

PEACBUILDING, EDUCATION AND ADVOCACY PROGRAMME



PEACEBUILDING KNOWLEDGE, ATTITUDES AND SKILLS: DESK REVIEW AND RECOMMENDATIONS

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Note: This report remains a living document and recommendations may be revised based on input from Country Offices at any point throughout the PBEA programme cycle. For questions or comments please contact the Adolescent Development and Participation Section, HQ (mpkramer@unicef.org).

SUMMARY

Children and adolescents can build peace. They can draw from their life experiences, natural resiliency, capacities, talents and personal, familial and cultural assets to embrace peace and introduce peaceful behaviours to their community. We can empower and equip children to assume a peacebuilding role in their schools, communities, and countries by teaching key peacebuilding competencies and then providing children with opportunities to apply them. These competencies are not new—they are detailed in the Convention on the Rights of the Child (CRC), the Dakar Framework for Action of the Education for All (EFA) Initiative, the Organisation for Economic Co-operation and Development's (OECD) key competencies for life, and UNICEF's own life-skills based education (LSBE) and child-friendly school (CFS). What is new is the deepening knowledge base on service-delivery for children affected by conflict, improved multi-agency collaboration on peacebuilding for conflict-affected areas, as well as advances in our understanding of what works for child participation and empowerment. By blending time-tested (though not always evidence-based) approaches to peace and conflict resolution education with best practices of civic engagement, child participation, and child protection, UNICEF can build and promote a comprehensive child-focused peacebuilding strategy that complements and strengthens peacebuilding at the national level.

How to inspire, equip, prepare, and support child peacebuilders? This report proposes a set of key competencies for child peacebuilders. Competencies refer to the blend of knowledge, attitudes, and skills (KAS) associated with behavior change and promotion. Peace and conflict resolution education has a long history of promoting peace-related KAS in school and community settings around the world. Despite the multiplicity of peace education approaches implemented in diverse operational contexts, the list of knowledge, attitudes, and skills it promotes is fairly standard. These KAS provide an ideal launching platform for future initiatives. The challenge lies in quality delivery. Most educational systems are ill-prepared to teach children knowledge, attitudes, and skills through active, experiential learning methodologies. The concepts are abstract. Teachers struggle to model peaceful behaviours and interpersonal skills that they themselves have not mastered. Quality challenges are only heightened in conflict-affected situations where education systems are occupied with school attacks, reconstruction, improving access, and curricula reform, among others. This is in addition to the erosive impact that violence has on communities, schools, and all interpersonal relationships.

Challenges exist beyond quality of education service delivery. Inter-sectoral approaches are vital to success. Mastering competencies is not enough if negative social practices, discrimination and marginalization, exploitation, and lack of economic and educational pathways prevent children and adolescents from exercising those competencies in safe and meaningful ways. Unfortunately, this tends to be the norm in conflict-affected countries. Those exact conditions may even have fueled conflict. In addition, many conflict-affected children are out of school. They will not see immediate benefits from education quality improvements. For adolescents and youth, the issue is even more complex. The opportunity costs for education may outweigh perceived benefits. Traditional education may not provide skills relevant to their transition to the productive roles of adulthood. Yet adolescents and youth, due to their unique developmental characteristics, have much to offer peacebuilding. They bring more advanced cognitive capabilities to conflict analysis and skill-building, are capable of greater responsibility and leadership roles, and seek deeper social connections outside their family networks. If done

well, they also gain a sense of agency, leadership, and can develop a lasting commitment to building a better society.

Given the immensity of the challenges and peacebuilding's lofty goals of "addressing both the causes and consequences of conflict, and strengthening national capacities...in order to lay the foundations for sustainable peace and development," we must take a new look at the building blocks of quality peace education. We return to the knowledge, attitudes, and skills of peace education with an adapted end goal in mind. Rather than seeking "peaceful children" the end goal becomes "children as peacebuilders"—children as active participants in the rebuilding of their societies and at various levels of peacebuilding processes. We thus re-frame peace education competencies in that light, emphasizing how children can apply emerging peacebuilding competencies to further broader social processes. The lens we use to review those competencies should be informed by a deepening knowledge base on education in emergencies, conflict sensitivity, child participation, civic engagement, adolescent development, and psycho-social protection. We can learn from both successes and failures in those areas while building a more nuanced evidence base of what works for children.

Several recommendations for ways forward emerged over the course of this desk review. This report includes a draft outline of competencies reflecting the knowledge, attitudes, and skills that children need to become peacebuilders. These competencies use simple, concrete language and first person statements ("I" or "We") to illustrate peacebuilding behaviours and emphasize the role of the child. They are adaptable to different levels of knowledge, skill, and attitude acquisition depending on children's age, developmental capacity, literacy, and psycho-social needs and could be sequenced to reflect those capacities (e.g. "I speak up for myself" proceeds "I speak up for myself and others.") Each competency can then be grounded in play-based, social, art, or project-based activities that could be implemented by a range of educational professionals (formal and non-formal) in diverse settings, keeping paramount the psycho-social needs of children. Competencies would undergo cultural adaptation and vetting as needed to make them as relevant (and feasible) as possible to different conflict situations. This process of validating competencies, matching them to appropriate activities, and field-testing both competencies and activities is the first recommended step in this proposed "children as peacebuilders" approach to peace and conflict resolution education. The outline of this report could be used to spark dialogue and begin the validation process.

