



Peacebuilding, Education and Advocacy Program

Lessons Learned: Strengthening Social Cohesion, Resilience and Human Security in Conflict-Affected Contexts



Why are we here?

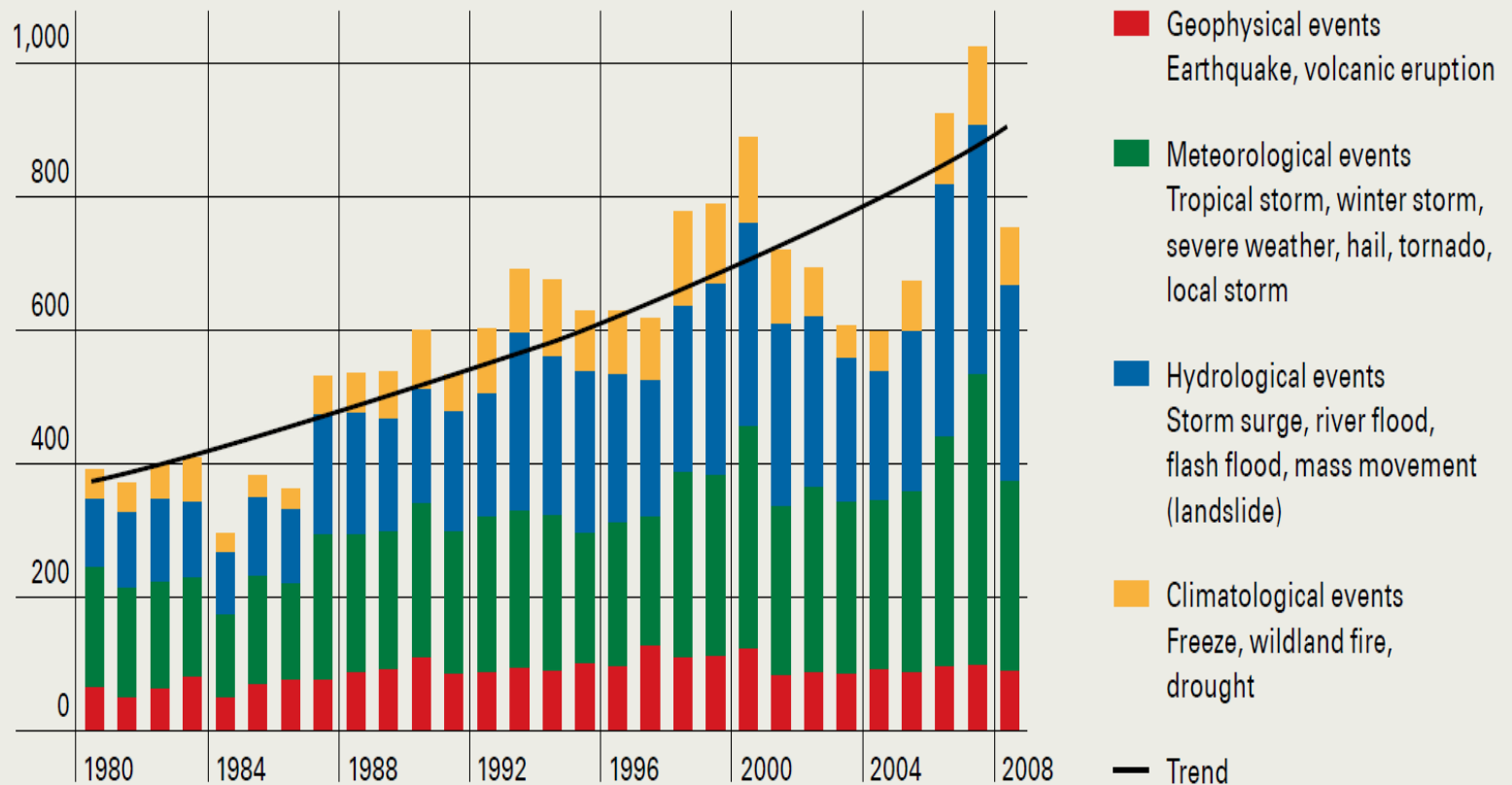
- **Shocks** (natural hazards, epidemics, conflicts, economic downturns, food price hikes) and stresses are increasing in frequency and intensity
- **Cumulative stresses:** unplanned urbanization, rapid population growth, chronic violence, climate change and environmental degradation exacerbate vulnerability, reduce resilience and increase the impact of shocks

