June 2013

Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme

2012 Consolidated Annual Report
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Acronyms

ADEA  Association for the Development of Education in Africa
C4D  Communication for Development
DOC  Division of Communication
EAPRO  East Asia and Pacific Regional Office
ECD  early childhood development
EEPCT  Education in Emergencies and Post-Crisis Transition
EMOPS/PRS  Office of Emergency Programmes/Peacebuilding and Recovery Section
ESARO  Eastern and Southern Africa Regional Office
GPE  Global Partnership for Education
ICQN  Inter-Country Quality Node
IIIEP  International Institute for Educational Planning
INEE  Inter-Agency Network for Education in Emergencies
M&E  monitoring and evaluation
MENARO  Middle East and North Africa Regional Office
PBEA  Peacebuilding, Education and Advocacy in Conflict-Affected Contexts
RESEN  Eléments de Diagnostic du Système Educatif Centrafricain
ROSA  Regional Office for South Asia
UNDP  United Nations Development Programme
UNESCO  United Nations Educational, Scientific and Cultural Organization
UNHCR  Office of the United Nations High Commissioner for Refugees
VACiS  Violence Against Children in Schools (Uganda)
WASH  water, sanitation and hygiene
WCARO  West and Central Africa Regional Office
Acknowledgements

The 2012 Peacebuilding, Education and Advocacy in Conflict-Affected Contexts (PBEA) programme Consolidated Annual Report draws from detailed reports prepared by UNICEF country and regional offices, as well as UNICEF section reports. The report has benefited from the insight and analysis provided by members of the Programme Management Team and UNICEF’s technical adviser to the programme. The report team would like to thank all those who have contributed their time and expertise.

UNICEF would also like to acknowledge the contribution of strategic partners to results reported during the year. These partners include the Inter-Agency Network for Education in Emergencies (INEE) and UNESCO’s International Institute for Education Planning (IIEP).

In addition, UNICEF would like to extend a special thank you to the Government of the Netherlands for its commitment to pioneering approaches in the emerging field of education and peacebuilding, and for its continued support for children in conflict-affected contexts, for whom education is one of their only routes out of crisis.
Executive Summary

The Peacebuilding, Education and Advocacy in Conflict-Affected Contexts (PBEA) programme is an innovative, cross-sectoral initiative designed as a partnership between UNICEF, the Government of the Netherlands, the national governments of participating countries and other key partners. The overarching goal of this four-year programme is to strengthen resilience, social cohesion and human security in conflict-affected contexts – including countries at risk of, experiencing or recovering from conflict. Five global outcomes have been established as benchmarks for progress:

- **Outcome 1** aims to increase inclusion of education into peacebuilding and conflict reduction policies, analyses and implementation.
- **Outcome 2** will increase institutional capacities to supply conflict-sensitive education.
- **Outcome 3** aims to increase the capacities of children, parents, teachers and other stakeholders to prevent, reduce and cope with conflict and promote peace.
- **Outcome 4** will increase access to quality, relevant conflict-sensitive education that contributes to peace.
- **Outcome 5** is cross-cutting and will contribute to the generation and use of evidence and knowledge in policies and programming related to education, conflict and peacebuilding.

Programme implementation began in January 2012, and many steps were taken during the first year: priority countries were identified, resources allocated and key staff hired; a global results framework and the monitoring and evaluation (M&E) plan were established; and research and partnership strategies were developed. These accomplishments are outlined in detail in relevant sections throughout the full report.

Thirteen countries participated in the PBEA programme during 2012: Burundi, Chad, Côte d’Ivoire, the Democratic Republic of the Congo, Ethiopia, Liberia, Pakistan, the State of Palestine, Sierra Leone, Somalia, South Sudan, Uganda and Yemen. And Myanmar joined the PBEA programme in 2013. Six country offices with the capacity to move quickly towards implementation – the Democratic Republic of the Congo, Liberia, Pakistan, Somalia, the State of Palestine and Uganda – developed accelerated work plans to respond to known conflict drivers and deliver immediate peace dividends.

**Strategic Context**

Education has a significant role in building peace. It can serve as a peace dividend, restoring confidence and trust in governments and building confidence for the future. It can minimize inequalities or grievances among conflict-affected communities, and it can strengthen the values, attitudes and beliefs that support peace. At the same time, however, education can be a
potential driver of conflict when delivered without consideration of the dynamics of conflict or sufficient attention to peacebuilding dimensions.

Recognition of the role of education in achieving sustained and long-term peace has increased significantly. The 2009 report of the Secretary-General laid the foundation by highlighting education as one of five priorities for peacebuilding in the immediate aftermath of conflict.\(^1\)

A number of other initiatives have also highlighted the importance of education in conflict-affected countries, including the Secretary-General’s Global Education First Initiative, post-2015 development consultations, the World Bank’s launch of the Global Center on Conflict, Security and Development in February 2012, and the Global Partnership for Education’s Strategic Plan for 2012–2015. Perhaps most significantly, the New Deal for Engagement in Fragile States, endorsed in November 2011, is being piloted in four PBEA countries: the Democratic Republic of the Congo, Liberia, Sierra Leone and South Sudan.

Despite the recognition of its importance to peacebuilding, education continues to be underrepresented in peacebuilding dialogue, and aid to education is stagnating under the economic recession that is placing pressure on domestic budgets.\(^2\) Although there have been significant advancements, 61 million primary-school-age children, including 32 million girls, are out of school.\(^3\) More than 40 per cent of these children are from conflict-affected countries.\(^4\) Among children of lower secondary school age, 71 million are out of school.\(^5\)

Children and youth in conflict-affected countries continue to face insecurity and disaster, with girls and women impacted disproportionately. It is within this broader context that the PBEA programme is being operationalized.

**Conflict analysis as a foundation for progress**

The methodology for conflict analysis under the PBEA programme is comprehensive, cross-sectoral and multi-stakeholder, and incorporates the social dimensions and root causes of conflict. Four countries supported under the PBEA programme completed a conflict analysis in 2012: the Democratic Republic of the Congo, Liberia, Sierra Leone and Uganda. The remaining 10 countries will complete their analyses in 2013.

Conflict analyses involve a literature review and mapping of prior country-level research, along with consultations with a variety of stakeholders in targeted vulnerable and conflict-affected regions. Findings from the review and consultations were consolidated, and three countries – the Democratic Republic of the Congo, Liberia and Uganda — validated their conflict analysis findings through a national-level process.

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3. Ibid., p. 3.
4. Ibid., p. 3.
5. Ibid., p. 229.
These investigations have been instrumental in contributing to a greater understanding of conflict dynamics and drivers in PBEA countries, particularly in relation to education. Sub-national variations in conflict drivers were also noted, suggesting that different educational responses within a given country may be required. The analyses revealed the differential impact of conflict on women and girls, in addition to tensions between adults and youth regarding traditional and modern culture and practices. Political economy dynamics also emerged as a key factor to be considered in the analysis of conflict drivers.

Gender-based violence was identified as both a driver and consequence of conflict. Sexual violence is increasingly used as a weapon of war. These patterns continue into post-conflict societies, where gender-based violence at home, in schools and in communities becomes an accepted social norm. Issues of child marriage, teen pregnancy and prostitution due to poverty and hunger are breaking down traditional family structures and negatively impacting social cohesion, leaving women and girls vulnerable to both violence and exploitation.

The analyses revealed the need to address conflict drivers through educational responses at three levels: (1) the political and policy level; (2) through structural reforms; and (3) through changes in individual values, attitudes and behaviours. These three areas are being used to design comprehensive three-year country work plans for the PBEA programme.

The conflict analyses took longer to complete than anticipated due to the time needed for negotiating and ensuring the buy-in of country governments; the limited availability of institutions capable of conducting good-quality research and analysis in peacebuilding and education; and delays in recruitment, selection and contracting of qualified consultants. For many staff and partners, peacebuilding was a new concept that required time to be understood.

However, both the process of conducting the PBEA conflict analyses and the outcomes yielded important advancements. Through participatory consultation and validation, conflict analyses contributed to peacebuilding by fostering dialogue and strengthening social cohesion among opposing groups. The conflict analyses findings were highly valued among stakeholder groups and served as an important entry point for cross-sectoral dialogue on the role of education in peacebuilding. Further, the analysis process resulted in strategic partnerships across United Nations agencies, within and between government ministries, and with other donor agencies and civil society partners.

Overview of results for 2012

In addition to the conflict analyses, significant results have been reported towards the five global outcomes in 2012.

Outcome 1 seeks increased inclusion of education into peacebuilding and conflict-reduction policies, analysis and implementation and increased inclusion of peacebuilding in education sector policies, strategies and approaches.

In 2012, UNICEF country offices used conflict analyses to raise awareness and understanding
of how education is being affected by conflict and the role education can play as an enabler of peace. These efforts have been accompanied by sustained advocacy, dialogue and coordination with education and peacebuilding actors. Country offices have begun influencing national education curricula to integrate peacebuilding concepts such as human rights, life skills and peace education, and to improve social cohesion. Country offices have also been successful in integrating peacebuilding within education sector planning processes in a number of countries. Cross-sectoral and multi-stakeholder working groups have formed at the country and regional levels to support this process. These groups offer the potential for long-term ownership and sustainability of the PBEA programme.

**Outcome 2** focuses on building the institutional capacities needed for conflict-sensitive and peace education. During 2012, almost all countries held training sessions and workshops and were active in supporting government ministries in building their capacities.

Approximately 400 UNICEF staff members from education and other sections participated in training for conflict analysis, conflict sensitivity and conflict-sensitive programming. In Burundi, Chad, the Democratic Republic of the Congo, Sierra Leone and Somalia, UNICEF staff training in peacebuilding and education was opened up to Ministry of Education staff and civil society partners. Country offices in Sierra Leone and the Democratic Republic of the Congo provided training for teachers in the skills they will need to promote conflict resolution, inclusion, equity and peacebuilding within their classrooms.

Several countries began supporting improvements in education data collection and addressing the inequalities in education provision that can drive conflict. In Uganda, UNICEF reached beyond the Ministry of Education to include the police, judiciary and lawyers in addressing violence against children. The West and Central Africa Regional Office and the Eastern and Southern Africa Regional Office have initiated work on a joint capacity-building strategy for the regions.

**Outcome 3** focuses on building social cohesion and resilience at the community and individual levels. In 2012, country offices provided students and community members with the skills to promote conflict resolution, inclusion, equity and peacebuilding at the school level. This was supported through the creation of risk-informed school improvement plans; the formation of children’s clubs to promote peaceful coexistence; and the sensitization of parent committees, community leaders and school staff on conflict resolution, gender-based violence and the prevention of violence towards children.

These initiatives helped create awareness of problems experienced in the school environment and fostered ownership of schools as community property to mitigate and protect schools from attacks. In addition, country offices reached 46,000 children and youth through cultural activities and sports to rebuild social cohesion and strengthen common identity. And, in Uganda, 3,463 youth received financial literacy training to help provide them with life skills and employment training.

**Outcome 4** focuses on the provision of education as a peace dividend and restoring key
administrative and planning functions to improve the quality and relevance of learning environments for children. Six countries reported results towards this outcome in 2012. Country offices in the Democratic Republic of the Congo, Liberia and Uganda constructed and rehabilitated schools and classrooms. ‘Go to School, Back to School, Stay in School’ campaigns were implemented in Uganda and the Democratic Republic of the Congo. Cash transfers and teacher incentive payments were provided in the Democratic Republic of the Congo and Somalia to increase equitable access to quality education. Safe and welcoming learning environments were supported in Pakistan, the Democratic Republic of the Congo, Liberia and Somalia through risk-informed school improvement plans, the distribution of teaching and learning materials, and support for water, sanitation and hygiene initiatives in schools.

Outcome 5 focuses on generating new knowledge and evidence about the ways that education might contribute to peacebuilding in conflict-affected and post-conflict environments – and on ensuring that these lessons are widely disseminated within relevant networks.

In 2012, a comprehensive research strategy was developed through an extensive consultation process. Six research areas were identified: (1) integrating education within broader peacebuilding efforts; (2) emergency programme responses and post-conflict education peace dividends; (3) planning and systemic change to support peacebuilding; (4) the contribution of formal education and schooling to peacebuilding; (5) non-formal education approaches to peacebuilding; and (6) cross-cutting themes on the role of education in peacebuilding. These research areas will guide the content of case studies carried out by the country and regional offices, and the centralized commissioned studies that UNICEF will undertake.

Four studies were initiated in 2012. UNICEF’s Early Childhood Development Unit commissioned research to increase the evidence base and knowledge on links between peacebuilding and early childhood development. The Adolescent Development and Participation Unit completed the report ‘Peacebuilding, Knowledge, Attitudes and Skills: Desk review and recommendations’. The Eastern and Southern Africa Regional Office completed the first phase of a study on the impact of education on resilience to natural disaster and conflict in arid and semi-arid lands. And the East Asia and Pacific Regional Office completed a desk review on language, education and social cohesion and developed a conceptual framework for review of education sector planning from a peacebuilding perspective.

Women and girls have a key role in mitigating conflict, and building and sustaining peace through their roles as students, parent committee members, teachers, elected officials and civil society representatives. Education interventions under the PBEA programme are strengthening the power and influence of girls and women. The implication of gender for education and peacebuilding will be explored as part of the research strategy for the programme.

Programme management and monitoring and evaluation

The PBEA programme was guided and supported by a Programme Management Team that included a Senior Education Advisor (Emergencies), a programme manager, an M&E specialist and a knowledge management specialist. Regional offices provided technical support to
programme countries and implemented regional activities that contributed to PBEA outcomes more broadly.

A Strategic Programme Advisory group composed of United Nations and external experts was established to provide strategic oversight and guidance. And a Technical Working Group was established to provide ongoing technical advice and input to the programme and to support the integration of conflict sensitivity across UNICEF’s work.

A total of US$24,730,213 was allocated to 13 country offices, five regional offices, seven UNICEF sections and two external partners in 2012, with the largest allocations going to Somalia, Liberia, Uganda and the Democratic Republic of the Congo.

M&E activities have focused on three areas: (1) refinement of the results framework and M&E plans at the global and country levels; (2) a study of evaluative approaches to education and peacebuilding to frame an evaluability assessment to be conducted in 2013; and (3) progress reporting. A global results framework and the M&E plan were developed in November 2012 and shared with country offices for their feedback. Country, regional and headquarters sections reported progress towards achievement of the five global PBEA outcomes. In addition, terms of reference for an evaluability assessment to be undertaken in 2013 were developed, informed by the review of evaluative approaches to education and peacebuilding conducted in 2012.

**Communication and strategic partnerships**

UNICEF’s Division of Communication strengthened internal communications through the development of templates and the provision of guidance on layout and editorial content of PBEA programming materials. The division developed a strong brand for the PBEA programme under the tag line ‘Learning for Peace’. In addition, the ‘Role of Education in Peacebuilding’ report was widely shared, and five podcasts with notable speakers took place.

In its partnership strategy for the PBEA programme, developed in 2012, UNICEF identified and strengthened partnerships at the global, regional and country levels. At the global level, UNICEF is engaging with the peacebuilding architecture, including the United Nations Peacebuilding Commission, the Peacebuilding Fund and the Peacebuilding Support Office, and with the United Nations Development Programme’s Bureau for Crisis Prevention and Recovery.

Additional strategic partnerships were initiated in 2012 with the Global Partnership for Education, the World Bank’s Conflict and Fragility Group, the Inter-Agency Network for Education in Emergencies’ Education and Fragility Working Group, the United Nations Educational, Scientific and Cultural Organization’s International Institute for Educational Planning, the International Center for Transitional Justice and Search for Common Ground.

At the regional level, the focus was on engagement with agencies involved in education sector planning and cross-regional information sharing in key thematic areas such as early childhood development. The most prominent partnerships at the country level were with United Nations and government partners; knowledge partners at the country level have focused largely on the
conflict analyses to date.

First-year challenges and lessons learned

The early stages of the PBEA programme roll-out varied greatly from one country to another. Those countries with a more progressive engagement with education and peacebuilding, such as Liberia, Sierra Leone and Uganda, could move faster in the design. Lack of human resources, recruitment challenges and limited expertise in education and peacebuilding also hampered the programme in the initial stages.

While the carefully managed consultative process with national governments delayed commencing programme implementation in some countries, it was crucial to ensuring governments were on board and supportive of the PBEA programme.

The importance of cross-sectoral engagement and links within UNICEF and across the broader United Nations system emerged. Contributing to peacebuilding, social cohesion and conflict sensitivity cannot be done through one sector alone. Strengthening the integration of education into national and regional peacebuilding discourses and frameworks will take time. This is a new area of engagement that will require continued capacity building for UNICEF and partner staff.

Peacebuilding deals with the dynamics of power and the empowerment of excluded groups, and touches on a number of underlying sensitivities and tensions. Country and regional offices have had to move slowly in some cases and have sought alternative language and ways of phrasing the programme, such as an emphasis on resilience, to address these concerns. Ways to translate awareness of power dynamics into education sector reform need further exploration, especially in the areas of governance, incentive structures, curricula, identity and teacher management.

Finally, conflict sensitivity cannot be viewed in isolation from disaster risk reduction processes. Consultations with Ministry of Education and UNICEF staff have emphasized the need for integrated conflict-sensitive and disaster risk reduction education sector planning in regions that face frequent complex emergencies that combine both natural hazards and conflict or political unrest.

