UNICEF

Peacebuilding, Education and Advocacy Programme (PBEA)

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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

Drivers of Conflict
*(identified through CO Conflict Analysis)*

- Activity 1
- Activity 2
- Activity 3

Output 1
- Output 2
- Output 3

Theory of Change
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

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

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