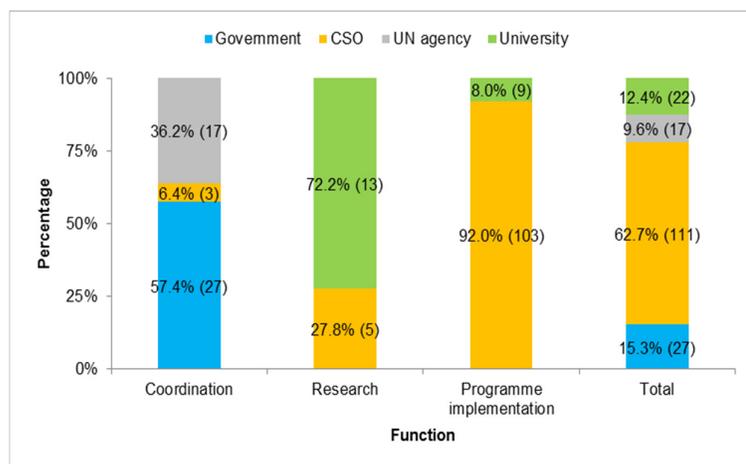
It is widely recognized that questions of gender in peacebuilding do not relate solely to women and girls’ issues, but are also concerned with how men and women jointly produce gender roles and identities, and how society and social norms are gendered and interlinked with different forms of identity. Men and boys are often constrained by perceptions of masculinity that perpetuate discrimination and violence. Furthermore, it has been shown that men with less education are more likely to express discriminatory views on gender, more likely to be violent in the home – and less likely to be involved in child care. Indeed, research conducted by ESARO on Resilience and Education in the Arid and Semi-Arid Lands of **Kenya** revealed particular challenges for boys in relation to the low quality and relevance of education, which has increased their vulnerability to negative socio-economic coping strategies linked to traditional expectations of masculinity. This has been identified to pose considerable risks of recruitment into criminal networks and radical ideologies as a means of fulfilling the otherwise unattainable notion of manhood.

Similar findings have equally emerged from other Learning for Peace country analyses, prompting the uptake principles of positive masculinity and addressing male gender issues in programming. Indeed, in **Burundi**, participatory resilience profiling of adolescents has highlighted specific gender concerns: boys are at higher risk of alcoholism, drug use and mobilization into political groups, while girls are more vulnerable to early marriage, transactional sex and sexual and gender-based violence. Strategies in Burundi to engage male spouses in women’s solidarity groups have resulted in a positive shift in men’s perceptions of the socio-economic standing of their wives and values of gender equality. In **South Sudan**, an update of the conflict analysis revealed specific risks concerning male youth around the reliance on cattle, increasing bride prices and lack of livelihood opportunities. As a result, an ox-plough farming project (originally proposed by community stakeholders participating in earlier conflict analysis consultations) being implemented in collaboration with the Food and Agriculture Organization of the United Nations and the Ministry of Agriculture is showing the effects of a ‘peace economy’ in rural pastoral communities.

## 6. PARTNERSHIPS

Learning for Peace programme implementation continued to leverage partnerships with 137 CSOs, government agencies, universities and United Nations entities, as well as within UNICEF across sectors. Purposes of partnership are distributed across coordination, programme implementation and research, as shown in Figure 25 below.

Figure 25: Number of partners by type and purpose



The subsections below describe how Learning for Peace 1) leverages partners' reach and influence and 2) scales up effectiveness through inter-sectoral engagement and United Nations coordination. (See Section 5, Outcome 5 for research partnerships.)

### Leveraging Partners' Reach and Influence

Given the complex contexts, some of which are prone to geographical and ethnic tensions, partnerships with local government, non-state actors and CSOs enable conflict-sensitive, strategic outreach. Partner organizations are also a vital link between UNICEF and remote communities and hard-to-reach target beneficiaries.

A key strategic partnership at the civil society level is the collaboration with faith-based organizations in **Burundi, the Democratic Republic of the Congo, Pakistan, South Sudan** and **Uganda**, where religious institutions and organizations extend much influence among local populations. Such organizations frequently are well organized, strategically placed within communities, and have the capacity to reach large numbers of people. There is also a natural synergy between messages they espouse and UNICEF's efforts to promote the principles of inclusion, diversity, tolerance, peace, dignity and respect. UNICEF, in partnership with Commission Episcopale Pour l' Apostolat Des Laics (CEAL), a faith-based organization, successfully managed to promote civic engagement, non-violence and conflict resolution among youth in their communities. Some 21,280 young people, including priests, participated in eight forums on civic and democratic values, non-violence, culture of peace and reconciliation.