Strengthening the role of education in peacebuilding, and peacebuilding in education, is a journey. The lessons of the PBEA programme’s first year indicate it is a journey well worth travelling.
## 1.0 CONTRIBUTION SUMMARY

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<tr>
<th>Name of Programme</th>
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<td>Report type</td>
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<tr>
<td>Period covered by report</td>
<td>December 1, 2011 – December 31, 2012</td>
</tr>
<tr>
<td>Report due date</td>
<td>30 June 2013</td>
</tr>
<tr>
<td>Report submitted on</td>
<td>30 June 2013</td>
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</tbody>
</table>
2.0 PROGRAMME OVERVIEW

The Peacebuilding, Education and Advocacy in Conflict-Affected Contexts (PBEA) initiative is an innovative, cross-sectoral programme designed to be a partnership between UNICEF, the Government of the Netherlands, the national governments of participating countries and other key partners. The overarching goal is to strengthen resilience, social cohesion and human security in conflict-affected contexts, including countries at risk of, experiencing or recovering from conflict.

Peacebuilding has emerged as a central strategy to address conflict and accelerate progress towards achieving the Millennium Development Goals. As noted in the World Development Report 2011, "One-and-a-half billion people live in areas affected by fragility, conflict or large-scale, organized criminal violence, and no low-income fragile or conflict-affected country has yet to achieve a single United Nations Millennium Development Goal." At the same time, patterns of violence are changing and go beyond inter-state hostility. Deaths from civil wars are on the decline, but other forms of violence, such as crime and politically motivated and gender-based violence, are increasing.

Children and young people, particularly girls, suffer the most from conflict. They also realize the greatest benefits from overcoming conflict, and they are vital agents of change in building sustained peace and development in their communities.

Education has a significant role in building peace. Education can serve as a peace dividend, restoring confidence and trust in governments and building confidence for the future. It can minimize inequalities or grievances among conflict-affected communities, while serving as a platform for building community cohesion and resilience. And it can strengthen the values, attitudes and beliefs that support peace. At the same time, however, education can be a potential driver of conflict when delivered without consideration of the dynamics of conflict or sufficient attention to peacebuilding dimensions.

The four-year PBEA programme, initiated in 2012, focuses on five outcomes:

- **Outcome 1** aims to increase inclusion of education into peacebuilding and conflict-reduction policies, analyses and implementation.
- **Outcome 2** will increase institutional capacities to supply conflict-sensitive education.
- **Outcome 3** aims to increase capacity of children, parents, teachers and other duty bearers to prevent, reduce and cope with conflict and promote peace.
- **Outcome 4** will increase access to quality, relevant conflict-sensitive education that contributes to peace.

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- **Outcome 5** is cross-cutting and will contribute to the generation and use of evidence and knowledge in policies and programming related to education, conflict and peacebuilding.

During 2012, the PBEA programme was implemented in 13 countries: Burundi, Chad, Côte d’Ivoire, the Democratic Republic of the Congo, Ethiopia, Liberia, Pakistan, the State of Palestine, Sierra Leone, Somalia, South Sudan, Uganda and Yemen.\(^7\)

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\(^7\) In 2013, Myanmar became the 14th country to join the PBEA programme, following lengthy negotiations between authorities in the Government and the UNICEF Myanmar Country Office.
3.0 STRATEGIC CONTEXT

Recognition of the role of education in achieving sustained and long-term peace has increased significantly. The 2009 report of the Secretary-General laid the foundation by highlighting education as one of five priorities for peacebuilding, as a part of social and administrative services, in the immediate aftermath of conflict. This priority was further acknowledged in the United Nations Peacebuilding Support Office report ‘Peace Dividends and Beyond’, published in 2012. The report notes that “poor access to basic services is a defining characteristic of fragile and conflict-affected states,” and a key factor in driving conflict. It also mentions the potential of education to deliver peace dividends, increase state legitimacy and strengthen resilience of societies – and calls for further research in these areas.

Likewise, the post-2015 development consultations that began in 2012 have placed education and peacebuilding at the heart of the development agenda. Within education, inequities in education access and quality have driven much of the early discussion on post-2015 goals. Particular attention is being called to children affected by conflict and disaster. UNICEF and the United Nations Educational, Scientific and Cultural Organization (UNESCO), for example, have reaffirmed that “there is an urgent need to attend to the needs and rights of children, youth and adults in disaster and conflict contexts through conflict sensitive education.”

In September 2012, the United Nations Secretary-General launched the Global Education First Initiative, a comprehensive and visionary campaign to catalyse renewed energy and investment in education, leading up to the 2015 deadlines for the Millennium Development Goals and Education for All targets and beyond. The high-level campaign recognizes that almost half of all children who are out of school live in conflict-affected countries, and it encourages a focus on the most marginalized children and the countries furthest behind in providing access to quality education. The Global Education First Initiative also highlights the transformative power of education and promises to “spur a global movement to put quality, relevant and transformative education right at the heart of the social, political and development agendas,” with citizenship and the role of education in creating just, peaceful, tolerant and inclusive societies identified as priority areas for action.

Other actors have promoted similar themes. The World Bank Group launched the Global Center on Conflict, Security and Development in February 2012 to strengthen the Bank’s work with

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The Global Partnership for Education’s (GPE) Strategic Plan for the period 2012–2015 includes strengthening the ability of fragile and conflict-affected states to develop and implement their education plans as a key objective. With support from the PBEA programme, the Inter-Agency Network for Education in Emergencies’ (INEE) multi-stakeholder Education and Fragility Working Group has developed a comprehensive set of tools and guidance to support the delivery of conflict-sensitive education.

Perhaps most significantly, in late 2011 a group of 18 fragile states worked with donors and international organizations to create the New Deal for Engagement in Fragile States, which frames its work around peace and state-building goals and places the governments of these countries at the centre of the aid dialogue. The New Deal was endorsed at the Busan High-Level Forum on Aid Effectiveness in November 2011 with the aim of supporting inclusive, country-led transitions out of fragility. Between 2012 and 2015, the New Deal is being piloted in seven countries, including four that are part of the PBEA programme: the Democratic Republic of the Congo, Liberia, Sierra Leone and South Sudan.

Despite the recognition of its importance to peacebuilding, education continues to be under-represented in peace agreements and peacebuilding dialogue, and as a share of investment through the Peacebuilding Fund and other donor aid to conflict-affected and fragile states. In addition, aid to education is stagnating under the economic recession that is placing pressure on domestic budgets. And although there have been significant advancements, 61 million primary-school-age children, including 32 million girls, are out of school.

More than 40 per cent of these children are from conflict-affected countries. Among children of lower secondary school age, 71 million are out of school, and enrolment rates in secondary school are nearly one third lower in conflict-affected countries.

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15 Ibid., p. 3.  
16 Ibid., p. 3.  
17 Ibid., p. 229.  
Children and youth in conflict-affected and fragile states face continued insecurity and disaster.

The PBEA programme is operating in a constantly shifting and precarious context. The political and security situation in West and Central Africa, for example, deteriorated considerably in 2012. All but three countries in the region, according to the United Nations Office for the Coordination of Humanitarian Affairs, are under severe or extreme risks of conflict, disasters and emergencies, with high levels of vulnerability and low capacity to cope with disasters.

In Eastern and Southern Africa, UNICEF responded to emergencies in 13 different countries, and many countries remain highly vulnerable to emergencies resulting from natural disasters, political violence and war.

In South Asia, Pakistan and many other countries face a wide range of conflict situations, from armed conflict to civil strife.

In East Asia and the Pacific, the social exclusion of marginalized communities – including ethno-linguistic and religious minorities, the very poor, and people living in rural and remote areas – is a key driver of conflict.

Children and youth in the Middle East and North Africa experience continued intra- and inter-state conflict and instability associated with governance changes, high unemployment and disenfranchised youth. Girls and women continue to face violence and insecurity disproportionately. Unequal distribution of power, child marriage, teen pregnancy, and sexual harassment and violence at home, in schools and within communities set significant barriers to conflict resolution and peace.
4.0 CONFLICT ANALYSIS AS A FOUNDATION FOR PROGRESS

The PBEA programme began in January 2012. A number of initial steps were taken to operationalize the programme during the course of the first year. These included negotiations on participation of, and the type of engagement in, priority countries: allocation of resources; hiring of key staff; development of a Global Results Framework and monitoring and evaluation (M&E) plan, and development of research and partnership strategies. These accomplishments are outlined in detail in relevant sections throughout the report.

Central to these efforts was the initiation of the conflict analysis process in PBEA countries. Results of the conflict analyses are building the foundation for design and implementation of the programme during the next three years, as they provide comprehensive understanding of the factors that drive conflict in a particular country and the contribution education can make towards their mitigation.

For most of the countries engaged in the PBEA programme during 2012, conducting the conflict analysis was the primary focus. But six country offices with the capacity to move quickly towards implementation – the Democratic Republic of the Congo, Liberia, Pakistan, Somalia, the State of Palestine and Uganda – developed accelerated work plans to respond to known conflict drivers and deliver immediate peace dividends. Accelerated work plans justified their activities based on conflict drivers and were not just ‘education business as usual’. In addition, they were designed with sufficient flexibility to allow for revision, adaptation and integration into the full programme work plan once the conflict analysis is complete. The Democratic Republic of the Congo, Liberia, Sierra Leone and Uganda all completed comprehensive three-year work plans, based on conflict analyses findings, addressing all five PBEA global outcomes in 2012.

4.1 The process for conflict analysis

The conflict analyses under the PBEA programme are unique. They are designed as comprehensive, cross-sectoral and multi-stakeholder analyses that integrate a macro perspective of the conflict drivers in a given country with a focus on education-specific dynamics. The analyses go beyond traditional domains of political, security and judicial analysis to incorporate the social dimensions of conflict and the structural dimensions and root causes of conflict. The process is inclusive and participatory, engaging government leaders, teachers, parents, communities and young people in identifying the factors that drive conflict within and beyond the education sector. Upon completion of the process, consolidated findings are validated with multi-stakeholder groups.

Four of the 13 countries supported by the PBEA programme in 2012 completed a conflict analysis: the Democratic Republic of the Congo, Liberia, Sierra Leone and Uganda. The remaining countries will complete their investigations in 2013. Six of these countries – Burundi,
Chad, Côte d’Ivoire, Pakistan, the State of Palestine and South Sudan – are fairly far along in the process. Ethiopia, Somalia and Yemen, however, have faced challenges in initiating a conflict analysis, primarily due to the length of time needed to hold discussions and obtain the buy-in of government authorities. The conflict analysis will be initiated in Myanmar in 2013.

The conflict analysis methodology was initially developed by UNICEF’s Office of Emergency Programmes/Peacebuilding and Recovery Section (EMOPS/PRS), drawing on best practices in conflict analysis and core principles for engagement in conflict-affected and fragile states. The methodology was infused with education-specific technical inputs with the support of the PBEA Programme Management Team.

It was then adapted at the country level, based on stakeholder consultation and the particular historical, political, economic and social context of each location. During 2012, UNICEF regional offices provided support through input on the selection of institutions and proposed methodologies to conduct the conflict analyses, and technical review of documents produced. Regional offices also supported capacity building and training in education and peacebuilding, either at the country level or through regional training sessions.

Most conflict analyses began with a literature review, as illustrated in the graphic below, drawing on prior country-level analyses, reports, documentation and proceedings of peacebuilding consultations (for example, those of a truth and reconciliation committee). Desk reviews were followed by design of country-specific conflict analysis processes, adapted to specific country contexts.

In-depth consultations were conducted in targeted vulnerable and conflict-affected regions with stakeholders including children, youth, women, educators, traditional leaders, government representatives, civil society and donor representatives. Findings from these consultations were consolidated, and for three countries to date – the Democratic Republic of the Congo, Liberia and Uganda – these findings were validated through national-level consultations. In those countries with a completed conflict analysis, the findings were instrumental in the design of comprehensive three-year work plans.
Three country offices – Pakistan, Somalia and the State of Palestine – are undertaking a regionally focused conflict analysis. The country offices have chosen this approach because they recognize that many conflict drivers within a country are specific to regions or provinces and may require localized solutions. Burundi and Liberia have chosen a life-cycle approach to conflict analysis, designed to focus on conflict drivers and mitigation strategies at various stages during the life cycle of children, from early childhood development (ECD) through adolescence.

In two cases, UNICEF successfully facilitated broader linkages within the United Nations in conflict-analysis processes.

In the State of Palestine, UNICEF is conducting social cohesion analyses with a focus on educational settings in three geographical areas to complement the analysis done for the United Nations Development Assistance Framework, which includes conflict-sensitive analysis and provides a backdrop to the work under the PBEA programme.

In Yemen, the education-specific conflict analysis is part of a wider country team analysis and is grounded in the United Nations Inter-Agency Framework for Conflict Analysis in Transition Situations. The assessment is being overseen by a steering group representing United Nations agencies on the ground and is led by the Resident Coordinator/Humanitarian Coordinator. UNICEF in Yemen is also collaborating closely with the United Nations Peacebuilding Support Office.

The investment in conflict analysis and related discussions is expected to be reflected in broader UNICEF analysis, programming and planning. In Burundi, the UNICEF team has already built on the conflict-sensitivity and peacebuilding training to inform its midterm review in

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**The four-step conflict analysis methodology**

**Step 1**
- Comprehensive literature review
- Initial mapping and review of all relevant analyses, papers and documentation

**Step 2**
- In-depth consultations in targeted regions
- Participants include women, children, teachers and government representatives

**Step 3**
- Consolidation, presentation and validation of findings

**Step 4**
- PBEA programme designed to respond to conflict drivers

*These steps are adapted based on the context in each country.*
2012. The analysis is also being used in strategic partner initiatives, such as education sector plans developed under the Global Partnership for Education (GPE). In the State of Palestine, for example, the conflict analysis results influenced the country office’s education strategy, approved for funding by the GPE.

4.2 Key findings from the conflict analyses

Conflict analyses are contributing to a better understanding of the dynamics in PBEA countries, particularly in relation to education.

In the Democratic Republic of the Congo, the conflict analysis reveals information on conflict and violence in schools that challenges the prevailing view that schools are mostly safe places. Information on the seriousness of land-related conflicts and inequitable distribution of resources reveals the need for a much wider partnership to tackle these non-education barriers to peace. As a result of these findings, new partnerships are being explored, along with novel ways to advocate for solutions to these issues.

In South Sudan, the analysis reveals that the fabric of society is still suffering from severe damage inflicted during the decades-long conflict – indicating that education must have a deeper role in strengthening society by helping people rediscover their national identity.

The factors that drive conflict appear in different forms and intensities across the PBEA countries. Key findings are summarized in Table 1.

<table>
<thead>
<tr>
<th>Table 1. Commonly Identified Conflict Drivers</th>
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<tbody>
<tr>
<td>• <strong>Weak governance</strong> – characterized by divisive politics, limited policies and legislation, and weak local capacity to provide security and equitable services.</td>
</tr>
<tr>
<td>• <strong>Political corruption and exclusion</strong> – centralization of power and resources, leading to lack of trust and exclusion from decision-making.</td>
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<tr>
<td>• <strong>Poverty and unequal economic development</strong> – absence of basic development, driven by inequity, marginalization, incomplete decentralization, and austerity in education and other social services.</td>
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<tr>
<td>• <strong>Inequitable social services</strong> – lack of access to educational facilities and services, particularly at the secondary and tertiary levels; inequitable distribution of teachers and quality education service provision between regions and rural and urban areas.</td>
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<tr>
<td>• <strong>Intergroup intolerance</strong> – stereotyping, xenophobia, sectarianism, limited capacity or willingness to manage tensions and resolve conflicts without recourse to violence.</td>
</tr>
<tr>
<td>• <strong>A culture of violence</strong> – violence within communities and families, especially against children; gender-based violence and gender discrimination (abduction, child marriage, negative attitudes towards girls’ education).</td>
</tr>
<tr>
<td>• <strong>Environment and natural resources</strong> – competition for scarce resources (water and land), grievances, the extraction of natural resources benefiting foreign companies or political elites.</td>
</tr>
</tbody>
</table>
• **Ethnic and religious divisions** – mobilized along political lines and emphasizing grievances in terms of inequalities between groups, with the education system potentially reinforcing divisions.

• **Political, economic and social disengagement of youth** – lack of formal sector employment, lack of relevant education, blame and tension regarding role in conflicts, feelings of powerlessness and frustration.

• **Lack of livelihoods** – minimal economic diversification, poor infrastructure, few local opportunities, tension over small pools of money and jobs, leading to frustration of adolescents and parents facing unemployment and disempowerment.

• **Migration, displacement** – increasing pressure in rural and, particularly, urban areas caused by the large numbers of people who have relocated for various reasons, with a marked impact on schools and local communities.

Sub-national variations in the factors that drive conflict were also discovered in the conflict analyses, suggesting that localized responses to education issues may be essential.

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

The ways in which various groups identify the impact of conflict also differ.

In Liberia, the consultations revealed tensions between adults and youth, and between traditional and modern or Western practices, in addition to questions regarding how to restore respect that is sustainable and not based on fear.\(^{19}\)

Research for the draft conflict analysis in Burundi revealed that women and men experience conflict in different ways. One source noted: “The war created not only a surplus of young, single women, but also a substantial number of widows. In the face of competition and with young men struggling to come up with enough resources to marry, women may be more willing than previously to enter into unofficial marriages or even polygamy.”\(^{20}\) Extreme hunger and the pressure for sex leave unmarried girls exceptionally vulnerable to exploitation and sexual violence. Children who have been orphaned in Burundi also face severe exploitation, including rape, by relatives and others.