Effective strategies for teaching and learning peacebuilding competencies must also be explored and articulated. Experiential learning is critical for acquisition of peacebuilding competencies and for their application to peacebuilding processes. In order to internalize knowledge, skills, and attitudes, children need immediate and relevant opportunities to practice peace. Schools, families, communities, local, national, and international governments, as well as other social institutions, can provide those opportunities. They can create spaces of meaningful participation by which children can rehearse their emerging peacebuilding competencies. Children, through leadership, advocacy, service, civic engagement (as well as technology or other innovative approaches) can also exert their collective agency and acquired skills to carve out their own spaces for peacebuilding participation. This is a rich area for learning and practice. By taking a bi-directional approach to involving children in peacebuilding processes, with both children and social institutions opening new opportunities for children's participation, we can create new blueprints for children's roles and responsibilities for peace and social engagement.

Once content for empowering children as peacebuilders is developed and tested and opportunities are identified for meaningful child participation in peacebuilding, mechanisms are needed to ensure an iterative relationship between programme (or service-delivery in this case) and policy/theory and practice. Ensuring a dynamic relationship between programme and policy would respond to several critiques leveled at peace education. It has been critiqued for being too costly or intensive to scale, difficult to evaluate, focused on change at the individual (and not group) level, and of limited effectiveness if not situated within larger political and social peacebuilding processes. These are all fair critiques. Yet large-scale policy efforts that are not adequately field-tested and evaluated, especially in challenging conflict-affected circumstances, run the risk of minimally impacting education quality (at best) and exacerbating conflict (at worst). Peacebuilding competencies and teaching and learning strategies should be tested at the service-delivery level, in careful, conflict-sensitive ways, but with a clear road map for national level capacity-building and scale-up. Much of this is underway within UNICEF.

UNICEF finds itself at a unique moment. Through the peacebuilding and education programme, UNICEF can take a new look at the old promise of peace education, reinvigorating the sector by: (1) situating it within national and international frameworks for peacebuilding action; (2) defining with clarity and precision the types of changes we hope to see at the behavioural and action level of learners; (3) investigating the types of strategies for teaching peacebuilding competencies and the “dosage” levels or exposure needed for change; (4) identifying how best to bridge competency learning in a wide variety of educational settings with the application of competencies to advance broader peacebuilding processes. These efforts can be aligned and harmonized with similar initiatives to improve skills-based education, notably life skills education, and ensure equity through inclusion of marginalized populations in peacebuilding.

INTRODUCTION

This report seeks to answer the following question: **what knowledge, skills and attitudes do children and adolescents need to cope with conflict, resolve conflict, promote peace, and contribute to peace processes?** Over 1 billion children live in areas affected by conflict and high-levels of violence. Their opportunities and aspirations are limited by displacement, unsafe conditions, fractured safety nets, legacies of intra-group division, and profound loss at the personal, familial, and societal level. Education can act as a powerful tool to protect, support, and engage children and adolescents while challenging injustices that may have fueled conflict¹. This is a critical but challenging role, especially given that children in conflict-affected states are more than three times as likely to be unable to go to school (World Bank 2011) and that no conflict-affected state has achieved a single Millennium Development Goal (MDG) (World Bank 2011). Educational strategies must complement but also extend beyond the formal school system in order to reach marginalized children facing displacement, insecurity, social isolation, and high levels of violence.

Knowledge, attitudes and skills (KAS) development forms the basis of quality education. It is also fundamental to promoting positive, healthy behaviours. Nevertheless, most educators (both in formal and non-formal realms) need significant support and guidance to move from traditional pedagogical methodologies based on rote memorization to the dynamic, participatory models necessary to enhance knowledge, build skills, and shape positive attitudes.² Improving educational quality is a challenge in the best of circumstances; conflict only complicates quality improvement efforts and exacerbates challenges.³ Thus, a secondary question considered in this report is: **how can we effectively teach peace knowledge, skills and attitudes in conflict-affected situations?** UNICEF has multiple programmes (e.g. Child Friendly Schools, Life Skills Based Education, etc.)⁴ working toward that end, this report draws more from both theory and external, country-level experiences with peace education.

Five guiding principles informed the development of this research. Firstly, children, adolescents, and youth are considered as partners in their own protection, education, and health. Thus, we start by conceptualizing **children as peacebuilders**, and consider which programme interventions are necessary to prepare and support children for that role. Secondly, we acknowledge the vital but often invisible roles that children play in their communities and consider those roles while **creating immediate and relevant opportunities** for them to build peace at various program and policy levels. Thirdly, given the vast, multi-leveled nature of education systems, we narrow our focus to the **service-delivery level**, specifically, the design of education tools deployed in

¹ For a detailed discussion of how education systems can fuel conflict, see the 2011 Education for All Global Monitoring Report 2011. For more information about the promise of education as an instrument for peace, see “The Role of Education in Peacebuilding,” 2011.

² Several barriers prevent teachers from assimilating the active learning methodologies and life skills education including a lack of resources, lack of familiarity with topics of reference materials, sensitivity of topics, and challenges with intergeneration dialogue in many cultural contexts (M. Sinclair 2004).

³ The World Bank has noted that fragile states face, “an additional legacy of conflict, including massive schooling and infrastructure backlogs, additional constituencies that require massive attention (e.g. child soldiers, refugees/returnees, demobilized or alienated youth) and additional demands on the education system (e.g. peacebuilding, vocational training, psychosocial support.” (World Bank 2011)

⁴ For more information about UNICEF approaches to Peacebuilding, see the “Conflict Sensitivity and Peacebuilding in UNICEF” Technical Note from 2012.

emergency settings. Fourthly, we acknowledge the need to **bridge theory and practice** and ground peacebuilding concepts in activities that can be implemented by non-formal practitioner in conflict-affected situations. And finally, consistent with UNICEF’s approach to peacebuilding, we explore how education interventions can be **conflict-sensitive**—reflective of a deeper understanding of the historical, social, and economic dynamics of a given conflict and vigilant about how interventions affect existing conflict dynamics.