UNICEF's engagement with GPE in **Chad, Pakistan, Sierra Leone, South Sudan** and **Yemen** provided additional opportunities to influence the planning and implementation of education services in these contexts. In **Yemen**, the partnership provided financial support; increased access and quality of basic education for Yemen's 1 million primary and lower-secondary out-of-school children; and developed a component on conflict-sensitive education programming and planning in tandem with the Ministry of Education. In **Chad**, conflict-sensitive school construction spearheaded by Learning for Peace feeds into the broader country strategy co-funded by GPE and Educate a Child to increase access to child-friendly, quality education for the 246,500 children currently out of school.<sup>46</sup> Similarly, **WCARO's** technical support to **Mali**, a non-Learning for Peace country, in preparing an education-focused proposal for the PBF, resulted in US\$2 million funding. Key activities include accelerated learning services to 4,500 out-of-school children; integration of peacebuilding-related life skills in the Accelerated Learning Programme; roll-out of school-based conflict resolution and peacebuilding initiatives in 340 primary schools; and social mobilization through community radio programmes.

## Scaling Up Effectiveness through Inter-Sectoral Engagement and United Nations Coordination

Partnerships across UNICEF offices and United Nations agencies prove to be great resources for coordinated delivery of humanitarian services and technical assistance. All Learning for Peace regional offices and country offices continued working closely through programme implementation, M&E and research.

In **Somalia**, the inclusive and conflict-sensitive provision of services through the Go to School programme brings together UNICEF, the United Nations Development Programme (UNDP), the ILO, and the United Nations Human Settlements Programme, and has become a central theme in UNICEF cross-sectoral community-level resilience programming. Likewise, in **South Sudan**, UNICEF partnered with FAO to provide ox ploughs to adolescent cattle herders, thus following the recommendation of community elders and youth to mitigate conflict within cattle camps by providing new livelihood opportunities to unemployed youth.

At the global level, relationships were nurtured with the United Nations Peacebuilding Support Office, UNDP, the United Nations Department of Political Affairs and the United Nations Office for the Coordination of Humanitarian Affairs. In particular, UNICEF worked closely with the United Nations Security Council and the Special Representative of the Secretary-General for Children Affected by Armed Conflict on monitoring and reporting mechanisms, and related action plans involving education. Additionally, UNICEF will continue to engage with the Global Coalition to Protect Education from Attack and expand its

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<sup>46</sup> <<http://educateachild.org/our-partners-projects/projects/revitalizing-basic-education-chad-0>>

relationship with the PBF through a new partnership on ECD and peacebuilding. UNICEF also recently joined the technical advisory group for the New Deal.

Within UNICEF offices, the Learning for Peace programme, mostly anchored in the Education section, collaborated with cross-cutting thematic sections, such as child protection, adolescent and youth, ECD and gender. In **Burundi, the Democratic Republic of the Congo, Myanmar, Pakistan, Sierra Leone, the State of Palestine, South Sudan and Uganda**, UNICEF worked closely with counterparts to provide peacebuilding-relevant child protection services (e.g., mine risk education in Myanmar, or protecting girls and women against domestic violence in South Sudan and Somalia). C4D emerged as a critical strategy for peacebuilding-focused activities at the community level in **Burundi, Côte d'Ivoire, the Democratic Republic of the Congo, South Sudan and ESARO**. At the outset of the emergency response to the erupted crisis in **South Sudan**, technical C4D support in South Sudan helped develop a strategy to mitigate conflict triggers in protection of civilian sites and geographic locations at risk of relapsing into conflict.