Another dimension that needs to be taken into account when identifying conflict drivers is the need to be sensitive to ‘political economy dynamics’ (the underlying motivations of actors). This implies that one of the most important points of entry for education programming that supports

\(^{19}\) Drawn from a summary of the validation workshop in Liberia, ‘Peacebuilding and Education Conflict Analysis Country and Community Consultations’, prepared by Dennis Pain, September 2012.

peacebuilding is further upstream, at the political level, rather than starting only at the level of service delivery. The conflict analysis in Sierra Leone, for example, suggests that unequal access to education is due to more than a lack of capacity to provide social services: it has historical and political origins. People who live in locations – such as the areas surrounding Makeni – that support the dominant political party have better access to education, whereas those living in such areas as Kailahun and Pujehun have poor access to education. It is in the latter areas that people, especially youth, were first mobilized for armed conflict.

Two additional findings that emerged from the conflict analyses also signify the potential this research holds for promoting the importance of education in peacebuilding and influencing conflict reduction.

Conflict analyses have served as an important entry point for cross-sectoral dialogue on the role of education in peacebuilding.

In Uganda, the conflict analysis was highly regarded by other United Nations agencies and the Resident Coordinator’s Office, which requested all United Nations agencies to use the conflict analysis to inform their programming. The conflict analysis also increased awareness among donors of the role of education in peacebuilding, and the Uganda Country Office has been able to make progress in aligning the PBEA programme with the joint-agency Peacebuilding Fund programme.

Through participatory consultation and validation processes, conflict analyses have contributed to fostering dialogue and strengthening social cohesion among opposing groups.

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

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

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

The conflict analyses reveal the need for educational responses to address conflict drivers in three areas, which will inform the three-year work plans being developed by country and regional offices under the PBEA programme:

- **Political and policy responses** – This involves support for conflict-sensitive education sector plans, education sector diagnostics and submissions to the GPE, in addition to developing a curriculum that stresses peacebuilding themes and builds social cohesion and resilience. The Uganda conflict analysis emphasized “a systemic approach to supporting implementation of the newly revised curriculum at the national level, with a specific focus on the implementation of life skills, peace education and psychosocial education.”\(^{21}\)

- **Structural reforms** – This involves conflict-sensitive education governance and provision at the school, community and government levels. Examples include training for institutional personnel in conflict-sensitive planning, improving school governance, developing school codes of conduct and collecting decentralized education data. In a 2012 situation analysis for Sierra Leone, the PBEA conflict analysis was cited as drawing attention to “the continuing lack of access to quality educational opportunities as well as shortage of schools and trained teachers in rural areas. [It also points] out a lack of tertiary institutions. Continuing inability to remedy the massive disparity of educational provision between urban and rural areas and between the provinces and Freetown came across as a source of local resentment.”\(^{22}\)

- **Individual change** – This involves influencing community and individual values, attitudes and behaviours. Examples include rewriting textbooks, addressing harsh child-rearing practices, vocational training programmes for youth, skills building through sport activities, developing positive social norms that protect girls and women from gender-based violence and providing transitional justice education. Suggestions from the conflict analysis in Liberia include: “implementing inclusive education that cultivates respect for diversity and a culture of mutual respect, beginning with values education through Early Childhood Care & Development (ECCD); need for positive discipline with parents being taught how to discipline without being cruel, with parents and children having the same training on rights and responsibilities; domestic violence can be addressed through promoting positive culture of mutual respect and re-establishing family support systems; growing drug abuse should be addressed by reinforcing laws on illegal drugs and prosecuting offenders.”\(^{23}\)

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23 Pain, Dennis, ‘UNICEF Liberia, Peacebuilding and Education Conflict Analysis County and Community
Conflict analyses have also pushed the boundaries of traditional education programming.

The Pakistan Country Office is working with Muslahati (Reconciliation) Committees in Khyber Pakhtunkhwa and the Federally Administered Tribal Areas, and Peace Committees in Punjab, to strengthen spaces for communication, collective visioning and action, social mobilization, promotion of pluralism and to identify and address common problems that would not have been possible before. Committees are composed of community members including religious leaders, district officials and law enforcement agencies. These actors are willing to play a role in achieving sustainable peace and harmony in their districts.

Another good example comes from Sierra Leone, where questions on how to address conflict drivers such as natural resource and land issues through education arose. UNICEF has decided to advocate alongside other partners for the investment of revenues from the extractive industry in the development of the social sector in rural areas.

4.4 Overall lessons learned on conflict analysis

Conflict analyses took longer to complete than anticipated.

Delays in negotiating and ensuring the buy-in of country governments; the limited availability of institutions capable of conducting good-quality research and analysis in peacebuilding and education; and delays in the recruitment, selection and contracting of qualified consultants were all factors in slowing down conflict analysis in 2012.

In many countries, numerous languages and dialects are spoken. Conflict analysis consultants sometimes had to rely on local partners who were operating in targeted regions to conduct consultations and interpret responses, adding to delays in implementation. In certain countries, such as the Democratic Republic of the Congo and Somalia, ongoing disturbances and volatile security situations sometimes limited access to certain regions. This was complicated by ongoing emergencies in many countries, which stretched human capacities and material resources, making it hard to prioritize peacebuilding discussions.

Conflict analyses raised a number of sensitivities.

Many countries do not label themselves as conflict-affected, so the idea of conducting a conflict analysis was an issue. Several countries preferred to frame the analysis underpinning the programme in terms of ‘social cohesion’ or ‘resilience’, and to refer to conflict analysis as an ‘assessment’. Some countries also interpret conflict to mean strictly ‘armed conflict’. It took some time to gain a broader understanding that includes tensions within and among groups, cultures of violence, and broader social norms that perpetuate violence, for example, against women and children. The conflict analyses themselves were often critical of government, and these criticisms had to be negotiated and carefully recorded.
While the opportunity for cross-sector dialogue was greatly appreciated within UNICEF and by key partners, both within and outside the United Nations, the comprehensive and consultative process raised stakeholders’ expectations – particularly at the government level – beyond the programme’s scope and financial resources.

This desire for further support was reinforced as the conflict drivers were identified and participants gained fresh insight into the significant potential of education as a force for mitigating the factors that drive conflict.

*For many staff members and partners, peacebuilding was a new concept.*

Improving the quality of and access to education is largely seen as supporting the legitimacy and effectiveness of a national government and, therefore, staff members who are involved in this work may already assume that it is a sufficient contribution to building peace. Education’s role in driving conflict, as well as its potential to address the root causes of conflict, or as serving as an enabler of peace, has gone largely unrecognized. The conflict analyses highlighted the ways in which education systems can be used by elites to consolidate their power in a society while devaluing opponents and other groups that are out of favour.

*The process of conducting conflict analyses was as important as the outcome.*

Participation in the analysis process created awareness of peacebuilding issues and was, intrinsically, an exercise in creating

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**A case study on the Sierra Leone conflict analysis**

The inequitable and discriminatory nature of Sierra Leone’s education system during the 1980s and 1990s is widely acknowledged as a major factor in inciting the civil war. The education system collapsed just before the conflict broke out, and schools were closed, making it easier to persuade young people to join armed groups. Although the war officially ended in January 2002, drivers of conflict persist. Within this context, in 2012, UNICEF carried out a conflict analysis in Sierra Leone as the first step in implementing the PBEA programme.

The conflict analysis was conducted through a comprehensive, participatory process, designed in alignment with INEE Minimum Standards, Analysis Standard 1. Six steps were included: (1) an initial mapping of all available, relevant analysis and documentation, avoiding duplication and building on existing knowledge; (2) a desk review, including anecdotal testimonies and pictorial representations by children and young people from the Truth and Reconciliation Commission reports; (3) country office design of the analysis, including its geographical scope, key stakeholders and consultation methodologies; (4) selection of participants from a wide range of constituencies; (5) UNICEF implementation of participatory workshops and consultations, with support from ActionAid and World Vision for children’s and adolescents’ focus group discussions; and (6) findings consolidated in a report, presented to multiple audiences and strategically used to further develop the PBEA programme in Sierra Leone.

The process revealed several important points for the conflict analysis. Among them, it is crucial to encourage strategic thinking beyond educational activities. Consultation should include a conceptual map to visualize the linkages and emphasize the relevance of education to other sectors and broader spheres.

Overcoming the ‘culture of sector silos’ was also a challenge. In the future, stakeholders should be engaged from the start to frame a process that is relevant to both educationalists and peace-builders; senior leadership and high-level advocacy can be very influential in this regard.

Finally, to engage children and youth in the analysis, without resorting to tokenism, an appropriate sampling and methodology is needed. In this case, partnering with the non-governmental organizations that have experience in this area was the solution.

social cohesion and building peace. The consultative approach also produced a sense of ownership of the PBEA programme among participating stakeholders. Children and youth participated as key stakeholders in the conflict analysis process. To meaningfully and sensitively engage children and young people, UNICEF partnered with non-governmental organizations with expertise in child and youth engagement, trained researchers in working with children, and conducted follow-up discussions to ensure children and young people were meaningfully consulted. Additional guidance on engaging adolescents in conflict analysis processes was produced as a result.
5.0 OVERVIEW OF RESULTS FOR 2012

In addition to the conflict analyses, the following results were reported by country and regional offices across the five global outcomes:

5.1 Outcome 1 – Integrating peacebuilding and education

Peacebuilding and conflict transformation policies are often centred on political, security, justice and economic reform. Educational services are supported as a peace dividend through the rehabilitation of school buildings, opening of new schools, and provision of teachers and textbooks. But this approach ignores the wider potential of the education sector to contribute to peacebuilding in conflict-affected societies.

By including education explicitly in peacebuilding and conflict transformation policies, the potential of the education sector to contribute to peace will be more fully realized.

The PBEA programme also seeks to mitigate the drivers of conflict through strengthened education policies, strategies and approaches that integrate peacebuilding into relevant curricula, improve the social and emotional well-being of students, and promote transparent and accountable administrative structures.

The first step towards achieving Outcome 1 has been the implementation of robust, participatory, multi-stakeholder conflict analyses. As reported in section 4 of this report, four of the 13 countries supported under the PBEA programme in 2012 have completed conflict analyses, six countries are close to completion, and three countries have faced challenges in initiating the conflict analysis process.

Three of the four countries that have completed a conflict analysis have used the process as an entry point to broader dialogue with stakeholder groups within the countries.

In Uganda, conflict analysis findings were presented to more than 250 stakeholders who took part in the initial consultations, including youth, educators and government representatives at the national, regional and district levels.

In the Democratic Republic of the Congo, a policy forum was held with 54 partners – including government representatives, INEE, the United States Agency for International Development, UNESCO, and financial and technical partners – to share the results of the conflict analysis and raise fundamental policy issues. The dialogue raised awareness of the PBEA programme among these key stakeholders. It also provided new insights into how education is being affected by the conflict in the Democratic Republic of the Congo and about the potential role of education in promoting peace. The policy issues raised are being considered by education sector leadership in defining new policies and procedures related to education and peacebuilding.
In Pakistan, the context analysis opened the door for wider discussions about education sector needs and resulted in the adaptation of social cohesion terminology and strategies for inclusion in provincial education sector plans.

At the country level, these efforts have been accompanied by sustained advocacy, dialogue and coordination with peacebuilding actors.

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

In Sierra Leone, UNICEF is providing support for the drafting of education-focused sections in the Poverty Reduction Strategy Paper.

In Liberia, the UNICEF country office was successful in using conflict analysis findings to integrate transformative education24 as a key thematic area in the Government’s ‘Strategic Roadmap for National Healing, Peacebuilding, and Reconciliation’, which is aligned with Vision 2030 and other ongoing peacebuilding processes.

At the global level, EMOPS/PRS took a lead role in integrating education within broader peacebuilding processes.

**Liberia: Transformative education in the ‘strategic roadmap’**

‘Towards a Reconciled, Peaceful and Prosperous Liberia: A strategic roadmap for national healing, peacebuilding, and reconciliation’ seeks to define the essential elements that can lead to genuine reconciliation in Liberia.

Covering 18 years, from 2012 to 2030, the strategy was developed by both government and civil society representatives, with support from the United Nations in Liberia, and outlines the roles and responsibilities of government ministries, national institutions, civil society organizations and international partners in the implementation.

While the President of Liberia will provide overall leadership and oversight, the primary stakeholders for national healing, reconciliation and peacebuilding are the country’s people. As noted in the third draft document, “All implementation strategies in the Roadmap are ... bottom-up and people-centred, ensuring an inclusive process in which all Liberians have the opportunity to contribute to this national goal.”

The roadmap states: “Education is a vital resource and schools are critical spaces for deepening and sustaining society’s understanding and reckoning with its violent past. Schools can contribute to fostering [a] shared future and breaking barriers between groups. It can also socialize future generation[s] in the use of dialogue and nonviolent actions to pursue public and civic agendas. Quality education is a conflict prevention strategy as it promotes more enlightened problem-solving skills. The roadmap will mobilize Liberian schools and teachers as resources for healing, reconciliation and national unity.”

The plan calls for five actions to be taken in support of transformative education: (1) reduce regional disparities in access to quality education; (2) integrate stories and messages of reconciliation in school curricula and textbooks; (3) accelerate non-formal education programmes for young people who have missed out on formal education due to war; (4) decentralize education governance structures to foster local ownership; and (5) increase teachers’ capacities to promote reconciliation and psychosocial recovery. These priorities are to be implemented by the Ministry of Education, in partnership with United Nations agencies and civil society organizations.

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24 Transformative education is defined as those educational practices that are informed by transformative learning theory and that foster deep engagement with and reflection on our taken-for-granted ways of viewing the world, resulting in fundamental shifts in how we see and understand ourselves and our relationship with the world.

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** Ibid., p. 25.
Although not directly funded by the PBEA programme, several of the section’s accomplishments helped to advance the programme’s goals. For example, EMOPS/PRS successfully advocated for a chapter on ‘inclusivity’ in the 2012 follow-up to the Secretary-General’s report on peacebuilding in the aftermath of conflict. The chapter covers both formal and non-formal education, and social services are mentioned as a key element of peacebuilding – and the PBEA programme is providing an important practical perspective on measuring the contribution of social services to peacebuilding.

EMOPS/PRS is also the co-lead for the conflict and violence subgroups that are part of the post-2015 development consultations; in addition, it is the global UNICEF focal point for the New Deal on Engagement in Fragile States and supports the work on indicators.

**Within the education sector, influencing the national education curriculum to integrate peacebuilding concepts and improve social cohesion was a key strategy for country offices in 2012.**

In Uganda, UNICEF supported the Ministry of Education and Sports in integrating conflict resolution skills and fostering positive relationships for young people in the Early Learning and Development Standards. The final draft of the standards was completed at the end of 2012. Peacebuilding was also integrated in Uganda’s revised primary teachers’ education curriculum.

In Sierra Leone, consultations were held across the country with a cross-section of stakeholders to develop the new basic education curriculum. Suggestions for inclusion included civic education, peace education, life skills, celebration of culture and gender sensitivity, and content on promoting active learning and critical thinking for students. The next steps in the curriculum development are validating the framework, elaborating the required skills and competencies needed, and producing the syllabus and textbooks.

In Côte d’Ivoire, a working group was established to integrate peace education through the curriculum module ‘Human Rights and Citizenship Education’.

In Liberia, the national ECD curriculum textbook for children 2–6 years old was reviewed with the support of the Ministry of Internal Affairs-Peacebuilding Office; input on the textbook was consolidated at a national workshop, highlighting the areas addressing conflict drivers.

**Country and regional offices were also successful in integrating peacebuilding within education sector planning.**

In Chad, the PBEA programme came at a strategic moment during education sector planning. Regional consultations on the Plan Décanal pour le Développement de l’Education et l’Alphabétisation (Ten-Year Plan for the Development of Education and Elimination of Illiteracy) – which was supported by UNICEF in 2012 – provided an opportunity to initiate discussions on conflict sensitivity and peacebuilding for the development of strategic documents and frameworks. Preparatory work for the education sector diagnostics exercise (RESEN) in Chad provides a similar opportunity in 2013.
In Pakistan, the Thematic Working Group on Social Cohesion and Resilience was established to identify gaps and challenges and contribute to conflict sensitivity in planning for the Sindh Education Sector.

In Somalia, UNICEF is using its role as managing entity for the GPE and its relationship with the European Union to ensure the inclusion of peacebuilding in education sector plans in Somaliland and Puntland, and in the Interim Education Sector Plan for Central South Zone.

The Eastern and Southern Africa Regional Office (ESARO) supported the Inter-Country Quality Node (ICQN) on Peace Education to hold a workshop on integrating peace education and building a culture of resilience in education sector planning. The workshop, attended by Ministry of Education representatives from the region, produced a communiqué and action plan for integrating peace education in national education sector planning (see sidebar ‘Fostering a community of practice in Africa’ at right). With the support of the West and Central Africa Regional Office (WCARO), UNICEF and UNESCO co-facilitated a workshop for the Economic Community of West African States on integrating conflict and disaster risk reduction in education sector plans and curricula; 14 member countries participated.

In addition to these early gains, country offices were active in building a strong foundation for peacebuilding in education by introducing the PBEA programme to a variety of stakeholders and building awareness and understanding of the concept of peacebuilding and education.

In Uganda, the UNICEF team introduced the Education Development Partners Group to the concepts of peacebuilding in education and the aims of the programme during Education Sector Review meetings.

Fostering a community of practice in Africa to promote peace through education

The Inter-Country Quality Node (ICQN) on Peace Education workshop, held in Naivasha, Kenya, 4–6 December 2012, aimed to share information, build a community of practice and identify practical ways forward in supporting peace education.

The workshop brought together key strategic partners who are addressing conflict and peacebuilding in education in Africa. Participants included representatives of ministries of education from 12 countries, 6 of which are part of the PBEA programme; UNESCO, UNHCR and UNICEF; donors such as GIZ and the German Ministry for Economic Cooperation and Development; the Global Partnership for Education; and networks such as the Association for the Development of Education in Africa (ADEA) and INEE, including the Pan-African Knowledge Hub and the African Network Campaign for Education for All.