Globally:

- In 2014 >80 million people will need humanitarian aid
- In 2012 >45 million people were displaced by conflict and 32 million by disasters (highest # in 15 years)
- 80% of countries unlikely to achieve the MDGs have suffered a conflict, recurring disasters or *both*

Frequency of Disasters 1980-2008

Number of natural catastrophes 1980–2008



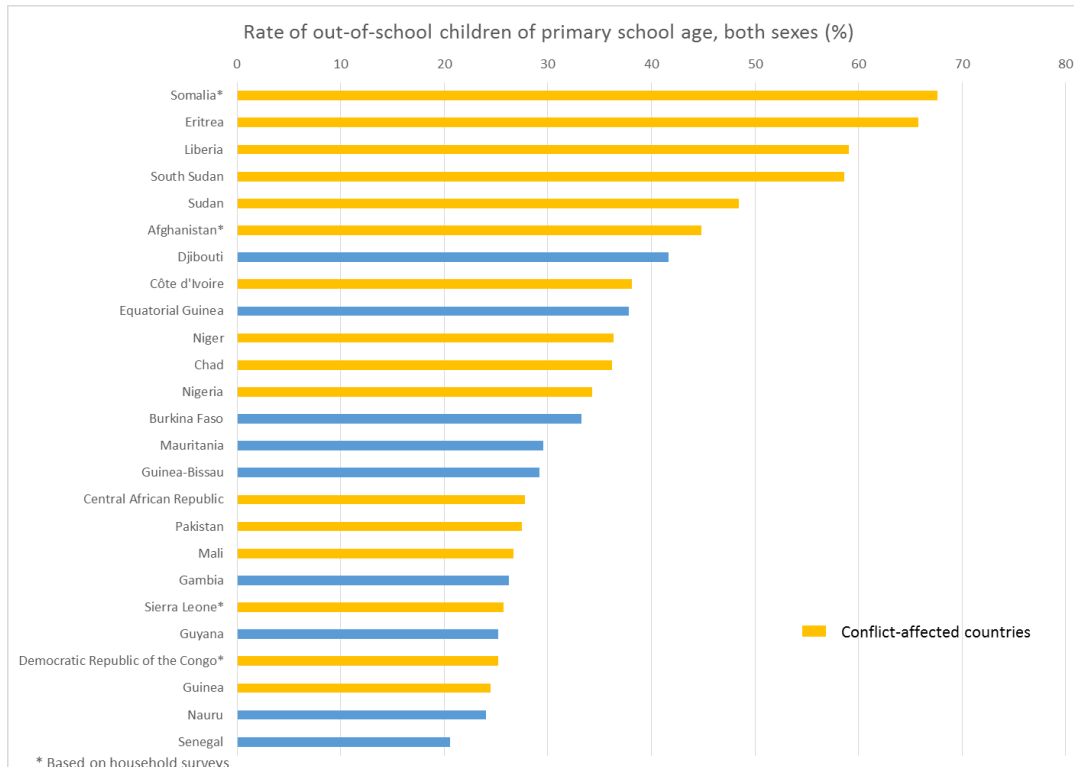
Insecurity: Primary Development Challenge

Children born in low-income, conflict-affected countries are twice as likely to die before the age of five years, twice as likely to lack access to clean water, and more than three times as likely to not attend school than children living in peaceful, low-income countries

(World Bank 2011 Development Report)



Conflict and Education



- More than half of out of school children live in conflict-affected areas; more than half are girls
- Children in conflict-affected countries are 3 times more likely to miss primary school
- Humanitarian aid for education has significantly decreased

Half of the countries emerging from violent conflict will relapse into conflict within the next 5 years

UNICEF's Strategic Plan 2014 - 2017

UNICEF's working definition of resilience:

“The ability of children, households, communities, and systems to anticipate, manage, and overcome shocks and cumulative stresses in ways which advance the rights of every child, with special attention to the most vulnerable and disadvantaged children”

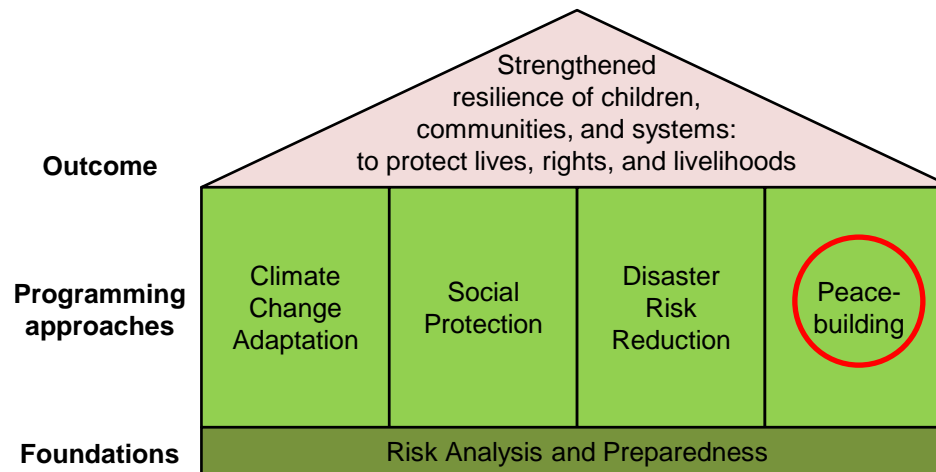
UNICEF must support communities and families:

“to increase their resilience so that achievements for girls and boys can be sustained even when families are confronted with volatility and shocks, whether caused by economic shift, climate change, natural disaster, disease or violent conflict.”

UNICEF's Strategic Plan and Peacebuilding

70% of UNICEF's program resources are invested in conflict-affected countries. 20 of the 25 largest UNICEF country programs are in countries considered fragile by the World Bank and OECD.

Peacebuilding is one of the four programming approaches of UNICEF's resilience agenda.