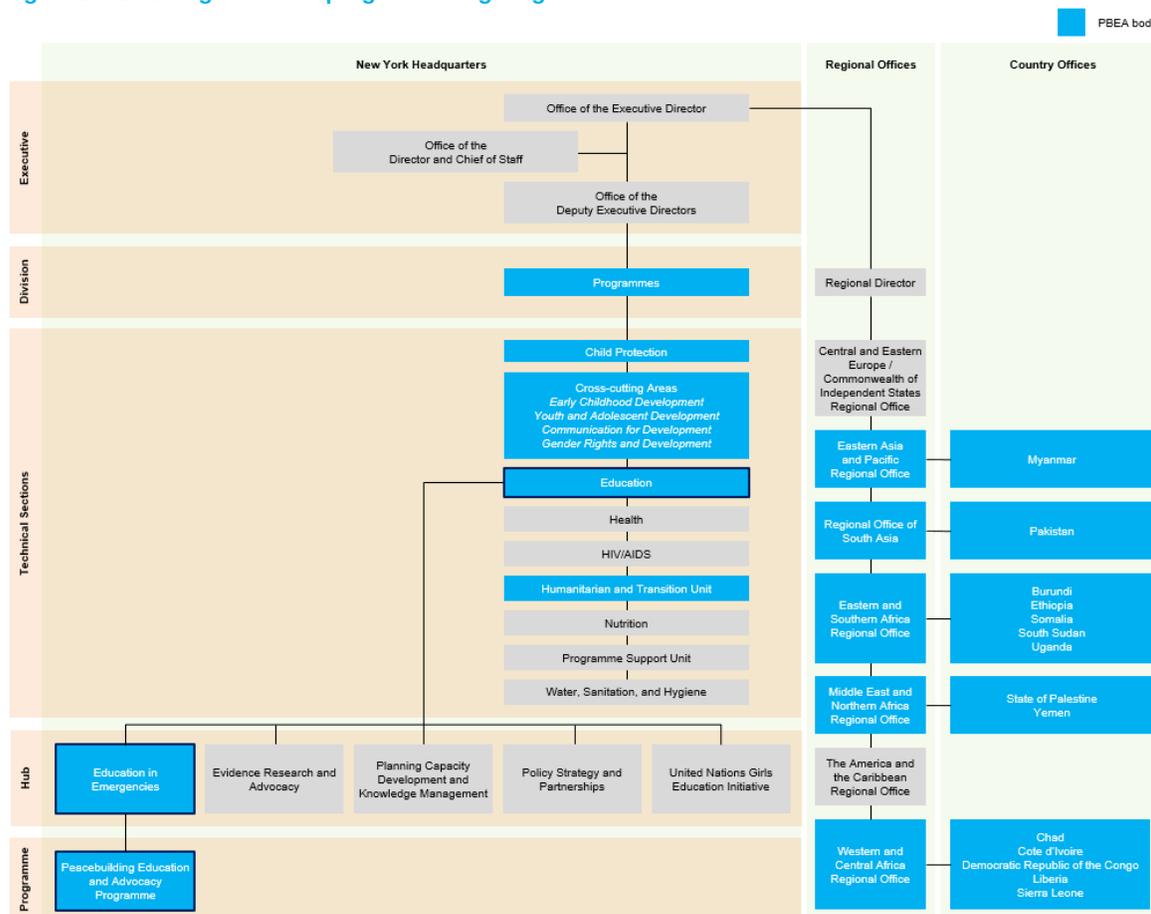
## 7. PROGRAMME MANAGEMENT

### Programme Management and Accountability

Learning for Peace teams and focal points are distributed across 14 country offices, 5 regional offices and 9 New York headquarters divisions and sections, with key accountability for programme delivery resting at country level with participating UNICEF country offices. Participating country teams are supported through a network of the Learning for Peace focal points at the regional office level, and a global programme governance structure.

In close coordination with country and regional programme focal points, the Programme Management Team at headquarters is managing overall coordination of the programme at the global level; internal capacity building on peacebuilding in programme countries and beyond; partnerships with United Nations agencies, international NGOs and research institutions; and the development of knowledge, lessons learned, tools and guidance. The Programme Management Team is underpinned by a robust governance structure – an inter-sectoral Technical Working Group providing technical assistance to the field and leading cross-sectoral collaboration; the Strategic Programme Advisory Group, made up of key international United Nations and NGO partners, and providing strategic input into programme development; and the UNICEF Accountability Committee, composed of Directors of Programmes, Partnerships and Emergencies at UNICEF headquarters, overseeing programme results and financial allocations and performance. (See Figure 26 below for the programme organogram.)

Figure 26: Learning for Peace programme organogram



## Financial Management and Leveraging of Funds

The Learning for Peace programme across the country offices, regional offices and headquarters divisions and sections does not operate solely on programme-specific allocations. Most offices and sections pursued and received funding from other sources to expand scale of implementation, infuse peacebuilding elements into broader large-scale education-focused activities, and/or integrate Learning for Peace into existing programmes to streamline objectives, targets and measurement efforts.