The workshop provided an opportunity to present the PBEA programme to a multi-stakeholder group that is committed to building peace and exploring potential areas for collaboration. Ministers of Education in attendance signalled their commitment to promoting peace through education by signing the 2012 Naivasha Communiqué.

An ICQN action plan for 2013 was developed and focuses on three thematic areas: (1) policy programming; (2) delivery of peace education; and (3) capacity building.

As part of the action plan, the ICQN Secretariat and member states will be developing guidelines for policy development on education and peace, a national peace education curriculum and syllabi, and monitoring and evaluation (M&E) tools to measure strengthened capacities for peace among learners and communities.

Under the PBEA programme, UNICEF Eastern and Southern Africa Regional Office is exploring possibilities for continued support to the ICQN Secretariat for Peace Education, and for implementation of the 2013 ICQN action plan.

Challenges and lessons learned for Outcome 1

Integrating education in peacebuilding processes remains a challenge. The role of education in peacebuilding is often poorly understood. The Somalia Country Office, for example, has noted that peacebuilding is often equated with peace education. The peacebuilding community is not always ready to accept inputs from the social services sectors, such as education. At the same time, education practitioners are not always prepared to consider the possibilities that come with education as an enabler of peace. It takes time and multiple interactions to build an understanding and commitment to education and peacebuilding – and to see and create opportunities for promoting the links between them. It is essential to develop ownership of the concept among all stakeholders, and to use engagement and consultation to ensure that the approaches and interventions are sustainable.

The greatest successes under Outcome 1 to date have occurred when UNICEF was able to engage with planning processes during their development, and when there is ongoing dialogue between stakeholders. Finding the right entry point and building from existing processes can enhance the potential to integrate education into peacebuilding, and vice versa. Timing is critical. In Côte d’Ivoire, for example, the initiation of the Commission on Dialogue, Truth and Reconciliation has been a catalyst for new energy and engagement of a broad range of actors in peacebuilding issues, which the PBEA programme has been able to capitalize on.

5.2 Outcome 2 – Building institutional capacities

Outcome 2 focuses on building the institutional capacities needed for conflict-sensitive and peace education. This outcome involves looking at how institutions have changed over time to include and administer peacebuilding and conflict transformation in their educational policies and approaches. Following training, it is expected that institutional staff will receive ongoing mentoring that leads to changed practices and behaviours.

Activities supported under Outcome 2 are wide ranging and include training on conflict-sensitive education; the use of data to inform education sector policies, plans and programmes; and support for the delivery of equitable, conflict-sensitive and transparent education services for children and youth – especially the most marginalized. This outcome also encompasses training for teachers in conflict-sensitive reforms of curriculum, textbooks and learning materials; other teacher training programmes; support for children to access psychosocial services; and training to foster peaceful classroom management processes and the provision of peace education programming to students.

The first step to achieving Outcome 2 involved increasing the capacity of UNICEF staff in peacebuilding and conflict-sensitive programming.

In 2012, a training package on conflict analysis and conflict sensitivity in education and programming for peacebuilding was developed by EMOPS/PRS, with support from the United Nations System Staff College. PBEA funding was provided for the translation of certain elements of the French package, and the training package was refined by the PBEA
Programme Management Team. Approximately 400 UNICEF staff members participated in training that used this package and was conducted by the PBEA Programme Management Team, EMOPS/PRS and regional office staff. Training sessions were held at the country level for UNICEF staff in Burundi, Chad, Côte d'Ivoire, the Democratic Republic of the Congo, Ethiopia, Liberia, Pakistan, Sierra Leone and Somalia.

At the regional level, training was provided for country and regional office staff of ESARO, the Middle East and North Africa Regional Office (MENARO) and the Regional Office of South Asia (ROSA). In Eastern and Southern Africa, participants included country offices from Burundi, Somalia, South Sudan and Uganda, as well as ESARO staff. In the Middle East and North Africa, training extended beyond PBEA countries to include UNICEF staff from Djibouti, Iraq, Jordan, Lebanon, Libya, Sudan and Syria, in addition to staff from the State of Palestine, Yemen and the MENARO office.

Staff workshops frequently included officers from a variety of UNICEF sections, including Education; Child Protection; Water, Sanitation and Hygiene (WASH); and Emergencies, and field officers from various sectors.

Extensive consultative meetings were held in almost all countries to bring ministries of education on board. Continuous consultations with provincial ministries of education in Pakistan, for example, facilitated government buy-in of the programme, produced a sense of ownership and promoted understanding of social cohesion.

UNICEF staff training in peacebuilding and education was opened up to Ministry of Education and civil society partners in Burundi, Chad, the Democratic Republic of the Congo, Sierra Leone and Somalia – a move that led to requests for additional support and opened up new opportunities to build institutional capacity. The Government of Pakistan requested UNICEF’s technical assistance to assess institutional capacities for the development of curriculum enrichment materials. In Ethiopia, the Ministry of Education has requested a capacity-building workshop for the Steering Committee on peacebuilding and education, to be prioritized once technical experts are available. The success of training in Burundi led to unanimous agreement to extend the training to further partners, including non-governmental organization and government staff.

A number of other country-specific training and capacity-building initiatives were undertaken in 2012. In Uganda, UNICEF worked with the Ministry of Education and Sports to include peace
education in its training modules and to provide training for 40 ECD focal points on monitoring the Learning Framework for Early Childhood Development from a peacebuilding perspective.

*Country office teams provided training for teachers on the skills they need to promote conflict resolution, inclusion, equity and peacebuilding within their classrooms.*

In the Democratic Republic of the Congo, 446 teachers were trained on conflict-sensitive education.

In Sierra Leone, 500 teachers (294 male, 206 female) were trained on the Emerging Issues Teacher Training Programme, developed under the Education in Emergencies and Post-Crisis Transition (EEPCT) programme and covering gender, human rights, health, environment, civics, democracy and peace education.

In Yemen, 419 social workers and 5,000 teachers were trained to support children in conflict-affected governorates and help provide protective environments in schools. An additional 64 trainers at the national level were also trained on making schools protective and safe.

*Several countries began supporting improvements in education data collection and use to address the inequalities in education provision that can drive conflict.*

In Uganda, Education Quality Indicator Tracking, or EduTrack, was rolled out in six districts and reached 1,900 schools. EduTrack is a mobile-phone based monitoring system that reports on key education indicators, including such issues as teacher absenteeism, which leads to poor education quality, and corporal punishment, which fosters a culture of violence in schools. The EduTrack system also strengthens the transparency and accountability of education systems.

In the Democratic Republic of the Congo, the country office reviewed gaps in the country’s Education Management Information System, developed a concept paper and procured equipment for decentralization of the system. Through a partnership between the Ministry of Education, UNICEF and UNESCO, a capacity analysis has been initiated in the target provinces to support capacity development and the decentralization of the Education Management Information System. The Democratic Republic of the Congo’s training on decentralized monitoring holds promise for a system-wide adoption of an equity and results-focused monitoring system.

*UNICEF has supported increases in institutional capacity beyond the ministries of education.*

In Uganda, UNICEF engaged with the Ministry of Education and Sports and the Ministry of Gender, Labour and Social Development to establish an inter-sectoral committee – with representatives from police, justice, health and local government – to address violence against children in schools. A baseline assessment of the capacity of the country’s Child Family Protection Units was carried out in 20 districts to identify programme input gaps and those requiring broader advocacy. A workshop on child-friendly court procedures was held for resident state attorneys, lawyers, judges, probation officers and prison staff to introduce and reinforce
the importance of fast-tracking child-related cases and following child-friendly measures to implement during special sessions.

In South Sudan, a workshop for life skills, accompanied by a presentation on the PBEA conflict analysis, enabled two participating universities to deepen their knowledge on peace education and methodological approaches to incorporating teacher training in the national transformation process.

In Pakistan, UNICEF’s advocacy to include the themes of social cohesion and resilience in Aga Khan University’s international education conference, and a subsequent presentation on these themes, provided opportunities to strengthen social cohesion across their wider programme.

Among regional offices, WCARO coordinated with its country office teams within and outside the PBEA programme to identify capacity-building needs after the closing of the EEPCT programme. Through this appraisal, it became clear that there is a need for building resources and opportunities that sustain education in emergencies, conflict and disaster risk reduction, and peacebuilding – at both the national and field level. WCARO, ESARO and MENARO are jointly developing a strategy to respond to these needs, and a regional workshop, to be funded by PBEA, is planned in Nairobi in June 2013 to follow up on recommendations from a capacity-building evaluation under the defunct EEPCT programme.

Challenges and lessons learned for Outcome 2

Although the programme has evoked enthusiasm among governments to work on peacebuilding and education issues, many countries are managing competing priorities and find it difficult to prioritize peacebuilding among competing demands.

As described in ESARO’s PBEA Annual Consolidated Report for 2012, “In 2010, around 9 million children of primary school age were excluded from enjoying their right to a basic education, qualified teachers are still in short supply, many schools are located far away from children’s homes, parents cannot afford the direct and indirect costs related to schooling of their children, access to safe water is poor, and separate latrines for boys and girls are lacking, etc… In such a context it is often difficult to have Ministry of Education officials prioritize peacebuilding, calling for proper sensitization and advocacy.”

Awareness-raising and training alone are insufficient to bring about a change in practice.

In Pakistan, a review of the basic education curriculum for conflict sensitivity revealed that the current curriculum was not the problem. The challenge was that teachers had not adopted the new curriculum and were continuing to use the outdated curriculum from 2003, which was not conflict-sensitive.

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25 The EEPCT programme was a four-year partnership between UNICEF and the Government of the Netherlands to support countries facing emergencies and post-crisis transitions as they seek to establish a viable path of sustainable progress towards quality basic education for all. The programme ended in 2011.
Sierra Leone’s experience in providing training for teachers has found that monitoring and follow-up are an essential part of capacity building to ensure that knowledge and skills are transferred into the classroom. To address this issue, UNICEF Sierra Leone will pilot an approach that builds teacher-to-teacher support in applying new skills and techniques in the classroom.

Some countries, including Burundi and Côte d’Ivoire, reported hesitancy among government officials to talk about conflict-sensitive issues. Similar hesitancies delayed the Ethiopia Country Office’s decision to join the PBEA programme until October 2012. Overcoming this challenge requires alternative ways to engage governments in capacity building in a manner that meets their sensitivities.

Insecurity (Pakistan and Somalia) and disasters (Ebola virus in Uganda) also delayed capacity-building activities, underlining the importance of allowing sufficient time within the programme to impact hard-to-reach areas.

5.3 Outcome 3 – Developing community and individual capacities

Outcome 3 focuses on building social cohesion and resilience at the community and individual levels towards building more peaceful societies by providing education services that respect equity and diversity and equip students, parents and communities to resolve conflict in non-violent ways. Success will be measured through changed perceptions, attitudes and opinions at the community level linked to conflict drivers.

Under Outcome 3, UNICEF and partners are working to better equip students and communities with the skills they need to promote conflict resolution, inclusion, equity and peacebuilding within the classroom.

In the Democratic Republic of the Congo, 26 schools have been supported in creating school improvement plans that assess risk, conflict and learning in the school environment. Children’s clubs have been activated in each of the schools to promote peaceful coexistence within schools and the broader community. A total of 664 members of parent committees, community leaders and school staff in the targeted schools have been sensitized on conflict resolution, school management, gender-based violence and prevention of violence towards children. These initiatives helped create awareness among community members of problems experienced in the school environment. They also fostered a sense of schools as community property in efforts to mitigate attacks on schools by rebel groups.

In Somalia, social mobilization on peacebuilding and conflict-sensitive education planning in targeted schools and communities was initiated late in the year. Discussion and awareness-raising meetings were held with 317 community education committees – reaching 2,178 community members (653 female), 920 teachers (184 female) and 74,273 students (31,194 girls), in addition to local authorities in 17 districts and 6 regions, including newly recovered areas.
The consultations in Somalia resulted in community buy-in, trust and support, including contributions of land and labour to school construction and improvement. They provided concrete opportunities for dialogue and collaboration and were instrumental in encouraging parents to send their children, especially girls, to school. This is considered to be a strength of the PBEA programme, as it supports the ownership and sustainability that can contribute to peace.

The ESARO and Communication for Development (C4D) team in UNICEF’s Kenya Country Office developed an initiative to enhance community participation in education for both refugees and host communities in Dadaab. A qualitative rapid assessment was conducted in December 2012 on factors that inhibit access to education and impede coexistence in Dadaab. The study determined that these factors include cultural attitudes and practices, lack of relevance of education, inadequate school environment, and inter- and intra-community conflicts. Four key messages that will be disseminated through multimedia channels have been developed to enhance access to quality education. An additional 350 teachers will receive training on peace education, and 10,000 out-of-school children and youth will be provided with vocational training and literacy education in 2013.

Engaging children and youth in awareness-raising and education activities in their schools and communities has been a crucial strategy for countries in 2012.

More than 27,000 young people across four countries were provided opportunities to engage in dialogue on violence, conflict resolution and peaceful coexistence, contributing to strengthened social cohesion and resilience. Country offices have made innovative use of media to support these efforts.

In Uganda, U-Reporters were recruited through partner networks and radio advertisements and encouraged to share their views on peacebuilding efforts in their communities. Of the 25,000 (16,000 male and 9,000 female) participants, 2,000 were children younger than 18 years old. Rugged, solar-powered digital kiosks presenting conflict-sensitive education information were set up at 6 youth centres in Karamoja, registering 2,184 users per month. In the Democratic Republic of the Congo, children’s clubs have been activated in schools to promote peaceful co-existence.

26 Users of U-report – a UNICEF-supported free SMS service designed to give young Ugandans a voice on issues they care about.
Lights, camera, action! Peacebuilding through film-making in Pakistan

Sawaira Ramzan is one of 15 children (9 girls, 6 boys) selected to participate in a ‘One Minutes Junior’ workshop organized by UNICEF in collaboration with the One Minutes foundation.

As the name suggests, the ‘one minutes’ are moving images that are exactly one minute long. During the workshop, children had five days to learn about the basics of film-making and develop their concept for a video based on the themes of peace, tolerance and education. The children are mentored by workshop facilitators, who help refine the concepts and messages for a more compelling film.

Sawaira spent an afternoon with her fellow workshop participant, Muhammad Faizan, on finding ways to creatively tell her story about a bully who teases girls while on their way to school. Her rationale was simple: “I wanted to show the frustration and discomfort faced by girls as they try to get an education.”

The workshop served many aims: to bring together a diverse group of children and adolescents and help them express their sentiments on the themes of peace, tolerance and education; to help them enhance their creative skills; to build a sense of social cohesion within the religiously and socio-economically diverse group; and to help them tell compelling stories via film.

As noted by the workshop coordinator, Raya Ribbius, “Not only were [the participants] very knowledgeable on the subject of education, peace and tolerance, they also were very clear about the messages they wanted to share with the world.”

Source: UNICEF Pakistan.

In Pakistan, 15 underprivileged children and adolescents (9 girls) and their parents or guardians participated in the ‘One Minutes Junior’ video programme that brings together children from diverse backgrounds to produce videos on the theme of peace and tolerance through education. Through film-making, the children discussed and developed their ideas of tolerance, peace and social cohesion by sharing their own stories and experiences. Accompanying family members also absorbed and discussed concepts around social cohesion and resilience (see sidebar ‘Lights, camera, action!’ at left).

In the Democratic Republic of the Congo, 10 groups of women and children have become involved in participatory media and peer education in schools and communities in Equateur Province.

In Liberia, 45 Junior National Volunteers received training on peacebuilding, leadership, early warning, early response and advanced mediation skills. They were deployed to 54 communities and 18 schools to further train 540 community members and build the nucleus of community peace committees. The volunteers act as agents of change for education and peacebuilding in their communities and are a vital element in implementing the PBEA programme. The programme was launched based on lessons learned from two previous peacebuilding initiatives and has provided an opportunity to form decentralized partnerships between the Ministry of Youth and Sports programme officers and Ministry of Internal Affairs-Peacebuilding Office community liaison officers.
In Somalia, UNICEF continued to support child-to-child clubs, including 172 members (86 female), to provide extra-curricular activities focused on encouraging out-of-school children to enrol, as well as building conflict resolution and peacebuilding skills at the community level.

Addressing the culture of violence at home, in schools and communities was a strong priority that emerged through the conflict analyses.

In 2012, several countries strengthened efforts to address this key driver of conflict.

In Uganda, a comprehensive Violence Against Children in Schools (VACiS) campaign was launched, integrating codes of conduct with formal reporting, capacity building and awareness-raising (see sidebar on ‘Combating violence against children in Uganda’ at right).

In Liberia, the draft teachers’ code of conduct was reviewed by teachers, principals, district education officers, focal points for parent-teacher associations and students from 20 education districts in three target counties.

Rebuilding social cohesion and communal identity through culture and sport at the community and school level was also a strategy employed by various country offices, reaching more than 46,000 children and youth.

In Uganda, 10,400 children participated in regional and national music, dance and drama competitions. In the Democratic Republic of the Congo, protection, psychosocial and recreational activities were organized for 36,390 children and youth (15,547 female).

Supporting youth empowerment and providing young people with life skills and relevant employment training was seen as a fundamental approach to addressing the increase of youth populations and their sense of alienation and frustration regarding the lack of opportunities and pathways for the future.

### Combating violence against children in Uganda

UNICEF Uganda’s Violence Against Children in Schools (VACiS) campaign employs a three-pronged strategy to empower parents and community members to become the first line of protection for children against violence in and around their schools. Communities and families in Uganda have been found to condone violence against children and may justify it as a tested way to correct errant behaviour. Even children have often come to accept violence as a legitimate means of discipline.

