



# UNICEF

## Peacebuilding, Education and Advocacy Programme (PBEA)

UNESCO Forum on Global  
Citizenship Education (GCED)

Paris, 29 January 2015

*Presenters:*

- *Friedrich Affolter, PBEA  
Programme Manager, UNICEF,*
- *Prof Alan Smith, UNESCO Chair,  
Ulster University*

# Education and Peacebuilding

---

PBEA is based on the premise that education has a role to play in peacebuilding through:

- i) social service provision ('peace dividend')
- ii) education sector reform ('conflict sensitive')
- iii) an 'entry point' for transformation and change

*(Smith 2005, 2011; McCandless, 2011)*

# Education 'entry points'

---

1. Education inequalities (access, resources, outcomes)
2. Macro education reforms (e.g. impact of decentralization, privatization on peacebuilding)
3. Integration and social cohesion (e.g. separate schooling, language of instruction, civic and citizenship, influence of religion, fundamental freedoms)
4. Teacher policies and practices (education, recruitment, deployment)
5. Youth policies and programmes (political literacy, livelihoods, social engagement)
6. Education policies, practice related to refugees, IDPs
7. Truth and reconciliation processes

# Citizenship education an important 'entry point'

---

- Relationship between individuals and the state, and who are its citizens
- What form citizenship takes e.g. patriotic nationalism, critical pluralism...
- Rights and responsibilities of all citizens, equality
- Political literacy, political processes in practice
- How citizenship relates to other aspects of identity (gender, ethnicity, religion...)
- Implications of fundamental freedoms (conscience, speech, association...) for the way societies operate
- Expectations in terms of individuals, civil society, government accountability