Research Methodology

Background

This desk review was designed with a goal in mind, specifically, creating peacebuilding tools for use in non-formal or extracurricular educational spaces in emergency contexts. It focuses on content and activities that form the base for knowledge, skills, and attitude development.⁵ It is not intended as an exhaustive search of literature on the topic but rather as a base for dialogue, construction, and further consultation regarding tool development at the service-delivery level. It represents the first phase of a consultancy tasked with three main objectives:

- Recommend an outline of knowledge, attitudes, and skills that children and adolescents need to cope with conflict, resolve conflict, promote peace, and contribute to peace processes;
- Integrate peacebuilding components into the development of the Child and Adolescent Kit (CADK) a “programme in a box” designed to be deployed in emergency situations to protect children and promote their active engagement;
- Enrich life skills education (LSE) through the development of a life skills basic education framework and life skills strategies for conflict-affected environments.⁶

Research was undertaken at a time of significant knowledge generation related to peacebuilding and education.⁷ As such, it is intended as a small, but hopefully valuable contribution to more comprehensive efforts at enhancing key programmes for children and adolescents, especially those impacted by conflict, within UNICEF, notably through the Peacebuilding and Education Programme.

Report Objectives

This report seeks to accomplish the following:

- Review literature on peacebuilding and education interventions that help children prevent, reduce, and cope with violence and promote peace;
- Describe results from consultations of country offices and staff with relevant experience;
- Recommend knowledge, skills, and attitudes for peacebuilding that will enrich the development of education tools for conflict-affected environments (including but not limited to the Child and Adolescent Development Kit);
- Provide a base of coordination for similar initiatives in ECD, Protection, and Sports for Development.

The report will draw from the following sources internal and external to UNICEF. They included:

⁵ See (UNICEF, 2011) for a more complete literature review for a more comprehensive look at education’s role in peacebuilding.

⁶ For more information about the scope of the consultancy and a description of ongoing initiatives, see the Terms of Reference in Annex 1.

⁷ Complementary research on early childhood development, sport for development, C4D, and protection was also underway.

- **Internet and academic database search** for keyword “Peacebuilding” and “Peacebuilding Knowledge, Skills and Attitudes” and “Peacebuilding Curricula and Learning Materials” in journals and internet;
- Several pre-existing **literature scans** are relevant to this undertaking. UNICEF and the Education and Emergencies and Post-Crisis Transition Programme’s(EEPCT) Literature Review on Peacebuilding and Education (UNICEF, 2011); US Agency for International Development (USAID) Youth Education in Conflict and Crisis Briefing Paper (USAID, June 2012); Interagency Peace Education Programme (PEP) Bibliography (2005); USAID and EQUIP3’s Youth in Conflict Literature Review all provided useful findings (Sommers, Youth and Conflict: A Brief Review of Available Literature May 2006);
- **Peace-related Curricula, Materials and Toolkits** from a range of governmental and non-governmental actors in various countries;
- **Evaluations, assessments, or other research** related to peace education, peacebuilding, or peace knowledge, attitude, and skills at the global, regional, or country level.

In addition, the following consultations and meetings assisted in learning UNICEF’s experience related to peacebuilding, conflict prevention, conflict-sensitive programming, and violence prevention.

- **Headquarters Meetings** with Technical Working Group of Peacebuilding including representatives from Adolescent Development, Protection, Education, C4D, among others.
- **Country Office Consultations** were limited to an informal conversation with a colleague in the Pakistan Office but more comprehensive consultations will take place in the second phase of the consultancy, during field-testing and participatory development of Peacebuilding Tools.
- **Programme documents** including conflict analyses, final reports, programme description, and curricula and learning materials.

Challenges

Several of the challenges encountered in this desk review process will be unsurprising to those in the field.

- **Age Distinctions:** The terms children, adolescent, youth and young people are often conflated. This report refers to individuals from ages 0-18 years as children, 10-19 years as adolescents, 19-25 as youth, and young people as inclusive as individuals from ages 10-25 years. Findings on conflict-affected individuals may or may not apply across age categories.
- **Abstract concepts:** Learning and skill-building rely on abstract concepts that may not be mutually understood or translated across languages and culture. Concepts such as “tolerance,” “teamwork,” “empathy” or “flexibility” mean different things to different people.
- **Weak evidence base:** While peace education and peacebuilding have a long history, the evidence base is weak. Thus, manuals, kits, and programme description consulted in this report may not have been evaluated sufficiently to know their effectiveness. This is both a challenge and opportunity for UNICEF’s Peacebuilding and Education Programme.

GUIDING PRINCIPLES

The following guiding principles developed over the course of the literature scan, influenced the search for additional resources and information, and shaped the final recommendations.

Children as Peacebuilders

Article 29 of the CRC states that “...the education of the child shall be directed to...the preparation of the child for responsible life in a free society, in the spirit of understanding peace, tolerance, equality of sexes, and friendship among all peoples.” The 1990 World Declaration on Education for All (EFA) states that educational opportunities must extend beyond literacy and numeracy to include “basic learning content required by human beings to...develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives...” The EFA goes on to explain that the fulfillment of educational needs also confers the responsibility of being tolerant of difference, ensuring that human rights are upheld, and working for international peace and solidarity. Both documents shape a global vision of how individuals, including but not limited to children, can interact with other individuals in peaceful ways. They also introduce the concept of peacebuilding responsibilities.