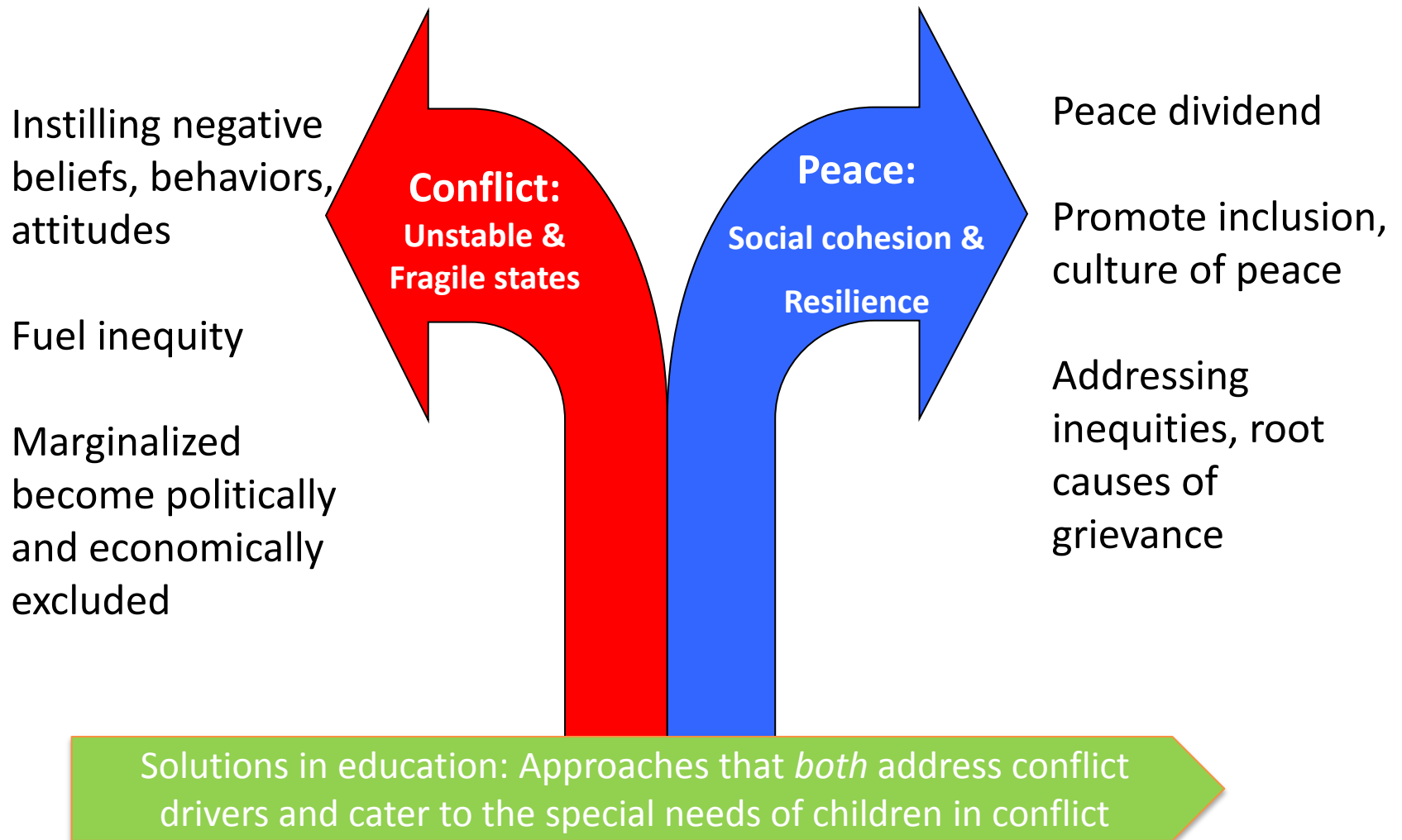


Working Theory of Change (ToC)

IF we invest in social services such as education that address root causes of conflict and contribute to peacebuilding...

THEN we will contribute to preventing the loss of present and future generations of children to conflict and contribute to social cohesion and resilience.

Two Faces of Education



MILITARY USE OF SCHOOLS AND UNIVERSITIES

Countries with armed conflict where national armed forces or non-state armed groups used schools or universities between 2005 and 2014.

Examples of good practice protecting schools and universities from military use, in legislation, military doctrine, court rulings, or policy.

UNITED NATIONS
"Schools shall not be used by the military in their operations." *UN Peacekeeping Infantry Battalion Manual, 2012.*
Call to end armed forces using schools in Colombia, Sri Lanka, Syria, and Thailand. *UN Committee on the Rights of the Child, 2010 and 2012.*

NICARAGUA
University campuses are inviolable. Public forces can only enter them with written authorization from the university authorities. *Law on Institutions of Higher Education, 1990.*

COLOMBIA
It is a violation for a commander to allow his troops to occupy a school, which causes an imminent risk to a child's protection. *Order of General Commander of Military Forces, 2010.*
Prevent security forces from entering schools for trainings, to mount weapons, or to deploy armed personnel. *Constitutional Court, 1999.*

ARGENTINA
Public forces cannot enter national universities without prior written order from a court or a request from the university. *Higher Education Act, 1995.*

COTE D'IVOIRE
UN and NGOs shared information on military use of schools with UN peacekeepers who then advocated with state and non-state actors to leave occupied schools.

IRELAND
Military manoeuvres and encampments cannot interfere with school or school ground. *Defence Act, 1954.*

UNITED KINGDOM
"The better view" is that the law prohibits the use of education institutions for purposes likely to expose it to damage, unless there is no feasible alternative. *Manual of the Law of Armed Conflict, 2004.*

SOUTH SUDAN
In 2011, troops used at least **21 schools**, affecting approximately 10,900 children. The cost to repair damage caused by such use was around **US\$67,000** per school.

YEMEN
In 2010, Houthi rebels occupied dozens of schools in Northern Yemen, preventing at least **30,000 children** from attending.
In 2011, armed forces and non-state armed groups occupied at least **54 schools** in Sanaa.