# Drivers of Conflict

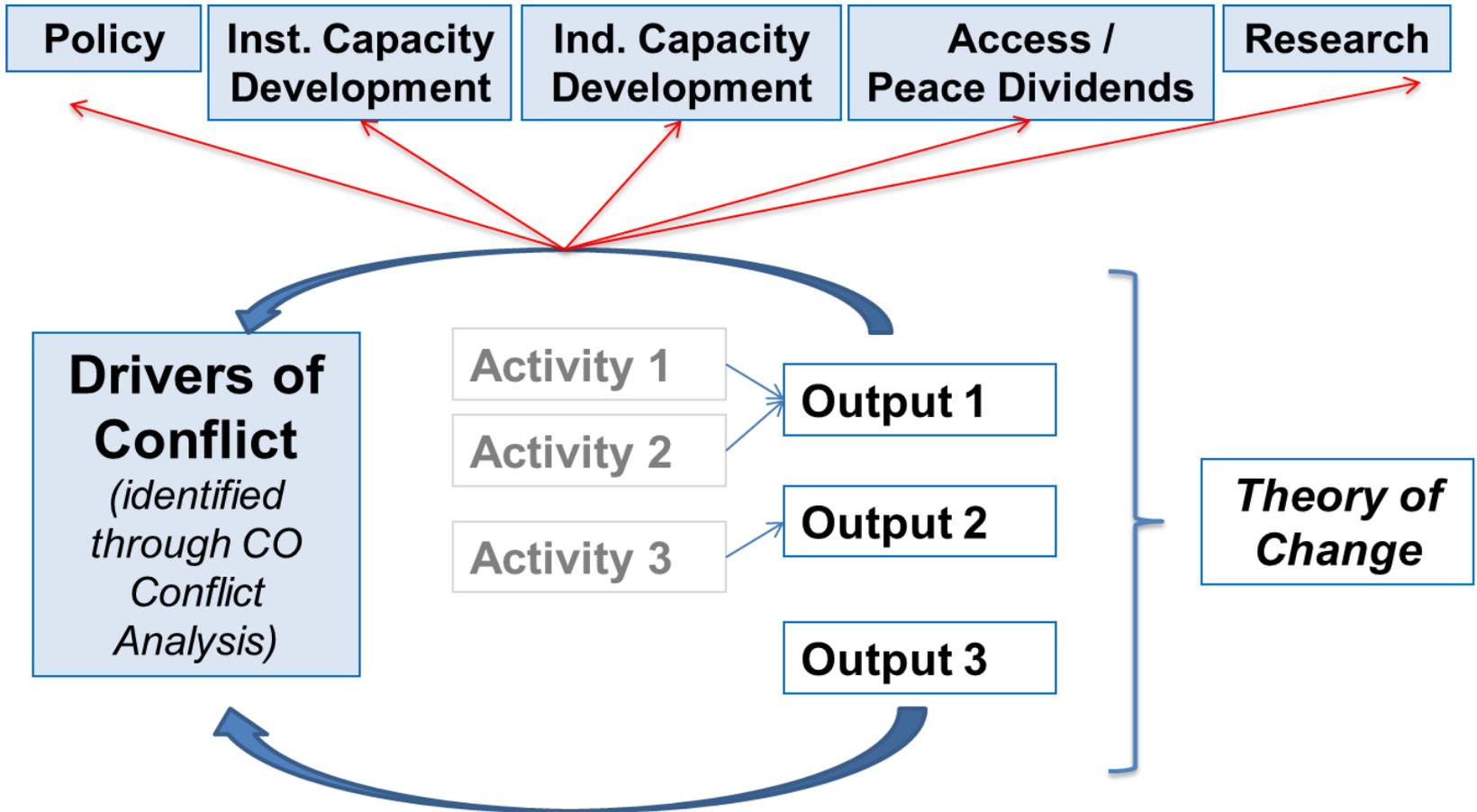
---

PBEA COs have produced and are implementing 14 workplans which were designed to directly respond to drivers of conflict highlighted in the national conflict analyses commissioned by UNICEF

## **Preliminary Conflict Driver Findings**

- Weak governance
- Political corruption and exclusion
- Poverty and unequal economic development
- Environment and natural resources
- Ethnic and religious divisions
- Youth demography
- Lack of livelihoods,
- Migration
- Displacement
- Intergroup intolerance
- Violence

# PBEA – mitigating conflict drivers through education



# Examples from UNICEF PBEA programming

---

- South Sudan: 'life skills and peacebuilding education' mainstreamed into formal curriculum (pre-primary, primary, secondary) and out-of-school 'life skill and peace clubs – focusing on relationship with self, individuals and groups, conflict management, health, gender, diversity, disability, environmental education, career / financial literacy; citizenship, leadership;
- Somalia: youth researchers inquiring in elders' and community members' ideas about content for future Somali civic education curriculum – ... will likely have 'strengthening resilience / sustainability' features
- Liberia: Youth Volunteers for Community Education - Ebola
- Somalia and South Sudan: Gender-Based Violence; Uganda: Discussing Masculinities and Feminities in School

# Learning for Peace Website

---

## Child-Friendly Schooling for Peacebuilding



<http://learningforpeace.unicef.org/resources/child-friendly-schooling-for-peacebuilding/>

### School environment and ethos

- Physical environment
- Non-violent school culture
- Inclusive school culture

### Curriculum, teaching and learning

- Plural and parallel citizenship education
- Negotiated curriculum
- Cooperative learning 40
- Socio-emotional learning
- Critical media literacy learning
- Future-oriented learning

### School as community – school in community

- Student participation at school
- Student participation in and with the community
- School as community hub
- School as a learning organization and school improvement planning

# Citizenship and peacebuilding: critical challenges

---

- Citizenship highly contextualized in conflict affected societies. For example, in Chad a citizen needs to be mostly an environmental steward; in Myanmar somebody who can give culturally-representative education...
- The conceptual leap to 'global' citizenship is difficult - children and young people just beginning to grapple with what the concept of 'national' citizenship is; and what it means in terms of their identity, status, their rights...). Beyond a normative approach...
- Citizenship education is an important 'indicator' of the state of relations between citizens and government (measured in terms of respect for rights and fundamental freedoms), and between groups within society (measured in terms of trust and prevalence of intolerance, discrimination and violence between groups).

For more information:

Friedrich Affolter

Programme Manager (PBEA)

Tel: 1-212-326-7433

Email: [faffolter@unicef.org](mailto:faffolter@unicef.org)

United Nations Children's Fund

3 United Nations Plaza

New York, NY 10017, USA

Tel: 212-326-7000

[www.unicef.org](http://www.unicef.org)

© United Nations Children's Fund

October 2013

Cover photo © UNICEF/NYHQ2007-1387 Giacomo Pirozzi