Brasilavski, in a preface to Sinclair’s 2004 study entitled “Learning to Live Together: Skills for the Twenty-first Century” takes this vision a step further, explaining this key teaching challenge:

Helping students learn to become politely assertive rather than violent, to understand conflict and its prevention, to become mediators, to respect human rights, to become active and responsible members of their communities—as local, national and global citizens, to have balanced relationships with others and neither to coerce others nor be coerced, especially into risky health behaviours (M. Sinclair 2004, 7).

This profile of students—who both interact in non-violent ways but also act and take responsibility within their communities—includes a more expansive view of children’s role in peacebuilding. Rather than just victims of violence who need to cope and survive, they can also take active roles as peacebuilders in their community. The knowledge, attitudes, and skills for peacebuilding would include, then, coping and resolution skills but also a more sophisticated set of skills related to leadership and participation.

Immediate and Relevant Opportunities for Peacebuilding

Peace education requires the internalization of knowledge, skills, and attitudes. Experiential learning is the key method to facilitate that internalization (Bar-Tal 2002). Many quality pedagogical practices employ diverse strategies to engage children in experiences and facilitate the processing and reflection necessary for learning. They include: project-based learning (children execute projects from start to finish, gathering information as needed and managing their own progress with facilitation from adults), sports for development (children engage in sports and play-related experiences that are then are parlayed into reflection about key life skills and

important health information), and service learning (children identify and address problems in their community). As a general rule, these different strategies involve the following key elements: adults or educators as facilitators and role models rather than an authoritarian figure or “owner” of information, some degree of interaction with a community outside the classroom or traditional learning space, and reflection and discussion that taps into both cognitive and affective domains of learning.

Most of those experiential learning methods originate in the classroom or learning space. Those work fine for two major objectives of a “children as peacebuilders approach”—that is coping with violence and resolving conflict. Children have ample opportunities for experiential learning around those objectives in the social environments of school or non-formal learning and with peers or families. However, in order to address the additional objectives of promoting peace and contributing to peacebuilding processes, children must engage in experiential learning opportunities that take them into their community and beyond. This is especially critical for older children, adolescents, and youth as they seek to interact with people beyond their families. Village councils, businesses, religious organizations, local governments, community-based organizations, and other social institutions involved in peacebuilding can provide valuable opportunities for experiential learning and child participation. Experiences with child media and journalism, child and adolescent-led research, economic empowerment, and child leadership, in conflict and non-conflict setting, offer valuable insight into how to create experiential learning opportunities and grow them into meaningful opportunities for child participation in peacebuilding beyond home and school.

Service delivery

Most education interventions in conflict-affected countries take a “multilevel” approach to peacebuilding that includes three broad levels: service delivery, education sector reform, and contributing to broader social transformation that includes truth and reconciliation efforts and understanding legacies of violence (Smith 2010). This report will focus on the service-delivery level as it will feed directly into continued development of educational tools designed to prepare children as peacebuilders. Ideally, all work at the service-delivery level would link to the other levels in an iterative and meaningful way. For example, successful peacebuilding teaching methodologies tested in the non-formal settings of the CADK could be transferred to formal education and thus inform future curricula development efforts at the national level. Children educated in empowering, tolerant, and respectful environments are well-positioned to transform hurtful legacies and damaging social norms.

The service-delivery level is critical to achieving the strategic result of UNICEF’s Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme that is: “strengthened policies and practices in education for peacebuilding in conflict-affected environments.” The research and field-testing that will take place during the development of this report and subsequent deliverables will contribute to institution building, individual capacity development, and access to conflict-sensitive education (Outcomes 2, 3, and 4) by providing children, teachers, and community members with peacebuilding tools designed specifically for non-formal education and emergency settings⁸. The CADK’s focus on empowerment and participation, particularly of adolescent and youth

⁸ Note that the CADK takes an “extracurricular” approach and is designed to provide recreation, life skills-based education, community engagement, as a complement, not a substitute for, formal education.

leaders, also fulfills UNICEF’s mandate to engage with children and adolescents as active partners in their own development, protection, and education.

Bridging Theory and Practice

Lederach et al. (2007) highlight the importance of reflective practice in peacebuilding; encouraging peacebuilders to “demystify theory and remystify practice.” This is an important distinction and relevant to this undertaking. The practice of peacebuilding and education service-delivery must be continually informed by theory that is accessible and relevant to practitioners in conflict-affected situations. Frequently, educational theory relies on complex abstractions that may be “lost” in their translation to the schools, camps, remote areas, and one-room classrooms where direct service-delivery takes place. Similarly, the barriers and bottlenecks, as well as the revelations and successes that shape the daily work of education service-delivery may not be effectively communicated and accounted for in theory and learning. These gaps between theory and practice are notable especially in early onset phases of conflict when humanitarian response will be dedicated exclusively to meeting children’s basic needs.

Bridging the gap between theory and practice shapes the desk review and subsequent phases of this consultancy. Educational activities designed for the CADK should reflect the state of the art in education and peacebuilding but those theories should be translated into practical tools and activities that could be implemented by non-formal practitioners in resource-scarce and challenging circumstances. Consultations with UNICEF country office staff provided a helpful reminder of how many approaches that “seem good on paper” may not work in the challenging circumstances of conflict-affected environments.