AFGHANISTAN
In 2011, there were at least **31 incidents** of opposition groups and pro-government forces using schools. This rivals the number of schools burned down during the same period, which was 35.

THAILAND
In 2010, government forces used at least **79 schools** for camps and barracks in southern Thailand, endangering and imperiling the education of an estimated **20,500 students**.

INDIA
During 2010, security forces used more than **129 schools**, disrupting studies for an estimated **20,800 students**.

NEPAL
"No armed activities in the school premises and in its periphery." *Ministry of Education guidelines call for no use of schools for any armed activities, 2011.*

DEMOCRATIC REPUBLIC OF CONGO
In 2013, **64 schools** occupied by armed groups in Katanga province alone. Schools were also used in North and South Kivu.

SOUTH SUDAN
Occupation of schools "deplorable" and in "violation of our law". *Order of Army Deputy Chief of Staff, 2012.*

INDIA
Ensure that schools "are not allowed to be occupied by the armed or security forces in future for whatsoever purpose" *Supreme Court, 2010.*

MYANMAR
Two non-state armed groups publicly committed to avoid using schools for military purposes, 2012.

THE PHILIPPINES
Schools "shall not be utilized for military purposes such as command posts, barracks, detachments, and supply depots." *Special Protection of Children Act, 1992.*



Global Coalition to **Protect Education from Attack**

Fighters from the Syrian opposition rest at a disused primary school in the center of Syria's embattled northern city of Aleppo, July 25, 2012. © BULENT KILIC/AFP/GettyImages



Global Coalition to **Protect**
Education from Attack

Boys at Tankuppa High School in Bihar, India, where paramilitary police have been stationed since Maoist guerillas bombed and destroyed the local police station in 2006. Brick sentry boxes added to the school roof are visible on the school roof. © 2010 Moises Saman/Magnum Photos