In the **Democratic Republic of the Congo**, Learning for Peace is implemented jointly with the Programme of Expanded Assistance to Returnees Plus, an early recovery programme funded by the UNICEF France National Committee to provide cross-sector assistance in health; water, sanitation and hygiene; education; and child protection to facilitate smooth integration of formerly displaced people and returnees to “prevent [the country] from falling back into a cycle of violence” in the eastern provinces.<sup>47</sup> Similarly, in **Chad**, conflict-sensitive school construction is being co-funded by GPE and Educate a Child’s Revitalization of Basic Education in Chad to increase access to child-friendly, quality education for the 246,500 children currently out of school.<sup>48</sup> In **Myanmar**, Learning for Peace has been purposefully fully integrated into the US \$84 million Quality Basic Education Programme, supported by the Myanmar Multi-Donor Education Fund<sup>49</sup> and the Comprehensive Education Sector

<sup>47</sup> <[www.unicef.org/wcaro/2009\\_2961.html](http://www.unicef.org/wcaro/2009_2961.html)>.

<sup>48</sup> <<http://educateachild.org/our-partners-projects/projects/revitalizing-basic-education-chad-0>>.

<sup>49</sup> The Myanmar Donor Education Fund consists of resources from Australia’s Department of Foreign Affairs and Trade, the United Kingdom’s Department of International Development, the European Union, Denmark and Norway.

Review, a process closely accompanied by the Japanese International Cooperation Agency. Myanmar utilizes the Learning for Peace funds to complement and add a conflict-sensitivity and peacebuilding focus to activities occurring under the Quality Basic Education Programme, from the high-level development of MLE policies to school-level teacher training initiatives.

See Table 4 below for the financial report of Learning for Peace for each country office, regional office and headquarters.

**Table 4: Learning for Peace programme financial report**

<b>Contribution Summary</b>	
<b>Total contribution</b>	US\$150,000,000
<b>Total funds received as of 31 December 2014</b>	US\$146,250,000*
<b>Total funds allocated as of 31 December 2014</b>	US\$106,326,014
<b>Funds utilized as of 31 December 2014</b>	US\$85,681,031

\*US\$40 million received on 10 October 2014 was allocated in January 2015.

Office	Programmable amount for 2012–2014*	Funds utilized 2012	Funds utilized 2013	Funds utilized 2014	Funds Utilized 2012-2014
<b>Country Offices</b>					
Burundi	\$4,748,921	\$30,464	\$1,104,901	\$3,279,064	\$4,414,429
Chad	\$3,205,887	\$89,791	\$822,269	\$1,870,148	\$2,782,208
Côte d'Ivoire	\$3,876,240	\$10,770	\$703,969	\$2,201,552	\$2,916,291
Democratic Republic of the Congo	\$7,196,500	\$1,572,943	\$1,699,023	\$3,480,591	\$6,752,557
Ethiopia	\$4,455,717	\$0	\$1,968,938	\$1,482,420	\$3,451,358
Liberia	\$8,045,176	\$998,703	\$3,308,442	\$2,170,739	\$6,477,884
Myanmar	\$3,151,570	\$0	\$97,930	\$2,142,418	\$2,240,348
Pakistan	\$7,563,305	\$200,426	\$1,513,575	\$5,219,178	\$6,933,179
Sierra Leone	\$5,028,016	\$499,307	\$1,532,880	\$2,233,265	\$4,265,452
Somalia	\$10,281,759	\$795,250	\$4,186,977	\$3,354,826	\$8,337,053
South Sudan	\$6,642,868	\$400,965	\$2,199,103	\$3,863,158	\$6,463,226
State of Palestine	\$3,033,225	\$14,015	\$653,417	\$804,164	\$1,471,596
Uganda	\$10,693,000	\$1,880,162	\$3,483,184	\$4,773,155	\$10,136,501
Yemen	\$2,715,000	\$281,793	\$274,469	\$485,752	\$1,042,014
<b>Subtotal</b>	<b>\$80,637,184</b>	<b>\$6,774,589</b>	<b>\$23,549,077</b>	<b>\$37,360,429</b>	<b>\$12,953,089</b>
<b>Regional Offices</b>					
EAPRO	\$1,693,561	\$60,157	\$404,528	\$396,352	\$861,037
ESARO	\$3,103,204	\$98,830	\$622,871	\$1,665,939	\$2,387,640
MENA	\$500,000	\$0	\$710	\$1,338	\$2,048
ROSA	\$1,419,200	\$125,378	\$183,936	\$355,498	\$664,812
WCARO	\$1,453,393	\$21,430	\$228,796	\$560,384	\$810,610
<b>Subtotal</b>	<b>\$8,169,358</b>	<b>\$305,795</b>	<b>\$1,440,841</b>	<b>\$2,979,512</b>	<b>\$4,726,148</b>