Conflict Sensitivity

Conflict situations vary significantly, both on a national and sub-national level, and change over time. Children’s experience of conflict also varies depending on their age, education status, degree of marginalization, and a host of various other factors. For example, many children in conflict-affected areas have lost their childhood and have been thrust into certain adult roles such as heads of household or armed combatant. Paradoxically, in other areas, adolescents and youth find themselves unable to transition into adulthood and assume productive adults roles (such as secondary or tertiary education, formal employment, legal citizenship, property ownership, and marriage) due to displacement, economic fragmentation (USAID June 2012).

In order to account for this variability, UNICEF’s Technical Note on Conflict Sensitivity and Peacebuilding asserts that all programmes and strategies should be:

- Informed by robust conflict analyses;
- Conflict sensitive;
- Include a more explicit and systematic approach to peacebuilding, where appropriate.

Adapting programmes to the specificity of a given conflict situation requires extensive research, planning, and monitoring. Such planning and adaptation is also a defining characteristic of quality skills-based education so synergies can be created between the two adaptation processes.

RESEARCH FINDINGS

Overview of Peacebuilding

Though definitions vary, peacebuilding reflects a general understanding that the underlying, structural inequalities contributing to violence must be addressed in order to achieve lasting peace and avoid a relapse into conflict. Galtung (1975) discusses the difference between “negative” peace that is a cessation of violence, with a “positive” peace that includes a change in social injustices that fuel conflict. UNICEF’s Technical Note on Conflict Sensitivity and Peacebuilding defines peacebuilding as a “multidimensional range of measures to reduce the risk of or relapse into conflict by addressing both the causes and consequences of conflict, and strengthening national capacities at all levels for conflict management in order to lay the foundations for sustainable peace and development.” (UNICEF 2012, 9)

Education and Conflict

Education can promote peace or perpetuate violence in myriad and complex ways. In brief, education systems can assist in conflict transformation and contribute to positive peace by promoting social justice, guaranteeing more equitable access to learning and the social and economic status connected to education, encouraging understanding and reconciliation between groups in conflict, and equipping children with the knowledge, attitudes, and skills they need to interact with others in a non-violent and respectful way (Tschirgi 2011). As the primary mechanism for the intergenerational transmission of knowledge, schools can also replicate social injustices through inequitable access to education (and the resulting economic opportunities), transmit dominant political ideologies through the content of curriculum or teaching methods, and reinforce ethnic, religious, or political misunderstandings by separating children and communities. (Smith 2010).⁹

Impact of Conflict on Children

The impacts of conflict and violence on children are well-documented, most notably by Graca Machel in the 1996 report entitled “Impact of Armed Conflict on Children” and later in the Secretary-General’s 2006 study on Violence Against Children. Violence and armed conflict impact children’s healthy growth and development in a myriad of ways. Besides direct physical injury that children can experience as a result of conflict, violence can impair cognitive, social, and emotional development, and lead to health problems. Violence has also been associated with post-traumatic stress disorder (PTSD), depression, antisocial behaviours, and academic challenges among others. These impacts are in addition to the destabilizing affects that war and conflict have on families, schools, communities, and economies; frequently weakening the social institutions tasked with protecting children and impeding children’s transition into adult roles and responsibilities.

In the late 1990s and early 2000s, a growing number of researchers challenged the perceptions of children, adolescents, and youth as either passive victims or aggressive perpetrators. Many researchers responded to gender bias in looking exclusively at male child combatants and sought to visibilize the experience of girl soldiers in countries such as Sierra Leone, Uganda, and Mozambique. Beyond gender, they argued that simplified characterizations of children as either perpetrators or victims obscured the complex ways in which children, adolescents, and youth experience violence and participate as active members in violent and conflict-affected

⁹ Education systems can also be manipulated for political ends. In 2001, UNICEF worked with the Palestinian Ministry of Youth and Sports to ensure that Palestinian Summer Camps embraced human rights principles such as equity, tolerance, and dialogue rather than use camps for political recruitment and militarization (Nicolai 2003).

societies. Social anthropologist Jo Boyden (Spring 2003) promoted a paradigmatic shift that would involve "thinking about children as agents of their own development who, even during times of great adversity, consciously act upon and influence the environments in which they live."

Models and Approaches to Understanding Impact of Conflict on Children

The 2006 Secretary General's Report proposes using an ecological model to understand both the risk and protective factors that exist for children in situations of violence and conflict (Pinherio 2006). Children's vulnerability is impacted by a number of factors. HIV/AIDS, migration and urbanization, and natural resource depletion to climate change are risk factors that would increase young people's vulnerability. Protective factors might include strong attachments and non-violent, nurturing relationships to caring adults both inside and outside the family, and an educational environment that is open, positive, and supportive (UNHCR and Save the Children 2000).

Asset-based approaches delve deeper into internal and external factors that protect children and promote their resiliency. These exist at both the individual and community level. For example, research shows that constructive use of time, opportunities to serve, positive future orientation, and high sense of self-esteem are all assets or characteristics associated with positive development outcomes for children. Likewise, financial assets, such as child savings or livestock that a family can use to support children's education, or physical assets, such as a safe neighborhood, would be other examples. Asset-based approaches are a conscious departure from deficit-based approaches that focus so unilaterally on problems that they may fail to detect and promote the skills, talents, capabilities, and social capital that children and their caregivers can contribute. Peacebuilding programmes can build on assets that children and communities bring to the table.

Education and Peacebuilding

Efforts to advance education and peacebuilding must begin with the field of peace and conflict resolution education. This is the fundamental building block for all child-focused efforts at teaching peace and the primary vehicle for transmitting knowledge, attitudes, and skills for peace, especially at scale or policy level. Peace education can be added to curricula and thus theoretically reach a large portion of the school-attending population.