Global Coalition to **Protect**
Education from Attack

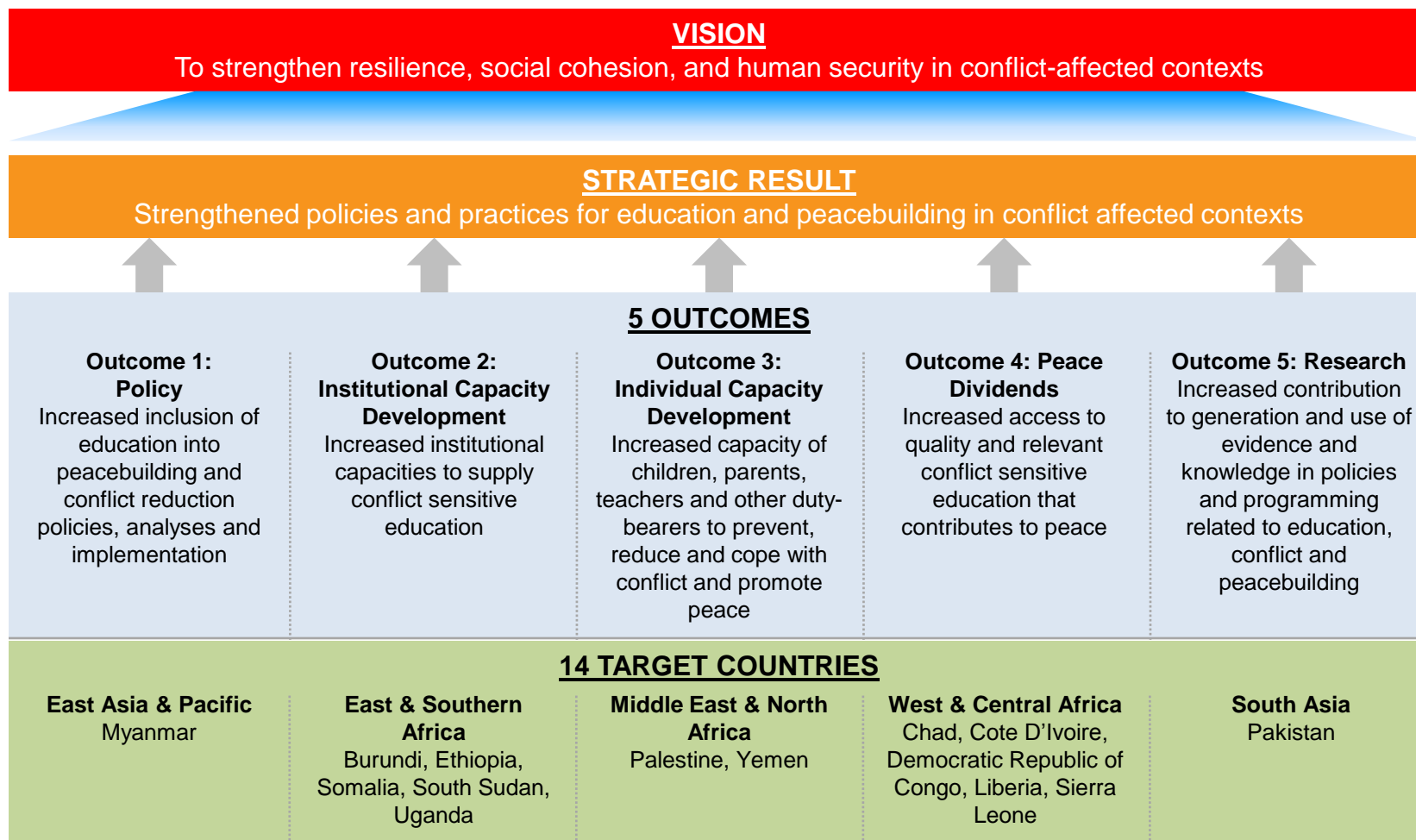


A student at Ban Samala Elementary School, Pattani, Thailand. An army unit had set up base in a part of the main school building and on the school grounds. © 2010 David Hogsholt/Reportage by Getty Images



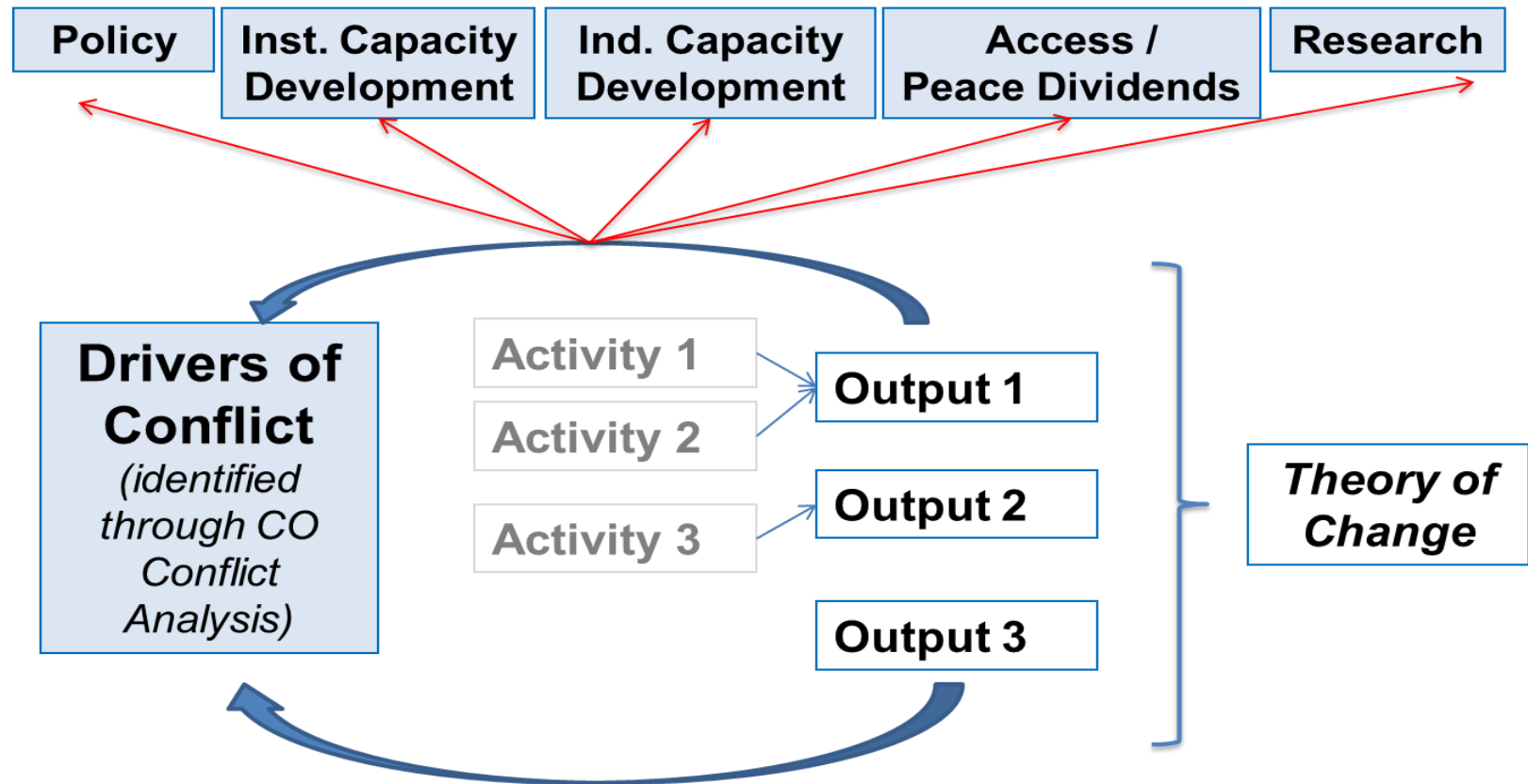
Global Coalition to **Protect**
Education from Attack