Office	Programmable amount for 2012–2014*	Funds utilized 2012	Funds utilized 2013	Funds utilized 2014	Funds Utilized 2012-2014
<b>Headquarters</b>					
Adolescent Development and Participation	\$312,726	\$13,726	\$55,778	\$61,608	\$131,112
C4D	\$185,945	\$17,366	\$18,041	\$11,929	\$47,336
Child Protection	\$1,470,000	\$20,298	\$185,137	\$802,580	\$1,008,015
Division of Communication	\$1,190,657	\$115,909	\$387,927	\$444,641	\$948,477
ECD	\$551,310	\$32	\$142,553	\$141,655	\$284,240
Education	\$10,218,584	\$923,498	\$1,672,598	\$6,108,904	\$8,705,000
Evaluation Office	\$950,000	\$0	\$173,279	\$370,583	\$543,862
Gender	\$638,543	\$0	\$68,222	\$434,129	\$502,351
Humanitarian Action and Transition (HATIS)/EMOPS	\$2,001,707	\$206,708	\$142,553	\$751,552	\$1,100,813
<b>Subtotal</b>	<b>\$17,519,472</b>	<b>\$1,297,537</b>	<b>\$2,846,088</b>	<b>\$9,127,581</b>	<b>\$13,271,206</b>
<b>Grand total</b>	<b>\$106,326,014</b>	<b>\$8,377,921</b>	<b>\$27,836,006</b>	<b>\$49,467,522</b>	<b>\$85,681,029</b>

\* Programmable amount does not include the UNICEF 6% recovery cost

## 8. CHALLENGES AND LESSONS LEARNED

Despite the progress made to date, the Learning for Peace programme was not without its challenges. Implementing peacebuilding initiatives within the contexts of growing tensions and the outbreak of resumed violent conflict was an issue in 2014. Two Learning for Peace countries were also affected by the EVD crisis, which required a redesign of programmes and a shift in priorities. Measuring and capturing changes in institutional service delivery, or in social changes related to attitudes, behaviours and perceptions within a limited time frame proves to be challenging. Finally, sustaining the promising strategies and programme implementation for sustained results given programme time frames is always challenging.

In this light, UNICEF recognizes that ongoing conflicts and emerging risks introduce unique opportunities to identify and address root causes of conflict, and in response leverage the momentum to bridge the gap between the humanitarian and development divide. UNICEF also recognizes that peacebuilding, being a long-term enterprise, does not lend itself to a conventional pre-/post-test or baseline/end-line M&E framework. Documentation of processes and mid-course learning have served as key monitoring mechanisms and to ensure accountability. Lastly, UNICEF recognizes that sustaining good practices and their results requires long-term commitment built into organizational structure and practices.

### Implementing Peacebuilding Initiatives in Conflict-Affected Contexts

One clear risk of working in conflict-affected contexts is the breakdown of social cohesion and different factors contributing to a fresh outbreak of violent conflict. This risk turned into reality in 10 Learning for Peace countries (**Burundi, the Democratic Republic of the Congo, Liberia, Myanmar, Pakistan, Sierra Leone, Somalia, the State of Palestine, South Sudan and Yemen**) to varying degrees. The changing contexts – ranging from tensions triggered by health crises or elections that curtail school operations to physical

arming of citizens and destruction of learning sites – required country programmes to respond to the emerging sensitivities and make adjustments. Against this backdrop in which deliberate interventions for peacebuilding grow ever more relevant, the programme contributed the following lessons:

- **Peacebuilding requires an explicit effort to build trust.** Achieving social change in conflict-affected contexts requires establishing and maintaining trust amongst UNICEF, implementing partners and beneficiaries. Effective programming should dedicate explicit time and effort for trust building. Strategies used in the Learning for Peace programme included facilitated dialogues (e.g., MLE policy development process in Mon State of **Myanmar**, in which an expert facilitated conversations among the government, non-state actors and community stakeholders) and regular conversations with beneficiaries (e.g., repeated visits to madrassas in **Pakistan** for relationship building).
- **Effective peacebuilding programming must be inclusive and systemic.** Peacebuilding is a complex process. A multi-level, systemic approach is required to transform relationships. By formulating conflict-sensitive policies, and the development of administrative capacity to deliver services, as well as community systems for strengthening cohesion and resilience, it is possible to stabilize social systems. Interventions must be rolled out at multiple levels. For instance, in **Myanmar**, multilingual policies need to be complemented through institutional capacity development efforts, as well as teacher trainings and the dissemination of adequate learning resources at the community level. **Burundi, Pakistan and Uganda** noted the need to engage male family and community members to address gender-related conflicts, and will further examine how notions of masculinity contribute to gender-based violence, and whether and how these are being propagated in schools.

## Measuring and Capturing Social Transformation

Defining and developing indicators for, and measuring peacebuilding outcomes of social cohesion, resilience and human security – both quantitatively and qualitatively, as well as globally and contextually – present challenges to agencies working in peacebuilding. The Learning for Peace programme is committed to developing context-specific peacebuilding indexes around thematic areas that can be quantified. Key lessons learned include:

- **Capturing peacebuilding outcomes requires both global and context-specific measurements based on solid conceptual understanding of its applications and manifestations.** The nexus between peacebuilding and education requires substantial rethinking around definitions, indicators and method of measurement. The insight that meanings of peace, social cohesion, resilience and human security change across contexts led to the transition from a global results framework with selected key performance indicators to a decentralized results frameworks with context-specific indicators, accompanied by global guidance on key peacebuilding concepts and terminology.<sup>50</sup> While the shift required significantly higher investment in M&E, it enabled more accurate and detailed capturing of peacebuilding processes and social changes – at the expense of standardized comparative monitoring and analysis across countries. The insight that both global and contextualized indicators are necessary for holistic results monitoring is parallel to the currently unfolding dialogue around measuring SDG Goal 16, which identifies ‘complementary’ (global) and ‘supplementary’ (country-specific) indicators as necessary components of measuring the goal’s complex concepts.<sup>51</sup>
- **Peacebuilding and education M&E framework and practices must be flexible to capture the concurrently emerging peacebuilding and education results.** In Côte

<sup>50</sup> <<http://learningforpeace.unicef.org/wp-content/uploads/2014/04/Key-Concepts-Final.pdf>>.

<sup>51</sup> Virtual Network, ‘Six Main Takeaways on Indicators for Sustainable Development Goal 16 from the Virtual Network on SDG 16 Consultations’, 2015.

**d'Ivoire, Pakistan, Somalia** and the **State of Palestine**, school-level peace clubs and non-violence policies increased social cohesion within schools, leading to increased retention rates among formally disadvantaged children prone to drop-out. As children remain in schools and are exposed to peacebuilding-oriented educational content, social cohesion increases within schools.

- **M&E itself is an intervention.** The Learning for Peace programme employs various methods – surveys, focus group discussions, key informant interviews, social media, conflict scans, ongoing conflict analyses and case studies – to capture both the peacebuilding processes and results that are heavily nuanced in local contexts. The investment in M&E is not only generating knowledge, but also strengthening the capacity of UNICEF, partners and beneficiaries through analytical and reflective exercises.
- **Building sustainable peace takes time and investment.** It requires a long-term commitment and does not lend itself to a conventional time-bound pre-/post-test or baseline/end-line M&E framework. Thus, recognizing the challenges in demonstrating the achievement of peace within the lifetime of the programme (four years), UNICEF has focussed on capturing contributions to peacebuilding and social cohesion.

## Sustaining the Promising Strategies and Results

Organizational structure and practices that enable long-term commitments are key to sustaining promising good practices and the results of the Learning for Peace programme. Institutional knowledge and capacity to design, implement and measure peacebuilding programmes; planning processes and documents infused with peacebuilding approaches; and cross-sectoral fertilization enabling multidisciplinary intervention towards peacebuilding goals must be maintained and strengthened.