Peace and conflict resolution education includes teaching and learning around non-violent ways to resolve conflict and encourage peace. It has been applied in both conflict and non-conflict settings. UNICEF defines peace education as “the process of promoting the knowledge, skills, attitudes, and values needed to bring about behavior change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national or international level” (Fountain 1999, 6). Hicks (1985) defines peace education as the activities that develop the knowledge, attitudes and skills needed to explore concepts of peace, analyze obstacles to peace, resolve conflicts using non-violent tactics, and study ways of developing just societies.

Objectives and Goals of Peace Education

Bar-Tal notes that while the general goal of “fostering changes that will make the world a better, more humane place” is a common around the world, more specific objectives, ideologies, emphases, and curricula of peace education programmes vary considerably between countries (2002, 28). They tend to reflect societal preoccupations. For example, peace education in Australia is concerned with challenging ethnocentrism and violence. In South America, it focuses on structural violence, human rights, and economic inequality (Bar-Tal 2002). Sinclair (2008) notes that goals for country level programmes reflect the society’s current experience with conflict or peace. For example, conflict-affected countries may stress peace and social cohesion, countries recuperating from government abuses may stress human rights, while countries at peace may promote citizenship.

Approaches to Peace Education

Peace education is generally adapted to local circumstances and programme goals. As such, there is a wide range of approaches and elements that both enriches and complicates the effective implementation of peace education. The International Institute of Peace Education (IIPE) comments that peace education is frequently misperceived as solely education about peace (i.e. a history of social movements or description of peacebuilders such as Ghandi or Martin Luther King). They go on to state, “however important it is that we teach about peace, it is even more tantamount that we teach for peace, or better yet toward peace,” noting that an “...education for peace is overt in its intentions to understand, confront, resist and transform violence in all its multiple manifestations” (Jenkins 2007, 28). This more comprehensive view of peace education aligns with the concept of building knowledge, skills, and attitudes for peace and conflict resolution, rather than just equipping students with information about peace processes or the lives of famous peacebuilders.

Comparison across learning materials and curricula is challenging as approaches to peace education can vary significantly. A brief review of peace education materials revealed several different approaches. They include:

- Focus on a single component of peacebuilding (such as cooperative problem solving or mediation) with step-by-step detailed instructions on how to teach the discrete elements of that component. This approach allows for rich skill-building around one particular area of peace education and can be used “off-the-shelf,” thus facilitating rapid use.
- Provide overall and general guidance on how to construct a peace education programme but allow the details (learning objectives, lesson plans, daily activities) to be constructed in community. This respects local processes and allows for significant co-construction and adaptation but would also require time and higher levels of capacity in teachers or practitioners.
- Provoke conversation among adolescent and youth leaders through quotations, peace profiles, and discussion of current events. This approach would need to be tweaked significantly across cultures and groups of youth but would probably be quite effective with trained adolescent leaders with high levels of literacy.
- Share complete curricula with lesson plans, learning objectives and supporting materials on multiple facets of peace education. This approach could fall into the trap of “exporting” models that do not reflect the unique historical or social conditions of a particular conflict setting.

Elements of Peace Education

The “ingredients” or elements of peace education programmes vary along with approaches. Peace Education may include such topics as “antiracism, conflict resolution, multiculturalism, cross-cultural training and the cultivation of a generally peaceful outlook” (Salomon 2002, 7). The following table includes the goals and learning themes from a variety of peace education curricula. While not necessarily representative of all peace education curricula or learning materials, it does highlight both the common and disparate elements across peace education.

Name	Organization/Country/ Age Group	Goals/Objectives Themes or Lessons	Notes
Toolkits or Materials			
Peacebuilding Toolkit for Educators	United States Institute of Peace for Middle and High School Teachers in US	Peace education for middle and high school students in US or international adaptation: <ul style="list-style-type: none"> • Defining conflict; • perspectives on peace, • observing conflict, • identifying conflict styles, • practicing conflict analysis, • responding to conflict: non-verbal communication, • active listening, 	Includes a participation rubric to assess student participation, aligned with US social studies standards

		<ul style="list-style-type: none"> • identifying wants and needs; • mediation, • characteristics of peacebuilders 	
Teaching Peace	National Campaign for Peace Education ¹⁰	<p>Peace Education in US high school classrooms, includes the following topics:</p> <ul style="list-style-type: none"> • personal peacemaking • non-violence, compassion • intentional living • civil rights • local and global nonviolent action • women in the peacemaking process environment and peace. 	Appropriate for youth leaders. Appealing, conversational tone.
Cooperative Problem-Solving: A guide for turning problems into agreements	Search for Common Ground (2003)	<p>Topics covered:</p> <ul style="list-style-type: none"> • Raising an issue • Listening • Discovering interests • Working with perceptions • Respecting emotions • Generating options • Using standards and developing agreements • Being a peacemaker • BATNA (Best Alternative to a Negotiated Agreement) • Choice and Cooperative Problem-Solving 	
UNHCR Peace Education Programme Kit (PEP) “Skills for Constructive Living”	Interagency— UNHCR, UNSECO, INEE	<p>The PEP “teaches the skills and values associated with peaceful behaviours... designed to enable and encourage people to think constructively about issues, both physical and social, and to develop constructive attitudes towards living together and solving problems that arise in their communities through peaceful means.”</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Understanding similarities and differences (for older children, exclusion and inclusion), • active listening, • better communication (two way), handling emotions, • understanding that perceptions vary and avoiding bias, • understanding other’s situations and feelings (empathy practice), • cooperation, • appropriate assertiveness, 	<p>In Arabic and French. Includes facilitator training manuals, background notes for teachers, resources for community workshops, collection of stories and programs, activity books, and a collection of stories and poems related to peace. Teacher training includes the following topics: background on peace and conflict, developmental psychology, effective listening, communication,</p>

¹⁰ This organization appears inactive.