Learning for Peace/Peacebuilding Education and Advocacy Program



Different Entry Points for Engagement

... contribute to the mitigation of drivers of conflict through...



PBEA Programming Based on Conflict Analyses

1

Conduct conflict analysis (completed)

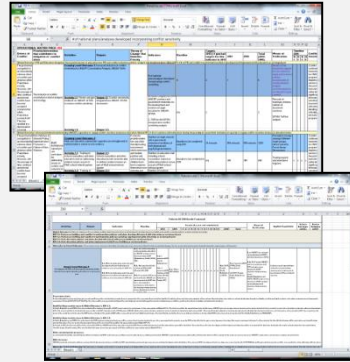


Conflict analyses (CAs) from Cote d'Ivoire and Liberia

UNICEF country offices (COs) conducted **conflict analyses (CAs)**.

2

Program and design activities (completed)



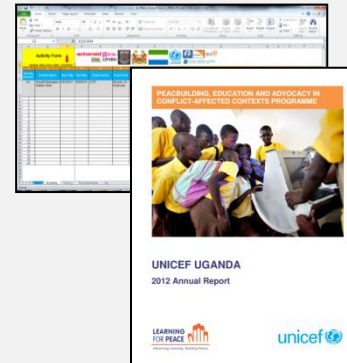
Operational Matrices (OMs) from Palestine and Pakistan

UNICEF COs designed programs to address the conflict drivers.

All details were captured in the **PBEA Program Operational Matrices (OMs)**.

3

Implement, document, and report (ongoing)



Monitoring form from Sierra Leone and 2012 Annual report from Uganda

UNICEF entered into new strategic partnerships to implement activities.

Data is captured through **monitoring, annual reports, and case studies**.

4

Mainstream PBEA learning into UNICEF programming (ongoing)



UNICEF will integrate learning from the PBEA program to ensure UNICEF programming across the board is **conflict sensitive** and **contributes to peacebuilding**.

UNICEF Approach to Conflict Analysis: Strengths and Challenges

- **An institutional approach**
- **Sensitive to different contexts**
- **Multi-level analysis**
- **A sustained commitment**
- **Working with partners**
- **Conflict Analysis - foundation for an evidence base**
- **Implementing recommendations**

The Way Forward

- **Consolidate results in program countries and regions based on current thinking**
- **Support other regions and countries based on lessons learned and technical capacity developed in recent years**
- **Strengthen UNICEF's approach to resilience across sectors, including in education**
- **Roll-out capacity building program based on PBEA learning**
- **Continue collaboration with INEE on conflict sensitive education training for partners**
- **Continue to support efforts to protect education from attack**