Community barazas offer forums to probe and document the assumptions underlying the justifications for violence against children in an effort to catalyse community-wide reflection and action on violence and to link violence against children to wider societal conflicts. The reflections also serve as a precursor to wider peacebuilding initiatives in the target communities. In 2012, 60 communities in 20 post-conflict districts participated in the community barazas. They have emerged as a successful strategy to raise awareness among community members and inspire the development and implementation of strategies to address VACiS.

UNICEF Uganda is also leveraging voluntary Girls’ Education Movement clubs in schools to take up the issues of VACiS. Under the PBEA programme in 2012, 100 youth leaders, aged 18–25, in post-conflict districts were trained and are working with Girls’ Education Movement club members in 1,000 schools on addressing violence against schoolchildren. The clubs raise awareness of social norms and tolerance of broader violence against women and children in the communities.

The VACiS strategy provides for active participation of various stakeholders including children in reporting, tracking, referring and responding to violence against children. The final pillar of UNICEF Uganda’s VACiS campaign will be implemented in 2013. UNICEF will provide training to the Child Family Protection Unit of the Uganda police as part of the force’s community policing and engagement initiatives; in 2013, the unit will be supported to reach out to 300 primary schools in 20 post-conflict districts.

Source: UNICEF Uganda.
Although these activities are at an initial stage in most countries, 3,463 youth in Uganda were provided with financial literacy training to equip them with skills to manage their business finances. A training manual for youth livelihoods, focused on budgeting, savings, financial services, financial negotiation, earning money, basic accounting and customer care was also developed. A number of other country teams are planning to increase their engagement in youth programming in 2013 in response to the findings from the conflict analyses.

**Challenges and lessons learned for Outcome 3**

Four countries did not initiate activities under Outcome 3 during 2012: Burundi, Ethiopia, Sierra Leone and the State of Palestine. This was due to country office decisions that activities under this outcome were not the right entry point for the programme and based on the understanding that conflict analyses results were necessary to design targeted activities.

Impacting attitudinal change of individuals and communities is a long-term process that requires patience, perseverance and continued engagement. Individuals and duty bearers have varying levels of understanding and capacity, but activities to date have demonstrated that there is a high level of desire to see change and become a visible part of the process.

Providing young people with access to information and means of communication is a key factor in helping youth overcome exclusion and increase their contribution towards peacebuilding and post-conflict recovery. Likewise, children have a strong understanding of what is happening in their schools and are able to identify peaceful solutions to these challenges if they are empowered to do so. However, measuring changes in individual understanding and capacity to contribute to peacebuilding is challenging and will require additional investment and capacity building.

**5.4 Outcome 4 – Increasing access to conflict-sensitive education**

Initiatives to improve access to conflict-sensitive education are central in providing a sense of normalcy in conflict-affected contexts. These initiatives also act as a preventive strategy by addressing inequalities that may exacerbate grievances between groups within society.

There are a range of factors related to the quality and type of education that may be relevant for peacebuilding, particularly aspects associated with identity formation and the values that the education system communicates. By linking education with peacebuilding at an early stage, the education sector can potentially move beyond just being conflict-sensitive to actively promoting peace.

Outcome 4 focuses on the provision of education as a peace dividend (availability of schools and access to schools), ensuring that schools are child friendly, improving inclusiveness of education service delivery, and supporting restoration of education that remedies past shortcomings in equity of access and quality. It also focuses on restoring essential functions such as planning, administration, curriculum, textbooks and teacher training; equitably
improving the quality and relevance of learning environments for children; and increasing school protection through monitoring, reporting and responding to attacks.

Six countries have reported results towards Outcome 4 in 2012: the Democratic Republic of the Congo, Liberia, Pakistan, Somalia, Uganda and Yemen. Country offices have used strategies including school construction and rehabilitation in conflict-affected communities, back-to-school campaigns and innovative incentive initiatives to increase access to education for children and youth in underserved and conflict-affected communities, and to address inequities in education provision that can drive conflict.

In Uganda, 25,019 young children benefited from the establishment of 400 community-based ECD centres and training for 804 caregivers and 140 master trainers in 21 post-conflict districts. Orientations were provided to communities on early childhood development and the role of peacebuilding in education, and elections were held for ECD centre management committees.

Fourteen new classrooms for junior high school were constructed along child-friendly lines in Liberia. Nineteen classrooms were constructed or rehabilitated in the Democratic Republic of the Congo. Although no construction or rehabilitation began in 2012 in Côte D'Ivoire, UNICEF initiated an assessment of school construction and rehabilitation sites in high-risk border regions adjacent with Liberia, and a participatory stakeholder analysis was conducted in Somalia to select schools for reconstruction or rehabilitation. Construction and rehabilitation were scheduled to begin in 2013.

Initiatives to reach out-of-school children were undertaken in two countries.

In the Democratic Republic of the Congo, where involving community and local government support for back-to-school campaigns was an effective part of mobilization, 1,817 out-of-school children (45 per cent girls) were reintegrated into schooling in target communities. Involving local government was an effective way to mobilize government and community support for back-to-school campaigns.

In Uganda, the ‘Go to School, Back to School, Stay in School’ campaign was implemented in six sub-counties that had the most out-of-school children. Activities included community baraazas in 20 districts, radio talk shows, and meetings with political and district leaders to encourage families to send their children to school. By the end of the two-week registration exercise, 9,898 children (5,411 girls) were registered for school. The Liberia Country Office used the consultative process that is part of the conflict analysis to provide inputs on development of a
national strategy for out-of-school children. The strategy was presented by the President to the National Assembly, increasing awareness of this crucial issue.

*Monetary incentives were successful in ensuring that teachers and vulnerable students were retained in schools in the Democratic Republic of the Congo and Somalia.*

In the Democratic Republic of the Congo, a cash transfer mechanism for out-of-school children was piloted. The cash transfer modality reduced the cost of procurement and transportation of learning materials and reintegrated 11,817 out-of-school children (5,432 girls) in 34 schools. The pilot also confirmed the feasibility of implementing cash transfer schemes as a social protection mechanism in schools. The approach will be scaled up across the Democratic Republic of the Congo in 2013.

In Somalia, 920 teachers (20 per cent female) received monthly incentive payments to keep vulnerable teachers in the classroom.

*Country offices have improved the quality and relevance of education and created a safe and welcoming place to learn in 2012.*

In Pakistan UNICEF, in collaboration with the Office of the United Nations High Commissioner for Refugees (UNHCR), began a project to increase the enrolment of refugees from Afghanistan in 20 pilot schools through a ‘whole school’ improvement and child-friendly schools framework. Although previous interventions to respond to the needs of Afghan refugee children involved the provision of segregated education opportunities, due to the resistance to integrating Afghan children into government schools, this is no longer a viable option for building equity and social cohesion. The new UNICEF-UNHCR project in Pakistan has been designed and a baseline assessment completed for selecting the 20 pilot schools in four districts.

In the Democratic Republic of the Congo, implementation of school improvement plans and participatory risk assessments helped evaluate the situation of conflict and learning in schools and facilitated the improvement of learning conditions for 16,734 children (4,769 girls) in 6 provinces.

In Yemen, 5,000 teachers, 419 social workers and 140 education officials have received training on implementing access to quality education and being agents of peace in their communities. Follow-up visits by UNICEF Yemen to teachers and education officials have revealed a new mindset among the participants in the training. There is more awareness of peaceful attitudes and a willingness to discard violence in managing children in school.

In Liberia, learning environments for 8,910 children affected by war were improved through the provision of teaching and learning materials and supplementary library books in 30 schools. Country offices in the Democratic Republic of the Congo and Somalia distributed educational kits and basic supplies to internally displaced populations and indigenous communities. The distribution of educational kits in the Democratic Republic of the Congo allowed 40,914 children (17,593 girls) from internally displaced and indigenous communities to access quality non-
formal and formal education in a safe, protective learning environment that offers recreation and psychosocial support. The provision of 9,690 desks and benches at 53 schools benefited an additional 35,069 internally displaced and indigenous children.

In Somalia, 74,273 children (30,889 girls) from communities of internally displaced people received learning materials such as basic education kits, School-in-a-Box kits and materials for recreational learning.

Protective and healthy learning environments were also supported. In Uganda, UNICEF provided innovative gender-sensitive and inclusive latrines in five schools, and WASH and health education activities in 250 schools in Karamoja, benefiting 930 school health club members in 42 primary schools. Parent-teacher associations and teachers were sensitized on school WASH guidelines and standards as part of this effort.

**Challenges and lessons learned for Outcome 4**

Involving local governments can be an effective way to mobilize government and community support for education and peacebuilding. Both Uganda’s back-to-school campaign and Pakistan’s inclusive education interventions are building on these connections to ensure the success of their PBEA programmes.

Collaboration in school reconstruction and distribution of educational supplies can also be an important entry point for discussions about conflict prevention, peacebuilding and addressing the underlying factors that drive conflict. The stakeholder analysis on selecting schools for reconstruction or rehabilitation in Somalia, for example, connected groups that had not previously engaged in cooperation.

Sustained commitment on behalf of country-level governments, donor partners and civil society is needed to ensure that the education services that are provided are conflict-sensitive. These efforts need to complement and go beyond the work of other donors, such as GPE, that are focused on quality education and support for peace dividends. Comprehensive conflict analyses are the first step in ensuring that education is an enabler of peace.
Samira’s story: Providing quality, relevant and conflict-sensitive learning in Somalia

Somalia’s severe drought and famine in 2011 forced many families out of their homes and villages in pursuit of humanitarian assistance. Ten-year-old Samira, from Qoryoley District, relocated with her family to the Nawal camp for internally displaced people near Mogadishu. Samira could not go to school at the camp because there were no schools for her to attend.

Mindful of the grave psychological impact of displacement on children and the need for normal routine through education, UNICEF, in partnership with Muslim Aid, set up child-friendly spaces at the camp. In September 2012, the PBEA programme supported the transformation of the child-friendly spaces into a primary school. UNICEF and Muslim Aid provided textbooks, blackboards, chalk, exercise books, pencils and erasers, as well as incentive payments to 12 teachers. More than 300 children are attending the school, where teachers have received training in peaceful classroom management and peacebuilding.

Now in her second year of school, Samira is among many girls who have been given a chance to resume learning at the camp school. “When I first joined this school, I could not read and write and was very embarrassed. But now I can, read, write and draw as well. I learned subtractions of two-digit numbers and will never stop learning until I become a teacher,” says Samira, with a smile on her face.

*Photo credit: © UNICEF/SOM/2012*

Samira solves a subtraction problem at her camp school in Mogadishu.
5.5 Outcome 5 – Generating evidence and knowledge

The PBEA programme is an innovative initiative that offers significant potential for learning. Outcome 5 is focused on generating new evidence and knowledge about the ways that education can contribute to peacebuilding in conflict-affected and post-conflict environments, ensuring these lessons learned are translated into education, peacebuilding and conflict transformation processes and practices, and disseminated widely within relevant networks. This outcome includes promoting the use of evidence to advocate for appropriate policies, increased resources to support peacebuilding and education in conflict-affected contexts, and increased engagement of national and regional research institutes in global networks.

At the global level, a number of initiatives have taken place to lay a strong foundation for developing an education and peacebuilding evidence base.

A comprehensive research strategy for the programme was initiated. The plan was developed through a series of consultations that began in 2012 with representatives from UNICEF, United Nations organizations, development agencies, advocacy organizations and academic institutions, in addition to a review of country, regional and inter-sectoral office work plans for the programme. Through this process, six basic research areas were identified:

- **Integrating education within broader peacebuilding efforts** – Research focusing on the links between education and other sectors, how education is included within broader peacebuilding efforts, and how the broader United Nations or other peacebuilding presence in a country takes account of the potential for education to contribute to peacebuilding.


- **Education policy, planning and systemic change to support peacebuilding** – Research related to working with government and education authorities to encourage development of structural change, education reforms and more conflict-sensitive education policies to support peacebuilding.

- **The contribution of formal education and schooling to peacebuilding** – Research that examines various aspects of formal education provision that may have an impact on peacebuilding.

- **Non-formal education approaches to peacebuilding** – Research focused on five aspects of non-formal education in conflict and post-conflict situations: early childhood development; programmes for out-of-school children and youth; youth engagement; Technical and Vocational Education and Training, skills and employment; and community education.
• **Cross-cutting themes on the role of education in peacebuilding** – Research focused on cross-cutting issues that have implications for peacebuilding, such as transitional justice, gender and disability.

These areas will guide country and regional office case studies and research in addition to centralized, commissioned studies that UNICEF will undertake. At the country level, the work on building evidence and knowledge has largely focused on developing the conflict analyses – which provide significant evidence of the drivers of conflict and the links between education, conflict and peacebuilding, as described in section 4.0. As part of these efforts, three global studies were initiated in 2012, with completion and dissemination expected in 2013. Additional strategies for implementing the research strategy and ensuring wider dissemination, including the establishment of a research advisory group and the production of a working paper series on education and peacebuilding, will be taken up in 2013.

UNICEF’s ECD Unit commissioned research to increase the evidence base and knowledge on the links between peacebuilding and early childhood development. The research focused on a 10-year literature review of how ECD programmes have been integrated into overall peacebuilding processes around the world; a mapping exercise of key actors in peacebuilding that could serve as possible entry points for ECD programming; and the identification and elaboration of key behaviour traits and characteristics that are instrumental in promoting peacebuilding and non-violent behaviour among young children.

A draft paper, ‘Peacebuilding in Early Childhood Development’, was developed and will be finalized in 2013. The research findings will be used to update UNICEF’s ECD in emergencies training package to include relevant content on the promotion of peacebuilding and non-violent behaviour in young children.

UNICEF’s Adolescent Development and Participation Unit completed the report ‘Peacebuilding Knowledge, Attitudes and Skills: Desk review and recommendations’. The report focuses on ways to cope with conflict and promote peace among adolescents, and identifies peace education methodologies that can be used in life skills, community engagement, and arts and recreation programmes for adolescents. ‘Peacebuilding Knowledge, Attitudes and Skills’ will inform the development of tools and guidance for engaging adolescents in conflict-affected and post-conflict countries planned for 2013, as well as UNICEF’s global Life Skills Basic Education framework, which is currently under review.

The Eastern and Southern Africa Regional Office completed the first phase of a study on the impact of education on resilience to natural disaster and conflict in arid and semi-arid lands. The study will focus on Kenya and Somalia initially, and will explore the possibility of integrating Ethiopia at a later point. The first phase involved consultations with UNICEF country offices and ministries of education in Ethiopia, Kenya and Somalia. A comprehensive literature review of relevant studies, surveys and data was completed. An inception report was developed identifying the methodology, implementation modalities, sites and calendar for completion of the study.
Given the politically sensitive nature of the study, the Ethiopia Country Office faced difficulties and delays in securing consensus from officials in the Ministry of Education. It is hoped that a similar study can be conducted in Ethiopia at a later stage to complement the one in Kenya and Somalia. The study is of significant interest given recurrent complex emergencies experienced in the Horn of Africa and has raised significant interest within the West and Central Africa Regional Office and UNICEF more broadly, particularly among those working on issues of resilience.

The East Asia and Pacific Regional Office also completed a desk review on language, education and social cohesion as a foundation for building an evidence base and to inform a multi-country initiative on the topic to be undertaken in 2013. A conceptual framework for review of education sector planning processes was also developed in 2012. This work will be carried forward through extensive country case studies in 2013.

**Challenges and lessons learned for Outcome 5**

The Research Strategy was completed in 2012 and will be rolled out and updated based on lessons learned.
6.0 GENDER ISSUES IN THE PBEA CONTEXT

Gender-based violence emerged from the conflict analyses and desk reviews as a significant cause and consequence of conflict. Sexual violence is used as a weapon of war, and girls and women are subjected to rape, capture, physical violence and death. Less visible, but nonetheless on the increase, is domestic violence in war-affected countries. These patterns continue into post-conflict societies, where gender-based violence at home, in schools and in communities becomes an accepted social norm.

In the school environment, girls face corporal punishment and sexual harassment from both teachers and peers. At home, girls experience physical abuse and mothers frequently pass on this violent behaviour to their children. Orphans are particularly vulnerable to physical and sexual abuse at the hands of relatives or strangers. This violence is often met with impunity, which increases its perpetuation and the climate of fear in which women and girls live.

Conflict has a differential impact on girls and young women.

As noted in Burundi and Uganda, male absence due to death or alcoholism or for economic reasons leads to greater pressure for sex, early marriage and pregnancy. Early marriage and pregnancies force adolescent girls to drop out of school, lowering their economic opportunities and perpetuating the cycle of poverty due to illiteracy and low levels of educational achievement. Pregnancies outside of marriage are also breaking down traditional family structures, leaving girls and women particularly vulnerable and straining social cohesion and the fabric of societies.

Economic stagnation and hunger, which are often a consequence of conflict, leaves families unable to afford the costs of schooling. Young girls often engage in sexual relations to support their families or pay for school fees. Structural injustices also deny women access to educational opportunities, land, credit and marketable skills training. Many women remain

illiterate, resorting to petty trading activities with very low earning potential.

*Women and girls have a key role in mitigating conflict, and building and sustaining peace.*

As reflected in the conflict analyses, the multiple roles of women as parents, parent committee representatives, teachers, elected officials and civil society representatives provide numerous entry points to build constructive social norms and reduce inequalities.

In Burundi, a quota system that reserves a percentage of government positions for women was noted to have positive effects. The system has contributed to giving women more confidence and voice in public space, helped redress some of the injustices against women, and deterred violence and discrimination. This has contributed to reducing polygamy, increasing freedom of movement for women and girls to develop economic activities, and improving access to schooling for girls. Female members of government are also serving as positive role models.