		<ul style="list-style-type: none"> • problem analysis and problem-solving, • negotiation, • mediation, • conflict resolution (with conflict transformation and reconciliation), • human rights 	questioning, classroom management, discipline and punishment, effective teaching, amongst others.
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Evaluation of Peace Education

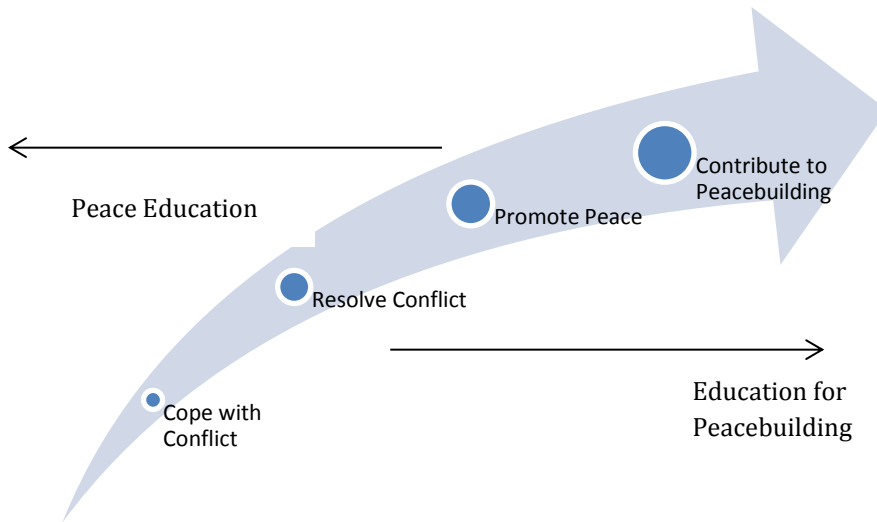
A brief search on peace education evaluation turned up two meta-evaluations of peace and conflict resolution education were completed in 2000 and 2002, compiling evaluations occurring over the previous twenty years. The first, conducted by Baruch Nevo and Iris Brem (2002), found that of the seventy nine articles, chapters, reports, and symposia (dated from 1980 to 2000) that included sufficient details of results from evaluation of peace education programmes, fifty-one were found to be partially or highly effective in teaching peace and conflict skills. In the United States, research and evaluation of school-based conflict resolution education programs (kindergarten-twelfth grades) found that programmes increased academic achievement, positive attitudes toward school, assertiveness, cooperation, communication skills, healthy interpersonal/intergroup relations, constructive conflict resolution at home and school, and self-control. Research also suggests that conflict resolution education decreases aggressiveness, discipline referrals, dropout rates, social withdrawal, suspension rates, victimized behavior, and violence. While valuable (though dated), those two evaluations do not necessarily paint a clear picture about peace education’s effectiveness in conflict settings, nor on how those positive outcomes for children might impact the rest of the school or community (T. a. Jones 2000).

Peace Education within Education for Peacebuilding

Education for peacebuilding can and should include peace and conflict resolution components. Nevertheless, peace education does have both theoretical and practical limitations. Understanding those limitations can be challenging due to the multiplicity of peace education approaches. Ben porath (2003, pg. 525) notes, “The field entitled ‘peace education’ is in fact so broad that authors disagree on the description of the problem they wish to address and correspondingly on the proper solution, as well as on the site in which peace education is to take place.”

Despite those challenges, we can draw a few general conclusions about peace education, with the understanding that there are examples of programmes for which these conclusions do not applu. Based on a rapid review of peace education theory and practice, Figure 1 proposes a way to understand the scope of peace education as compared to more comprehensive approaches at education for peacebuilding.

Figure 1: Proposal for Understanding the Scope of Peace Education versus Education for Peacebuilding



In practice, peace and conflict resolution education gives children the KAS to: cope with conflict, resolve conflict, understand peace concepts, and identify conflict in their communities. With some notable exceptions (namely peer mediation programmes) it tends to take place primarily in structured learning settings. Quality peace education programmes link with community-based efforts for peace—but that may not always be the case. What many peace and conflict resolutions programmes lack is strategies to facilitate the application of peace KAS beyond their typical, every day interactions and in ways that promote peace and contribute to peacebuilding processes that may be operating in their communities, regions, and countries. Peace education programmes also tend to focus on curricular content and teacher training—they may not address the “multi-levelled” nature of education’s role in peacebuilding. As reference, UNICEF’s Technical Note details various examples of how education supports peacebuilding, through curriculum reform, alternate learning programs, “welcome to school” campaigns, and early childhood development centers, among others.

What knowledge, skills and attitudes do children and adolescents need to cope with conflict, resolve conflict, promote peace, and contribute to peace processes?

Given the diverse range of approaches, results, and objectives, the list of KAS encountered in relevant literature was surprisingly standard. This could be due to several factors: single-issue approaches (i.e. conflict prevention, cooperative problem-solving) have a more narrow focus and thus do not include a broader list of KAS; programme descriptions frequently focused on delivery mechanisms, implementation challenges, and contextual factors rather than explicit descriptions of content; the lack of systematic evaluations and assessments mean that specific KAS are not delineated or tested.