- **Effective programming begins with capacity building of staff and partners.** Since the initial conflict analysis, Learning for Peace activities consisted of capacity-building efforts for a wide range of participants, including UNICEF's own staff and partners. A continuum of such efforts through recurring training and/or mentorship will be necessary to retain existing technical expertise and strengthen institutional practices of social service delivery. The Peacebuilding Capacity Development Package currently under development aims to do just that.
- **Peacebuilding results are maximized under a cross-sectoral design.** While the education sector has generally led in most Learning for Peace countries, best practices have emerged in countries with integrated programming involving other sections and units, particularly child protection, C4D, and under adolescent programming. Youth programming in **Burundi, Liberia** and the **State of Palestine**; radio and community outreach programming in **Chad** and **South Sudan**; and mitigation of school-based violence and mine-risk injuries in **Myanmar, Sierra Leone** and **Uganda** demonstrate the potential of synergies between education and other sectors. Positioning peacebuilding as an overall cross-sectoral approach that is integrated into long-term organizational strategies for addressing fragility and conflict will help further institutionalize peacebuilding practices within UNICEF and partner agencies.

## 9. WAYS FORWARD: 2016 AND BEYOND

Education in fragile settings will continue to be a crucial aspect of UNICEF's work. Children and youth around the world are facing unprecedented and often protracted crises, which requires larger-scale responses and innovative approaches to reach the millions of children affected. UNICEF and partners understand that quality education that is relevant, equitable and conflict-sensitive can strengthen the resilience of children as well as education systems exposed to crisis. Education and other social-services delivery can also be a strategic entry

point for addressing the underlying causes and dynamics of conflict. Challenges in addressing the needs of children affected by crisis are compounded by low levels of funding, the need to strengthen the capacity of all those involved in supporting response, and growing demands for improved coordination and information management (particularly around assessment and evaluation data).

Education business as usual is unlikely to meet the education needs of populations affected by violent conflict. A new – ‘fit for context’<sup>52</sup> – approach is needed to deliver education services to children and youth whose lives are affected by crises. While current approaches have undoubtedly played an important role in maintaining a lifeline to learning, the evidence indicates that they are not sufficient to meet the needs of these most vulnerable children. Multi-sectoral efforts to reduce violence, build trust in government and improve the quality of public services will be key to achieving the post-2015 goal for peaceful and inclusive societies, and education has a vital role to play.

UNICEF remains committed to reducing vulnerability to disaster and conflicts through the provision of risk-informed country programmes that build resilience at the systems, institutional, community and individual levels, and that help nations to eventually transition into long-term socio-economic development programming. The Education section will support a risk-informed programming practice underpinned by the following *theory of change*: if social services are managed and delivered in an equitable and conflict-sensitive manner, then these programmes will contribute to peacebuilding because factors that undermine peace are alleviated and the capacities to respond to conflict are built for long-term resilience.

The Education section will focus on three key output areas:

- capacity building and risk-informed programme guidance;
- implementing activities at country level that support greater resilience in systems; and
- communities and individuals generating and disseminating evidence and good practice.

Thanks to the Learning for Peace programme, UNICEF now has systems in place that support education for peacebuilding at the country, regional and global levels. Pilot-tested initiatives are ready to be scaled up. To maintain momentum, UNICEF seeks to consolidate results and scale up innovative interventions, and build risk-informed programming capacity – of which peacebuilding is central – in countries affected by violent conflict. Details of this next phase of risk-informed programming will be developed in consultation with sectors, regional offices, country offices, partners and other stakeholders. Evidence-based conflict analysis will remain a prerequisite for informing peacebuilding programme design and decision-making.

As for the present and moving beyond 2015, the agency will continue to build on past knowledge to better support countries on how to assess and manage risks. Furthermore, innovations will be scaled up to rapidly improve education outcomes for marginalized children; hold national institutions accountable; create synergies across sectors; address data gaps; and foster greater public and private-sector engagement – steps that are compulsory for enhancing children’s access to quality education and preparing them for adulthood. In addition, UNICEF will strengthen direct contributions made in bridging social services and peacebuilding, while stepping up advocacy for the enhanced delivery of basic social services. The organization will also continue to provide support to child rights and protection in peace processes in order to help children and adolescents prosper in a world that will look very different from the one we live in today.

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<sup>52</sup> Organisation for Economic Co-operation and Development, OECD (2015). ‘States of Fragility 2015’.