Targeted educational interventions under the PBEA programme can help enhance the power and influence of girls and women. Discussions in Sierra Leone, for example, emphasized the potential of education to enable girls to develop the skills, knowledge and confidence to challenge exclusion and discrimination and to earn a livelihood. These discussions highlighted how political activism has been influential in precipitating the peace negotiations that ended the conflict in Sierra Leone, and illustrate the pivotal contribution that women can make in efforts to achieve societal peace.

*Under the PBEA programme, country offices have amplified the voice of girls and women.*

Despite resistance to engaging women in focus group discussions in some countries, such as Pakistan, their inclusion in the consultative processes of conflict analysis is a significant step forward. In addition, the validation of conflict analysis findings and the consultative nature of the PBEA programme with national governments, ministries of education, donor partners, non-governmental organizations and other stakeholders has provided an opportunity to increase awareness and understanding of gender-based violence as a driver of conflict and approaches to mitigation.

Women and girls have also engaged in the programme through their roles on parent committees, as teachers and as youth volunteers. These interactions have helped raise their awareness and understanding of conflict sensitivity and peacebuilding. Consideration has also been given to the equal representation of girls and women in the restoration and delivery of education services such as infrastructure development and learning materials distribution.

The implications of gender for peacebuilding will be explored as a cross-cutting issue through all research areas and initiatives identified in the PBEA programme. Fundamental questions on the relationship between gender, conflict, education and peacebuilding were raised in 2012 and will be explored during the remaining years of the programme. These queries include:
• Will a shift in social norms away from gender-based violence have an overall positive effect on peacebuilding and non-violent conflict resolution?
• Can we identify norms and community-based practices that protect and/or subject women and girls to violence in conflict settings?
• Can we develop strategies to support constructive behaviour and minimize negative norms?
7.0 PROGRAMME AND FINANCIAL MANAGEMENT

To support the PBEA programme at the headquarters level, UNICEF hired a dedicated Programme Management Team, which is responsible for leadership, technical oversight and management of the programme. The team is currently overseen by the Associate Director and Global Chief of Education, led by the Senior Education Advisor (Emergencies), and composed of a programme manager, an M&E specialist and a knowledge management specialist. The Programme Management Team also reports to the Accountability Committee consisting of the Directors of the Office of Emergency Programmes, Programme Division, and the Public Sector Alliances and Resource Mobilization Division. Most of the positions in the Programme Management Team were filled during the second half of 2012, due to delays in the recruitment and hiring process and the challenges of finding personnel with expertise in the newly developing area of education and peacebuilding.

UNICEF headquarters staff have made important contributions to framing the PBEA programme, training and capacity building for country and regional office staff, and ongoing technical support to country offices during the first year of the programme. In addition, dedicated staff are being hired at the country and regional office levels.

Regional offices provided support to programme countries and implemented activities that contributed to the PBEA outcomes more broadly during 2012. They provided support to the conflict analysis through input on the selection of institutions, and proposed methodologies to conduct the analyses and technical review of documents produced. And they supported capacity building and training in education and peacebuilding, either at the country level or through regional training sessions.

In addition, the regional offices initiated partnerships with strategic and knowledge partners, as well as studies such as the desk review on language, education and social cohesion in East Asia and the Pacific. They also supported the development of the accelerated programme implementation and the preparation of programme plans and operational matrices, ensuring that proposed activities were in line with identified conflict drivers.

In addition to putting a core team in place, UNICEF established two programme groups to support the PBEA programme.

The Strategic Programme Advisory Group was established to provide oversight and guidance, and currently includes internal and external partners such as the United Nations Peacebuilding and Support Office, the UNDP Bureau for Crisis Prevention and Recovery, UNHCR, UNESCO, the World Bank, the Global Partnership for Education, INEE, Human Rights Watch, the International Rescue Committee and Save the Children.
The Technical Working Group was established to provide ongoing technical advice and input to the programme and supports the integration of conflict sensitivity across UNICEF’s work. It is currently composed of representatives from EMOPS, the Division of Communication (DOC), the Evaluation Office, C4D, Child Protection, ECD, Adolescent Development and Participation, WASH and Gender at headquarters. Regional offices in several locations also created technical working groups. All representatives have played an active role in the working groups and in designing complementary programming that supports the PBEA programme. Although WASH and Gender did not have a significant role in 2012, their engagement is expected to increase in 2013. Food Security and Nutrition is also expected to engage in 2013, driven largely by country-level feedback on the importance of addressing food security issues in response to the conflict drivers identified.

A number of programme-level modifications were made over the course of 2012.

Ethiopia joined the PBEA programme during the second half of the year, and Myanmar came on board in 2013, bringing the full complement of countries to 14.

Conflict analysis processes have been staggered due to challenges at the country level. Analyses are now being conducted over an extended period to ensure the process is systematic, thorough and evidence-based.

Accelerated activities were implemented in Burundi, the Democratic Republic of the Congo, Liberia, Pakistan, Somalia, the State of Palestine and Uganda to expedite activities around advocacy and partnership development, and to contribute to peace dividends and capacity development under the five PBEA global outcomes.

A total of US$24,730,213 was allocated to 13 country offices, 5 regional offices, 7 UNICEF sections and 2 external partners in 2012. The largest allocations went to Somalia (US$3.6 million), Liberia (US$3.2 million), Uganda (US$2.3 million) and the Democratic Republic of the Congo (US$2 million).

As per established procedures, UNICEF’s PBEA Allocations Accountability Committee performed a central role in reviewing and approving programme allocations. Approximately 58 per cent of funds were expended during the first year, owing primarily to delays in staff recruitment and completion of conflict analyses to inform programme strategies. A balance of US$10,519,639 was remaining as of 11 December 2012. Work plan requests for 2013 total US$51,734,057, so it is expected that under-spending will be addressed during 2013.

<table>
<thead>
<tr>
<th>Table 2. Peacebuilding, Education and Advocacy in Conflict-Affected Contexts programme allocation summary, 2012</th>
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<tbody>
<tr>
<td><strong>Country offices</strong></td>
</tr>
<tr>
<td>Burundi</td>
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<tr>
<td>Chad</td>
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<tr>
<td>Country</td>
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<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>Democratic Republic of the Congo</td>
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<tr>
<td>Ethiopia</td>
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<tr>
<td>Côte d'Ivoire</td>
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<tr>
<td>Liberia</td>
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<tr>
<td>State of Palestine</td>
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<tr>
<td>Pakistan</td>
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<tr>
<td>Sierra Leone</td>
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<td>Somalia</td>
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<tr>
<td>South Sudan</td>
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<tr>
<td>Uganda</td>
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<tr>
<td>Yemen</td>
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<tr>
<td><strong>Subtotal country offices</strong></td>
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<table>
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<tr>
<th>Region</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Asia and Pacific</td>
<td>500,000</td>
</tr>
<tr>
<td>Eastern and Southern Africa</td>
<td>500,000</td>
</tr>
<tr>
<td>Middle East and North Africa</td>
<td>500,000</td>
</tr>
<tr>
<td>South Asia</td>
<td>$500,000</td>
</tr>
<tr>
<td>West and Central Africa</td>
<td>$750,000</td>
</tr>
<tr>
<td><strong>Subtotal regional offices</strong></td>
<td><strong>$2,750,000</strong></td>
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</tbody>
</table>

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<tr>
<th>Division</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Adolescent Development and Participation</td>
<td>$62,000</td>
</tr>
<tr>
<td>Communication for Development</td>
<td>$50,000</td>
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<tr>
<td>Child Protection</td>
<td>$75,000</td>
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<tr>
<td>Division of Communication</td>
<td>$467,440</td>
</tr>
<tr>
<td>Early Childhood Development</td>
<td>$75,000</td>
</tr>
<tr>
<td>Office of Emergency Programmes</td>
<td>$561,195</td>
</tr>
<tr>
<td>Evaluation Office</td>
<td>$200,000</td>
</tr>
<tr>
<td><strong>Subtotal headquarters divisions</strong></td>
<td><strong>$1,490,635</strong></td>
</tr>
<tr>
<td>Partnerships and research</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------</td>
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<tr>
<td>Inter-Agency Network for Education in Emergencies</td>
<td>$172,415</td>
</tr>
<tr>
<td>UNESCO International Institute for Educational Planning</td>
<td>$132,755</td>
</tr>
<tr>
<td>Management, coordination and monitoring (Programme Management Team)</td>
<td>$4,593,571</td>
</tr>
<tr>
<td>Total allocated</td>
<td>$25,035,383</td>
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</tbody>
</table>
8.0 MONITORING AND EVALUATION

Evidence building and knowledge sharing are essential in an innovative programme such as PBEA. Education for peacebuilding is a new field, and the links between education and peacebuilding are still not well defined. Given the newness and uncertainties in the concepts and practice of education for peacebuilding, the programming approach is necessarily broad allowing for great variation and experimentation.

One of the key objectives of the programme is to build an evidence base on the contribution of education to peacebuilding.

The M&E system for the programme has been designed to support this objective, and related activities in 2012 focused on three areas: (1) refinement of the results framework and M&E plans at the global and country levels; (2) a study of evaluative approaches to education and peacebuilding to frame an evaluability assessment to be conducted in 2013; and (3) progress reporting.

The initial results framework was developed at the time of the proposal through a consultative process with UNICEF and other United Nations agencies. A comprehensive global results framework and M&E plan was developed in November 2012. The framework was shared with country offices and input was gathered through a webinar conducted in December 2012; the framework was further discussed during the course of developing country work plans and M&E plans.

Complementing the results framework is a comprehensive monitoring and evaluation plan. This lays out the supporting mechanisms for the results framework, including theories of change and underlying assumptions, conflict drivers, key performance indicators and means of verification, such as baseline data and type of activities supported. The M&E plan clarifies the importance of both quantitative and qualitative data to obtain a thorough understanding of achievements. It includes case studies and action-oriented research to demonstrate qualitative change, as well as small, quick and real-time formative evaluations at the country level to monitor progress.

8.1 A unique and comprehensive approach to building evidence

The approach to monitoring and evaluation in the PBEA programme is unique in several ways. First, it is underpinned by a theory of change at the outcome level that links education and peacebuilding. The theory of change was developed based on UNICEF-commissioned research, including the report ‘The Role of Education in Peacebuilding’. Second, the results frameworks at the country level are informed by conflict analyses, which in turn identify the

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drivers of conflict that the programmes activities are intended to mitigate. Third, the results framework is intended to inform and support the development of the New Deal for Fragile States core indicators related to peacebuilding and service delivery, as well as the Government of the Netherlands support indicators on rule of law and security.

The primary purpose of the results framework and supporting M&E plans at the global level is to establish a basis for monitoring and evaluation of the outcomes of the programme in each of the implementing countries, with the ability to aggregate results across programme countries globally. The vision, strategic objective, five global outcomes and related key performance indicators are common across all countries.

At the country level, the results framework and plans need to be complementary to and feed into existing M&E structures, specifically UNICEF’s Monitoring Results for Equity System. Country-level outcomes and outputs may vary according to contextual relevance and conflict drivers, but will feed into and support the five global outcomes.

Currently, the global results framework has been set, and country offices are developing complementary results frameworks and operational matrices. Operational matrices were instrumental in guiding PBEA planning at the country and regional office levels (see Annex C for a sample operational matrix), because they combine the features of traditional logical frameworks with data requirements on conflict drivers. The matrices also include ‘theory of change’ descriptors that document the change assumptions of the authors of the country work plans. Country teams have also begun identifying case study plans and conducting baseline studies for some indicators.

In addition to the global results framework, a study was conducted in 2012 to support the Evaluation Office in its oversight/advisory role of the PBEA programme and in developing an approach for the evaluability assessment to be conducted in 2013. The study encompassed a literature review of evaluative approaches for peacebuilding programmes that use education as a central strategy, including the EEPCT programme results framework and how it was implemented in a number of countries, as well as key lessons to consider in developing the M&E strategy for the programme. As part of this assignment, detailed terms of reference for the evaluability assessment were developed and the assessment will be carried out from May to July 2013.

To support the reports on progress, standardized templates were developed by the Programme Management Team for country and regional offices, headquarters’ divisions and funded partners. The templates emphasized key accomplishments in conflict analysis, strategic partnerships and results by outcome. They also integrated questions to support reflection and lessons learned in implementation of the PBEA programme to date.
8.2 Overall lessons learned on monitoring and evaluation

Reporting on global results framework and key performance indicators was limited due to finalization of the global results framework late in 2012, lack of baseline data to inform qualitative and quantitative indicators, and ongoing development of country-level results frameworks. Key performance indicators measure outcomes produced in the longer term and can only be reported on towards the end of the programme. No case studies were initiated or reported on in 2012. Despite these limitations, preliminary results towards achievement of the key performance indicators have been derived from country and regional office reports, as reflected in Annex B.

Recruiting earlier for the M&E position within the Programme Management Team would have reduced delays in developing the global results framework and M&E plan, and would have allowed for a more participatory, bottom-up process in the development of global outcomes and key performance indicators. The measurement of change and impact of peacebuilding in the education sector is very new, and country offices need technical support to fully understand these concepts.

It is important to engage with other entities engaged in peacebuilding to understand their M&E systems and best practice in the field. A number of other key actors, including the Peacebuilding and Support Office, have varying ways of assessing impact and reporting against indicators. The PBEA programme should build on and advance this understanding.
9.0 OUTREACH AND COMMUNICATION

UNICEF’s Division of Communication (DOC) undertook several activities that strengthened communication both internally, through building capacity, and externally, through branding and positioning UNICEF as a knowledge leader.

The first year was spent developing and refining the communication strategy. Building institutional capacity was a strong focus of internal communication activities in 2012. To facilitate regular internal communication, DOC has designed programme-specific, easy-to-use templates and provided regular ad hoc guidance on design, layout and editorial content of programme materials. Key messages were also collaboratively developed in 2012. In addition, DOC organized media training for 11 spokespeople from across UNICEF, enabling them to speak to the media about the PBEA programme.

To strengthen internal and external communication, a web-based platform for information sharing is in the works and is expected to be launched in mid-2013. In the interim, a special section was created on the Back on Track site (designed under the EEPCT programme) to share information and material on peacebuilding and education. For smooth internal communication, conflict assessment training modules have been uploaded on the password-protected section of the Back on Track website to allow for regular, easy access across country offices. Externally, the website received 32,512 visits in 2012, with 26,685 of those new visitors, and had more than 60,000 page views.

UNICEF DOC has made noteworthy strides in positioning UNICEF as a knowledge leader on peacebuilding and education on the world stage.

A strong programme brand, ‘Learning for Peace’, and an identity that explicitly links peacebuilding and education was created at the global level, with inputs from the Technical Working Group and country offices. Substantial one-on-one support to country offices to adapt the brand to their specific contexts will be provided in 2013.

DOC supported the production and editing of the ‘Role of Education in Peacebuilding’ report and a two-page programme brief (in English and French). The report was shared with 60 organizations and reposted by 11 other sites. It was the second-most visited page on the Back on Track site in 2012, receiving 1,111 visits. Similarly, a web story written to accompany the presentation of the report findings received 1,006 views.

The logo shown above was developed for the PBEA programme as part of the branding and knowledge dissemination exercise.
As a platform for participatory engagement, DOC produced five podcasts in the ‘Beyond School Books’ series that highlighted the connection between education and peace. Notable guests included actress Mia Farrow and musician Emmanuel Jal. The first podcast was disseminated to more than 60 organizations and reposted 26 times, including by the INEE biweekly newsletter, Voices of Youth, the Alliance for Peacebuilding, and peace and justice sites, such as the Geneva Peacebuilding Platform and Humanitarian News.

All podcasts were also shared through social media channels, including UNICEF’s education Twitter account (<www.twitter.com/unicefeducation>) and Facebook account (<www.facebook.com/unicef>) and re-tweets on UNICEF Twitter (<www.twitter.com/unicef>). In total, these products received 3,750 page views on the website and reached a potential audience of more than 3 million via social media.

Despite these successes, a low profile in some regions was maintained in 2012, due to sensitivities around the term ‘peace’ and the complex nature of its communication. And the Division of Communication delayed dissemination of key messages and active engagement with country offices until later in the year, when programming was under way. Nonetheless, the work to date means that the communication team is well placed to collaborate with country and regional offices for a global communications push in 2013.
10.0 STRATEGIC PARTNERSHIPS

The PBEA programme’s approach to partnership is to seek out strategic engagement with partners from across the peacebuilding and education fields to strengthen multi-level collaboration, maximize leverage and synergies, and promote inclusiveness.

To respond to the need for comprehensive partnerships under the PBEA programme, a strategy was developed in 2012. The partnership strategy identifies four guiding principles:

- **Strategic engagement** – new strategic partners as well as innovative collaborations with existing partners will be sought to move forward advocacy, research and implementation.
- **Multi-sectoral collaboration** – cross-sectoral collaboration within UNICEF’s divisions and sections is needed to mitigate conflict drivers and build sustained peace.
- **Leverage** – close collaboration with other donors supporting education and peacebuilding initiatives will leverage resources and investment in this area.
- **Inclusiveness** – a broad range of partners from academic institutions to children’s groups will share knowledge, build expertise and develop evidence of the contribution of education to building peace.

To this end, the strategy calls for the identification and development of strategic, knowledge and implementing partners at all levels of the programme – global, regional and country. In the first year of the programme, progress has been made across all three domains and levels of engagement.

10.1 Emerging global partnerships

At the global level, initial steps have been taken to leverage strategic partnerships within the broader United Nations system and peacebuilding architecture. EMOPS/PRS is the lead focal point within UNICEF for engagement with the Peacebuilding Commission, the Peacebuilding Fund and the Peacebuilding Support Office. In this capacity, EMOPS is supporting UNICEF’s engagement in national Peacebuilding Priority Plans and Peacebuilding Fund proposals, and is working to support greater integration of social services and education in United Nations peacebuilding efforts.

UNICEF participates in the Assistant Secretary-General-level Senior Peacebuilding Group, the Peacebuilding Core Group and the Peacebuilding Fund Advisory Group. UNICEF also participates in the Interagency Framework Team for Preventive Action and various fragile states policy forums – including the International Network on Conflict and Fragility (Organisation for Economic Co-operation and Development), the International Dialogue on Statebuilding and Peacebuilding, and the New Deal for Engagement in Fragile States.
Through the Strategic Programme Advisory Group, established to provide guidance and support to the PBEA programme, UNICEF is engaging a number of other United Nations agencies in the programme, including the United Nations Development Programme (UNDP) Bureau for Crisis Prevention and Recovery, UNHCR, UNESCO and the Peacebuilding Support Office.

Additional strategic partnerships at the global level include GPE and the World Bank’s Conflict and Fragility Working Group. GPE is supporting education sector plans in a number of PBEA programme countries and UNICEF is managing entity and/or participant in Local Education Groups for many of these countries. UNICEF is engaging with the World Bank on how to better support social services in conflict-affected states. UNICEF is also exploring with the World Bank their existing tools and experience in building resilience.

In 2012, UNICEF formally partnered with INEE to support the multi-stakeholder Education and Fragility Working Group and develop conflict-sensitive guidance notes and tools for working in education and emergencies and post-conflict contexts. The INEE Guidance Note on Conflict Sensitive Education and Quick Reference Tool, complemented by the Diagnostic Programme Tool and Guiding Principles, will be launched at the country level in 2013. UNICEF also supported INEE in contextualization of the INEE Minimum Standards, workshops to strengthen the use of the standards, and technical and capacity development support to UNICEF staff in Ethiopia.

UNICEF also partnered with UNESCO’s International Institute for Educational Planning (IIEP) to host a policy forum of youth voices on peacebuilding and planning education for social transformation. The forum assembled 250 participants from more than 60 countries, including 17 ministers, 36 youth and online participants. Several young people made personal commitments, such as two young men from South Sudan who committed to help formulate the national youth agenda. Ministers from the Democratic Republic of the Congo, Pakistan, South Sudan and Yemen expressed their commitment to further work with youth in education planning.

Also in 2012, UNICEF’s ECD Unit signed an agreement with the Consultative Group on Early Childhood Education to develop a position paper on early childhood development and peacebuilding. A Global Consortium on ECD and Peacebuilding will be launched in September 2013. The ECD Unit engaged with the Yale University Child Study Centre and the International Network on Peace Building with Young Children in the development of this effort.
UNICEF’s Child Protection Unit initiated discussions with the International Center for Transitional Justice on a research project to be carried out in 2013. The objectives will be to advance the conceptual framework on the role of education in post-conflict and fragile contexts from the perspective of transitional justice, and to provide policy and operational guidance. Partnership discussions were also initiated with Search for Common Ground, the Global Coalition to Protect Education under Attack and InterPeace.

In October 2012, UNICEF released a call for expressions of interest of academic institutions and civil society organizations working in the field of education and peacebuilding. Approximately 600 institutions responded, with around 30 of those academic university and research institutions. The scanning of these expressions of interest provided the PBEA programme with a good overview of service and research capabilities available in the field.

Partnerships with civil society at the global level are newly emerging. Leading agencies working in conflict-affected states – the International Rescue Committee, Save the Children and Human Rights Watch – are represented on the Strategic Programme Advisory Group. One of the more innovative partnerships the ECD Unit has been negotiating is with the non-profit educational organization Sesame Workshop to produce media programmes promoting peaceful behaviour among children in conflict/post-conflict countries.

UNICEF continues to engage with other donor partners in the INEE Education and Fragility Working Group, through the Local Education Groups in countries that participate in the Global Partnership for Education, and in Education Partner Groups in non-GPE countries.

10.2 Emerging regional partnerships

At the regional level, collaboration with United Nations agencies has been a strong focus in 2012. WCARO and ROSA are both collaborating with UNESCO on workshops to integrate conflict and disaster risk reduction into education sector plans and curricula. ROSA is also engaging with UNESCO in identifying alternate pathways to basic education for out-of-school children and to look more closely at the issue of out-of-school adolescents. ROSA also engaged the United Nations Girls’ Education Initiative on gender auditing at both the regional and country level. ESARO has coordinated with the Kenya Country Office and UNHCR to execute the Dadaab refugee camp’s education strategy.

Engaging in multi-stakeholder networks is another way in which regional offices are advancing strategic partnerships in support of the PBEA programme. Both EAPRO and ROSA are participating in multilingual education initiatives with a range of regional partners, including Plan International, SIL International and Room to Read. EAPRO is active in the Asia-Pacific Regional Network on Early Childhood and is represented on the ECD and Peacebuilding subgroup, established to advance action and investment in early childhood education through a peacebuilding perspective.
In Africa, UNICEF is at the initial stages of partnership with the Pan African Knowledge Hub (INEE-GIZ), Pôle de Dakar and the Association for the Development of Education in Africa (ADEA). WCARO and ESARO worked with the Pan African Knowledge Hub (INEE-GIZ) to revive ADEA’s ICQN on Peace Education (see the sidebar ‘Fostering a community of practice in Africa’, page 20). WCARO worked with UNESCO and Pôle de Dakar to add a chapter on conflict sensitivity and peace education to education country status reports and diagnostic manuals in West and Central Africa, with the target of incorporating this into its 2014 methodological guide.

Regional office engagement with civil society actors is at an early stage of development. The German GIZ BACKUP Education Initiative (which co-supports the Pan African Knowledge Hub with INEE) has been contacted by WCARO and ESARO to identify potential synergies and avoid duplication of efforts. Other civil society groups are engaged as members of various knowledge partners (such as the Asia-Pacific Regional Network on Early Childhood and the multilingual education groups), but none so far has been singled out for possible partnerships.

Regional UNICEF offices have partnered, in select cases, with national United Nations and civil society partners outside the PBEA countries but strongly connected to peacebuilding and education.

At the Dadaab Refugee Camp in Kenya (hosting Somali and Sudanese refugees), ESARO has partnered with the Kenya Country Office, UNHCR, and several knowledge partners and churches to re-operationalize an education strategy with peacebuilding dimensions.

In South Asia, ROSA is part of a Nepali coalition working on Schools as Zones of Peace, which holds potential to be scaled up in Afghanistan and Pakistan. In India, ROSA has partnered with two national groups to hold the first national consultation on the Right to Education for Children Affected by Civil Strife in India.

“Information of the seriousness of land related conflicts and inequity in the distribution of resources means that a much wider partnership has to be developed to tackle these non-educational barriers. Therefore partnerships are being explored to seek ways to advocate for these issues that go beyond the scope of the programme.”

Democratic Republic of the Congo Country Office Report
10.3 Emerging national partnerships

At the national level, the most prominent PBEA partnerships are with governments and United Nations entities. UNICEF country offices are engaging with UNDP, UNESCO, UNHCR, the Office for the Coordination of Humanitarian Affairs, the Joint United Nations Programme on HIV/AIDS, the United Nations Population Fund and the Peacebuilding Fund, as well as United Nations country missions.

In the Democratic Republic of the Congo, a tripartite relationship has begun between the Ministry of Education, UNICEF and UNESCO on capacity development and decentralization of the Education Management Information System. In South Sudan, UNICEF is strengthening its engagement with UNDP, particularly concerning adolescents.

At the government level, UNICEF is an active participant in education sector groups in all PBEA programme countries, including Chad, Pakistan and Uganda. UNICEF country offices are also active in forging partnerships within the peacebuilding community.

In Côte D’Ivoire, UNICEF joined a working group for the national dialogue, truth and reconciliation commission (Commission Dialogue, Vérité et Réconciliation, or CDVR). In Ethiopia, UNICEF is managing the Developing Regions Joint Programme, which engages a variety of United Nations partners. UNICEF Palestine is using its strategic partnership with the Palestinian Authority and the Ministry of Social Affairs to advance discussions on education and peacebuilding. In Liberia, UNICEF is part of the Steering Committee of the Peacebuilding Programme involving several internal and economic ministries.

Knowledge partners at the country level are predominantly positioned around country conflict analyses and research for Outcome 5. At least three countries partnered with Search for Common Ground to conduct their conflict analysis. Sierra Leone, South Sudan and Uganda mention partnering with local universities to conduct research and make use of peacebuilding specialists. And the Pakistan Country Office has engaged with Aga Khan University (as described in section 5.2).

Each country office has identified a wide range of civil society actors across the education and peacebuilding sectors. Several initiatives covered in Outcomes 1–5 were the results of these partnerships, including the Liberian Association of Writers and the Sara Communication Initiative; the One Minutes foundation’s work with children in Pakistan; and UNICEF Côte d’Ivoire’s work with the International Center for Transitional Justice around children and youth engagement in the CDVR. The country offices in both Pakistan and South Sudan report mapping of civil society partnerships. In Liberia, Sierra Leone and Uganda, the strategy is to build on existing relationships.

Country offices are also engaging with donors in efforts to leverage the PBEA programme and address funding gaps in work plans designed to address conflict drivers. The list of donors at the national level is small at this stage. The Global Partnership for Education is an important
resource in this regard, particularly in Chad, Côte d'Ivoire and Ethiopia. Other donors identified for possible collaboration include the Qatar Fund's Educate a Child initiative and the United States Agency for International Development.

10.4 Overall lessons learned on partnership

Building effective partnerships is a long-term, time-consuming process, especially when potential partners hold a specific and needed area of expertise but are not fully familiar with the peacebuilding approach, or are engaged in similar work but from the perspective of disaster risk reduction.

The first year of the programme revealed the need for non-traditional partnerships for UNICEF with organizations such as the International Centre for Transformative Justice, InterPeace, Search for Common Ground and more. These partnerships would not have happened without the PBEA programme.

Most knowledge partners in the PBEA programme so far have been engaged at the regional or global level, and engagement with local knowledge partners at the country level is still nascent. Country offices have, however, identified several crucial points of action, including the need to use local research institutes in universities and local community-based partners to tap into local knowledge and expertise, strengthen capacity building for local institutions, and contribute to ownership and sustainability of peacebuilding and conflict-sensitive approaches in the education sector.
11.0 FIRST-YEAR CHALLENGES AND LESSONS LEARNED

The goal of the PBEA programme is to strengthen resilience, social cohesion and human security in conflict-affected and post-conflict countries. The programme is unique in its efforts to bridge the education and peacebuilding sectors, as well as linking multiple communities and interventions in efforts to build durable peace. The first year of the programme encountered a number of challenges in addition to lessons learned of interest to practitioners and academics in both the education and peacebuilding sectors.

The early stages of the PBEA programme roll-out, both in terms of scale and scope, varied greatly from one country to another.

Countries such as Burundi, Chad, Somalia and South Sudan – which experience recurring conflicts and must respond to continuous and often unpredictable emergencies – faced initial challenges in designing the programme. Countries such as Sierra Leone and Uganda, which have been part of a more progressive engagement with education and peacebuilding over time, could move faster in the design. On the positive side, countries that experienced delays were able to learn from the experiences of countries that were able to move faster, and this knowledge exchange highlighted crucial points, such as the importance of linking participatory consultation with analysis of the broader context during the PBEA conflict analysis process.

While the carefully managed consultative process with national governments delayed commencing programme implementation in some countries, it was crucial to ensuring governments were on board and supportive of the PBEA programme.

Lack of human resources (both in number and skills) also hampered the programme during the initial stages. The PBEA approach is new, and linkages between education and peacebuilding have just begun to be explored. The initial training helped build staff capacities, but translating training into programme design and implementation remained a challenge that often overwhelmed country office education sections. Recruiting qualified staff who are willing to work in difficult contexts, and finding people with relevant experience, has proved to be challenging.

Contributing to peacebuilding, social cohesion and conflict sensitivity cannot be made through one sector alone.

Strong cross-sectoral links and programmatic synergies with other sectors within UNICEF and across the broader United Nations system are needed. Achieving this, however, has been complicated by the additional efforts required to explore inter-sectoral linkages and design multi-sector peacebuilding relevant interventions using education as an entry point. The Eastern and Southern Africa Regional Office has responded to this needs-based challenge, for example, by placing its PBEA programme position under the planning section to enable cross-sectoral work and ensure that peacebuilding and conflict sensitivity are integrated across UNICEF divisions.
While UNICEF country offices have significant experience in the education sector, few have applied a more systematic approach to peacebuilding, social cohesion, conflict sensitivity and/or designing programmes based on conflict analysis. This requires going beyond business as usual in the design and implementation of programmes. Strengthening the integration of education into national and regional peacebuilding discourses and frameworks will take time, and this new area of engagement will require continued capacity building for UNICEF and partner staff.

Peacebuilding deals with the dynamics of power and the empowerment of excluded groups.

It also touches many underlying sensitivities and tensions. Conflict analyses themselves can be critical of government and other key stakeholders. The issue of conflict and peacebuilding is therefore quite sensitive and must be addressed with caution. In some cases, country and regional offices had to move slowly while introducing the programme (Ethiopia is one example). To address these concerns, the offices have been working to develop alternative language and terminology for describing the programme, such as an emphasis on resilience.

Although there is increased awareness that education systems are not neutral and are frequently designed by elite groups in society, ways to translate this awareness into education sector reform need to be explored – especially in the areas of governance, incentive structures, curriculum, identity and teacher management.

Conflict sensitivity and disaster risk reduction cannot be viewed in isolation and are critical for the broader focus on resilience.

Consultations with ministries of education and UNICEF staff have emphasized the need for sector planning processes that integrate conflict-sensitive and disaster risk reduction education in regions with frequent complex emergencies that combine both natural hazards and conflict or political unrest. As mentioned in the WCARO PBEA programme report, ministries of education have only one planning process, and integrated education sector planning is the only way to concretely and effectively build a culture of resilience in the education sector.

Strengthening the role of education in peacebuilding, and peacebuilding in education, is a journey. The lessons of the PBEA programme’s first year indicate it is a journey well worth travelling. These sentiments are well expressed by the Secretary-General’s Representative in Sierra Leone, Michael von der Schulenburg, in his final report to the Security Council on 26 March 2012:

My final advice to Sierra Leone would therefore be: invest in your education, invest in universal primary and secondary education, invest in your technical colleges and invest in your universities. Education would help turn Sierra Leone’s natural and mineral wealth into sustainable development, it would help lift people out of poverty, it would help create
new opportunities, it would help reduce unfair income distribution and it could help maintaining a democratic and peaceful society.\textsuperscript{29}

\textsuperscript{29} Michael von der Schulenburg, Executive Representative of the Secretary-General’s Statement to the Security Council, New York, 12 September 2011.
12.0 PRIORITIES FOR 2013

The following priorities for implementation of the Peacebuilding, Education and Advocacy in Conflict-Affected Contexts programme in 2013 have been identified by UNICEF country, regional and headquarters sections. These priorities are presented against the PBEA global outcomes to illustrate the type and concentration of activities each section is undertaking.

Headquarters, regional and country priorities for 2013

**Headquarters**

*Division of Communication:*

Outcome 2 • Launch peacebuilding and education website • Provide communications training and capacity-building support to country offices

Outcome 5 • Finalize branding materials and adapt them at the local level • Disseminate key messages for the PBEA programme • Produce policy briefs, case studies, thematic studies and reports • Outreach proactively with new constituencies through traditional and new media

*Child Protection*

Outcome 2 • Develop a toolkit on social norms and prevention of sexual violence in humanitarian settings • Develop a conceptual framework, and policy and operational guidance, on relationships between justice, conflict and education

Outcome 5 • Conduct action research on the role of community-based groups in social cohesion

*Early Childhood Development*

Outcome 2 • Develop global guidelines on behaviour traits and characteristics that support peacebuilding • Produce a toolkit on parenting • Produce a series of media programmes with Sesame Workshop on positive behavioural change for parents and children

Outcome 4 • Advocate for global guidelines with ministries of education • Integrate global guidelines into child-friendly schools module • Hold regional consultation on the training package for ECD in emergencies

Outcome 5 • Provide technical support for country office research on social norms and parenting • Support global and regional networks to conduct evidence-based advocacy for early childhood development as a foundational stage for peacebuilding

*Adolescent Development and Participation*

Outcome 2 • Develop resource materials on engaging adolescents in conflict analyses and programming • Develop and test an adolescence kit in South Sudan and Uganda, informed by the ‘Peacebuilding, Knowledge, Attitudes and Skills’ study • Provide ongoing technical support through the Adolescents in Emergencies and Peacebuilding specialist

**Regional office**

*Eastern and Southern Africa*

Outcome 1 • Provide technical assistance and support for M&E and recruitment

Outcome 2 • Mobilize resources to integrate conflict/disaster risk reduction into sector planning • Support ADEA’s Inter-Country Quality Node on Peace Education
Outcome 3 • Scale up peace activities and mobilize additional funds for education strategy in the Dadaab refugee camp, Kenya
Outcome 4 • Indirect contribution
Outcome 5 • Undertake phase two of the study on education in arid and semi-arid lands in Kenya and Somalia, with a possible extension to Ethiopia

**West and Central Africa**
Outcome 1 • Finalize conflict analysis in Chad and Côte d’Ivoire • Provide technical assistance and support for M&E and recruitment
Outcome 2 • Integrate conflict sensitivity and disaster risk reduction in sector planning through partnerships with UNESCO’s Pôle de Dakar and IIEP, among others • Hold a regional workshop to share best practices
Outcome 3 • Develop community dialogue tools and guidance on conflict resolution, peacebuilding and social cohesion, with C4D
Outcome 4 • Indirect contribution
Outcome 5 • Conduct a study on the role of education in peacebuilding in displacement and refugee settings • Complete regional synthesis report of conflict analyses in education

**East Asia and Pacific**
Outcome 1 • Conduct participatory conflict analysis with adolescents in the Autonomous Region in Muslim Mindanao
Outcome 2 • Hold a regional workshop on risk-informed programming and social cohesion, and a peacebuilding and regional stakeholder workshop • Support the ECD and peacebuilding group
Outcome 5 • Conduct research integrating social cohesion and resilience in education sector plans/processes; language, education and social cohesion; violence against children; and ECD and global peace indicators

**South Asia**
Outcome 2 • Support education cluster work in Afghanistan, Nepal and Pakistan • Expand Schools as Zones of Peace in India • Present at conference on alternative pathways for learning and second chance education
Outcome 5 • Research violence in schools, equity implications of public-private partnerships, social cohesion implications of decentralization and multilingual education • Generate knowledge on Scheduled Tribes

**Country office**

**Burundi**
Outcome 3 • Establish and strengthen 200 Child Protection Committees and 200 community-based Solidarity Groups • Conduct community dialogues in eight communes on integration of returnee children • Train 180 teachers and 12 social workers on psychosocial support, prevention of violence and peace education • Train 1,000 teachers on the child-friendly schools module and train 60 ECD educators • Provide life skills training, focusing on peace and civic education, for 2,000 out-of-school youth • Support 500 young people with income-generating activities • Establish 100 HIV and AIDS prevention, health, sanitation and language clubs for youth

30 The Democratic Republic of the Congo and Yemen did not provide 2013 work plans as part of their PBEA annual report; Myanmar joined the programme in 2013.
Outcome 4 • Increase access to education through construction of additional classrooms • Provide school kits and learning materials to 10,000 schoolchildren • Construct latrines and water systems and train water committees in eight schools/ECD centres • Establish 10 ECD centres serving 1,000 children • Distribute ECD kits to 7,000 children • Establish 10 learning spaces for out-of-school youth

Outcome 5 • Complete a desk review of literature on conflict and peacebuilding in Burundi • Conduct a study on children’s and adolescents’ experiences of violence • Produce ‘mini developmental evaluations’ • Conduct perception surveys and case studies on selected interventions

Chad

Outcome 1 • Complete conflict analysis • Integrate conflict reduction in RESEN and regional education sector plans to information 10-year education plan • Integrate education in national resilience frameworks

Outcome 2 • Sensitize and strengthen the capacity of government staff on education and peacebuilding

Outcome 3 • Analyse existing conflict management and resolution mechanisms, in collaboration with Child Protection and a research partner

Outcome 4 • Mainstream conflict sensitivity in school construction processes

Outcome 5 • Conduct action research on conflict management and resolution practices

Côte d’Ivoire

Outcome 1 • Integrate education into transitional justice processes and vice versa

Outcome 2 • Train and sensitize the Ministry of Education and partners on conflict sensitivity and peacebuilding, particularly in education sector planning

Outcome 3 • Train stakeholders on the child-friendly schools approach • Train teachers, school administrators and community stakeholders on depoliticizing school policy • Support participation of children and youth in CDVR processes

Outcome 4 • Increase number of schools providing conflict-sensitive education • Increase access to early childhood development for internally displaced people, refugees, returnees and the disadvantaged in focus areas, and provide non-formal education services to these populations

Outcome 5 • Conduct a study on effectiveness of peace clubs and mothers’ clubs on schools as zones of peace • Complete survey on role of education in social cohesion in volatile border regions

Ethiopia

Outcome 1 • Integrate peacebuilding in regional disaster risk reduction and the Developing Regional States (DRS) education sector plans • Strengthen capacities of education personnel in planning and management of the Developing Regional States regions

Outcome 2 • Train education planners/Education Management Information System officers in Developing Regional States regions on effective data management • Train Regional Education Board Planning Units to produce evidence-based reports

Outcome 3 • Integrate peacebuilding in teacher in-service training curricula • Integrate conflict sensitivity and peacebuilding in school club guidelines • Train school supervisors on tolerance, diversity, disaster risk reduction and classroom management practices

Outcome 4 • Provide parenting education • Expand access to education through Alternative Basic Education, multi-grade learning and mobile school strategies

Outcome 5 • Conduct conflict analyses in four Developing Regional States regions and disseminate findings and recommendations • Document and disseminate case studies and research • Identify costs of strategy for out-of-school children and advocate for implementation
**Liberia**

Outcome 1 • Support implementation of the ‘Strategic Roadmap’ • Review the national curriculum from a peacebuilding perspective
Outcome 2 • Recruit, train and support Junior National Volunteers • Develop a guide for child-friendly schools
Outcome 3 • Provide one-month training of trainers for Junior National Volunteers • Support Peace and Development Committees in community development initiatives
Outcome 4 • Train teachers and caregivers on early childhood development and parenting skills • Revise the Accelerated Learning Programme curriculum and provide programme training teachers • Pilot Alternative Basic education model for out-of-school youth
Outcome 5 • Finalize operational plan • Conduct baseline survey • Finalize M&E plan • Identify and address capacity needs in M&E

**Pakistan**

Outcome 1 • Integrate peacebuilding and conflict sensitivity in education sector plans and policies • Coordinate and sensitize donors on education and peacebuilding
Outcome 2 • Develop socially cohesive and inclusive learning materials • Train teacher educators in delivery of materials and classroom management that promotes diversity and tolerance
Outcome 3 • Continue the inclusive education project • Advance youth-led participation through development of a radio programme and One Minute Junior videos • Support out-of-school children to access education, recreation and livelihood opportunities
Outcome 4 • Develop and provide ‘Alternative Learning Pathways’ for children • Train master trainers to deliver Alternative Learning Pathways programmes • Advocate for budgeted Alternative Learning Pathways programmes with education departments
Outcome 5 • Complete case studies • Disseminate social cohesion and resilience analysis • Partner with academics to disseminate study findings

**Sierra Leone**

Outcome 1 • Support revision of Education Sector Plan and the Poverty Reduction Strategy Paper to reflect peacebuilding • Review child-friendly schools standards to integrate peacebuilding and conflict sensitivity • Support drafting of relevant basic education curricula and development of syllabi
Outcome 2 • Support district education offices and non-governmental organizations to operationalize national standards for child-friendly schools in 40 schools in Tonkilili and Pujehun Districts
Outcome 3 • Support children and adolescents to engage with their communities and school leaders on eliminating corporal punishment
Outcome 4 • Provide training for primary-school teachers on child-centred learning, reading and emerging issues
Outcome 5 • Research the processes and impact of child-friendly schools and peacebuilding within schools and communities

**Somalia**

Outcome 1 • Conduct a conflict analysis in Somaliland, Puntland and Central South Zone and amend the work plan
Outcome 2 • Provide training for ministries of education at the central, regional and district levels on conflict-sensitive education and school management • Provide training for ministry staff on conducting a school census to inform planning • Support the Education Management Information System infrastructure and data collection • Sensitize members of the Education Sector Committee on conflict sensitivity and peacebuilding
Outcome 3 • Provide training for community education committees on conflict resolution, tolerance and social cohesion • Support child-to-child clubs • Integrate peacebuilding in teacher training manuals • Support children’s access to education by providing monthly incentives to 1,273 teachers

Outcome 4 • Integrate conflict sensitivity and peacebuilding in the primary school curriculum, in collaboration with Africa Educational Trust • Construct and rehabilitate classrooms and distribute education materials to targeted schools • Establish school feeding programmes in targeted schools

Outcome 5 • Conduct an early childhood development and education feasibility study on child-rearing practices to inform UNICEF strategy

**South Sudan**

Outcome 1 • Review policy, legislation and plans/programmes in education from a peacebuilding perspective • Finalize, test and mainstream the life skills and peace education curriculum

Outcome 2 • Provide training for 120 master teachers, 50 peer educators and 50 teacher education tutors in life skills and peace education

Outcome 3 • Engage 50,000 youth in conflict prevention and resilience initiatives • Conduct 10 dialogues and forums • Develop children’s books with peace messages

Outcome 5 • Conduct a baseline study • Document two case studies • Complete two perception surveys

**State of Palestine**

Outcome 3 • Train adolescents on conflict resolution and positive social dialogue • Train teachers, school counsellors, parent teacher committees and child clubs non-violence and positive discipline

Outcome 5 • Conduct conflict analysis in East Jerusalem, Gaza and Area C

**Uganda**

Outcome 1 • Disseminate conflict analysis findings to stakeholder groups • Circulate disaster risk reduction guidelines and integrate in district development plans • Assess the primary teachers' education curriculum from a peacebuilding perspective

Outcome 2 • Provide training for staff of the Ministry of Education and Sports and district education offices on conflict analysis and peacebuilding • Implement the Violence against Children in and around Schools campaign through communities, schools and police departments • Disseminate Teacher Code of Conduct • Establish child helpline and integrated case management system in 20 districts

Outcome 3 • Conduct community dialogues in 28 districts • Train 200 Girls' Education Movement volunteers • Organize extracurricular sport and music programmes for youth • Train youth in livelihoods • Support youth to access information and communication technology tools and conflict-sensitive learning materials • Engage 150,000 in U-Report on peacebuilding • Provide 10 schools and 10 youth centres with digital School in a Box

Outcome 4 • Integrate Early Learning Development Standards in 150 ECD centres • Conduct community dialogues in 28 districts • Organize ‘Go Back to School’ campaigns targeted to reach 3,000 children • Construct gender-sensitive school latrines • Support ECD centres in 20 districts

Outcome 5 • Conduct two research studies in collaboration with national universities or research institutes • Present the studies at international conferences • Prepare two case studies on education and peacebuilding
13.0 EXPRESSION OF THANKS

UNICEF would like to thank the Government of the Netherlands for its leadership in the emerging field of education and peacebuilding, and for its continued support for children living in conflict-affected contexts.

The first year of the PBEA programme has brought new learning and experiences in addition to unforeseen challenges. We are grateful for the accompaniment of the Government of the Netherlands throughout this process, and for its thoughtful guidance and willingness to take this journey with us. We are confident this programme will impact strategies for peacebuilding and will make a significant contribution to sustaining peace.
Annex A. Status of conflict analyses by country

<table>
<thead>
<tr>
<th>Country</th>
<th>Geographic sub-focus</th>
<th>Status</th>
</tr>
</thead>
</table>
| Democratic Republic of the Congo | North Kivu, South Kivu, North Katanga, Equateur, Province Orientale, Maniema | • Search for Common Ground conducted the analysis  
• National-level policy dialogue held with various stakeholders to validate the analysis and raise critical policy issues |
| Liberia                      | Monrovia, Maryland County, Grand Gedeh, Nimba, Lofa, Grand Cape Mount | • Life-cycle approach to conflict analysis adopted  
• Multi-stakeholder validation of findings workshop held in Monrovia |
| Sierra Leone                 | Freetown, Kono District, Pujehun District | • Desk review of prior analyses and documentation completed  
• Multi-stakeholder consultations held in the three regions |
| Uganda                       | Regions of West Nile, Acholi, Karamoja, Southwest Uganda | • Desk review completed  
• Multi-stakeholder consultations held in four regions  
• National stakeholder validation workshop attended by youth, educators, government officials and donors at national and regional levels |
| Burundi                      | Not applicable                           | • Life-cycle approach to conflict analysis adopted  
• Initial study on adolescents and violence completed with other life cycle analyses planned throughout the programme  
• Desk review to be completed April 2013 |
| Chad                         | N’Djamena and seven additional regions   | • Search for Common Ground contracted to complete the analysis  
• Desk review of existing analyses and documentation completed  
• Inception report, with mapping of stakeholders and diversity and intensity of conflicts, completed  
• Interviews with stakeholders conducted in eight regions  
• Validation of findings planned for 2013 |
| Côte d’Ivoire                | Four regions, including border region with Liberia | • Réseau Ouest et Centre Africain de Recherche en Education (ROCARE) and international consultant conducted the analysis  
• Validation of findings planned for April 2013 |
| Ethiopia                     | Afar, Benishangul-Gumuz, Gambella, Somali | • Terms of reference developed  
• Consultation with Ministry of Education directors held to gain buy-in for analysis |
| Pakistan                     | Punjab, Sindh, Baluchistan, Gilgit-Baltistan, Khyber Pakhtunkhwa | • Center for Research and Security Studies contracted to conduct the analysis  
• Desk review of existing analyses and documentation completed  
• Consultations held with multiple stakeholders completed  
• Conflict analysis in draft form |
| Palestine                    | East Jerusalem, Gaza, Area C/Seam Zones | • Consultants contracted to conduct the analyses  
• Situation analyses on social cohesion planned for East Jerusalem, Gaza and Area C/Seam Zones in early 2013  
• Innovative 'do no harm' methodology employed |
| Somalia                      | Central South Zone, Somaliland, Puntland | • Consultative planning process held with United Nations agencies, the World Bank and international non-governmental organizations  
• Terms of reference developed  
• University of York identified to conduct the analysis |
| South Sudan                  | Warrap, Lakes, Jonglei                  | • Desk review of existing analyses and documentation completed  
• Warrap State agreed by ministries as entry point for the analysis  
• Consultations with youth and local communities planned in 2013 |
| Yemen                        | Not applicable                          | • Final draft expected in April 2013 |

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Annex B. Key performance indicators for the Peacebuilding, Education and Advocacy in Conflict-Affected Contexts programme

The following chart represents preliminary output level results towards the achievement of KPIs as defined in the Global Results Framework developed in November 2012. These preliminary results have been derived from Country and Regional Office reports.

<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Outcome</th>
<th>Key Performance Indicators</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td># of policies, strategies and approaches adopted in education sector for peacebuilding in conflict-affected contexts</td>
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<tr>
<td></td>
<td></td>
<td># of policies, strategies and approaches implemented in the education sector for peacebuilding in conflict-affected contexts</td>
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<tr>
<td></td>
<td></td>
<td># of peacebuilding and conflict transformation policies and plans developed/revised with education as an integral part</td>
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<tr>
<td></td>
<td>Outcome 1</td>
<td># of policies, strategies and approaches implemented with education as an integral part</td>
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<tr>
<td></td>
<td></td>
<td># of education policies and plans developed/revised with peacebuilding as an integral part</td>
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<tr>
<td></td>
<td></td>
<td># of education policies and plans implemented with peacebuilding as an integral part</td>
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<tr>
<td></td>
<td>Outcome 2</td>
<td># of institutions demonstrating increased capacity for supplying conflict sensitive and peace education</td>
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<tr>
<td></td>
<td></td>
<td># of individuals demonstrating increased capacity for supplying conflict sensitive and peace education</td>
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<td></td>
<td>Outcome 3</td>
<td>% of targeted children (B/G) teachers and adult comm. Members (M/F) reporting a positive change in own ability to prevent, reduce and cope with conflict and promote peace</td>
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<tr>
<td></td>
<td></td>
<td>% of teachers reporting changes in their own perception s about other ethnic, religious and minority groups</td>
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<td></td>
<td>Outcome 4</td>
<td># of schools and ECD centers providing education that meets CFS standards</td>
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<tr>
<td></td>
<td></td>
<td>Education services provided in communities is perceived by students, parents and teachers as non-discriminatory and supporting peace agendas</td>
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<td></td>
<td>Outcome 5</td>
<td># of relevant policies and programs adopted at country level that are informed by program supported evidence base</td>
</tr>
<tr>
<td></td>
<td></td>
<td># of research articles published and disseminated demonstrating how education contributes to peacebuilding</td>
</tr>
</tbody>
</table>
## Annex C. Sample Operational Matrix

|---------------------|-----------------------|------------|---------|-------------------------------------------------------|------------|----------|---------|----------|---------------------|-----------------------|------------------------|------------------------|
| **Global Outcome 1:** Peacebuilding and Education Integrated: Increased inclusion of education into peacebuilding and conflict reduction policies, analyses and implementation and vice versa. KPI 1.1: # of peacebuilding and conflict reduction policies, analyses and implementation with education integrated

Country Level
Outcome 1

| **Global Outcome 2:** Institution Building. Increased institutional (including UNICEF) capacities to supply conflict sensitive and peace education. KPI 2.1: # of countries with institutions having measurably increased their institutional capacity to supply conflict sensitive and peace education (note: wider definition – education for peacebuilding)

Country Level
Outcome 2

| **Global Outcome 3:** Individual Capacity Development. Increased capacity of children, parents, teachers and community members to prevent, reduce and cope with conflict and promote peace. Global KPI 3.1: % of targeted children (B/G) and adult community members (M/F) reporting a positive change in their own ability to prevent, reduce and cope with conflict and promote peace

Country Level
Outcome 3

| **Global Outcome 4:** Global Outcome 4: Access to Conflict Sensitive Education. Increased access to quality, relevant education that contributes to peace building, including education delivered as a peace dividend. Global KPI 4.1: # of formerly OOSC with access to quality and relevant education

Country Level
Outcome 4

| **Global Outcome 5:** Adequate generation and use of evidence and knowledge in policies and programming on linkages between education, conflict and peacebuilding. Global KPI 5.1: # of relevant policies and programs adopted at country level that are informed by program supported evidence base. Global KPI 5.2: # of research articles published and disseminated demonstrating how education contributes to peacebuilding

Country Level
Outcome 5