Knowledge, Skills, and Attitudes

Table 1 includes an overview of KSAs cited from peacebuilding or peace education literature. These reflect appropriate knowledge, skills, and ages for a variety of ages, including adults.

Table 1: Overview of KSAs cited in relevant literature

<p>Knowledge</p>	<ul style="list-style-type: none"> • Understanding conditions which build positive peace (Bretherton 2005) • Understanding dynamics of peace and conflict (including negative and positive peace) • Justice • Human Rights and responsibilities • Gender • Interdependence (Miller 2002) • Understanding types of identity, including human, personal, and cultural identities • Social issues (Reardon 1997)¹¹ • “Alternative ways of responding constructively to human differences and conflicts” (Reardon 1997)
<p>Skills</p>	<ul style="list-style-type: none"> • Communication skills of active listening and assertive speech (Tidwell 2004), expressing feelings (giving feedback without blaming) (UNESCO 1990) • Cooperative problem-Solving, including methods such as brainstorming and consensus building (Sommers 2003) (Reardon 1997) (T. Jones 2005) • Nonviolent resistance • Cultural awareness and empathy • Handling conflict through negotiation, mediation and facilitation • Assertiveness and refusal skills • Empathy • Cooperation and teamwork • Advocacy Skills • Skills for increasing internal locus of control • Self-awareness, self-esteem/confidence-building skills • Skills for managing feelings and stress (UNESCO 1990)
<p>Attitudes</p>	<ul style="list-style-type: none"> • Self-respect and respect for others • Trust • Social Responsibility • Open-mindedness • Tolerance (Miller 2002)
<p>Sensibilities for conflict transformation (T. Jones 2005)</p>	<ul style="list-style-type: none"> • Spirit of freedom • Spirit of inclusion • Spirit of inquiry

¹¹ This knowledge refers directly to tolerance.

How can we effectively teach peace knowledge, skills and attitudes in conflict-affected situations?

For years, peace education was seen as the primary vehicle for imparting the knowledge, skills, and attitudes that children and adolescents need to cope with conflict, resolve conflict, and promote peace. As the peacebuilding field has matured and become more inclusive, practitioners realize that there are multiple ways to teach peace knowledge, skills, and attitudes and promote peacebuilding both inside and outside the classroom. UNICEF's Technical Note on Conflict Sensitivity and Peacebuilding includes multiple examples of peacebuilding programming for children that span the education, protection, health, nutrition, and WASH sectors, among others.

The following section draws from best practices in the field of peace education and peacebuilding to provide general guidelines on how to effectively teach peace and peacebuilding.

1. Consider the developmental and psycho-social appropriateness of activities.

All quality education efforts should be tailored to meet the age and developmental characteristics of students. This may be challenging in conflict-affected environments for several reasons. First, disruptions to school during conflict or other reasons may lead to many overage learners and a diverse age range of children present in classrooms. Overage learners may have weaker literacy skills but a broader base of life experiences to draw from. They may also demand learning more immediately applicable to their life circumstances. Conflict can also impair children's social, emotional, and cognitive development altering what is considered "age-appropriate" for the classroom. In addition, conflict, compounded by natural disaster, HIV/AIDS, or social norms may speed children's transition into adult responsibilities (such as sibling care, agricultural responsibilities, work, marriage) or impede that transition as is the case for adolescents and youth who are unable to continue their education, begin work, or marry due to social, economic, and legal circumstances resulting from conflict and displacement. All of these issues can make the pedagogical process of designing age-appropriate activities even more challenging and in addition, many conflict-affected children and youth may also need counseling and trauma healing.

Despite these complications, a few best practices have been noted. While children may act out their insecurities or trauma differently depending on their age, all children benefit from:

- predictable routines,
- a sense of safety,
- patience and verbal assurance from teachers or facilitators,
- opportunities to learn new skills and socialize,
- play-based and joyful activities.

When working with a wide age range of children, research and guidance on managing multi-grade classrooms can provide tips on how to work with multi-age groups. They include:

- Creating teams or sub-groups and, if appropriate, altering the physical space to reflect age divisions

- Use learning corners or stations so that children can undertake activities of different complexity based on their age (Northwest Regional Educational Laboratory 2012)
- Training adolescents to lead groups of younger children (when appropriate as adolescents also deserve their own programming)

Montenegro: Trauma Healing and Counseling for IDPs Peace Education for all Primary Schoolchildren

(Hanawalt Slobig September 2002)

The following experience illustrates several best practices for peacebuilding. They include: reaching various ages (schoolchildren grades 1-8, adolescents, and adults), teacher preparation, and integrating various peacebuilding initiatives (psycho-social healing for IDPs and peace and tolerance education for greater population).

In Montenegro in 1999, World Vision and UNICEF provided peace and tolerance education to children displaced from the Kosovo conflict. The Creative Activities for Traumatic Healing (CATH) program taught adult and adolescent IDPs that stress or trauma symptoms are “normal” responses to abnormal situations and trained caregivers on how to identify and appropriately alleviate those symptoms in children. A complementary peace and tolerance education program targeted pilot primary schools in Montenegro with a 12 week session that focused on “Creative Problem-Solving in the Classroom.” The objectives of the CPSC curriculum were to: teach strategies to enhance cooperation and collaboration in the classroom, promote good communication and listening skills, reinforce positive affirmation for all students, appreciation of diversity in the classroom; and explain reasons for escalation of conflicts and strategies for creative problem solving in the classroom.

Evaluation included classroom evaluation and rating of teachers as they completed the sessions. Not surprisingly, teachers who taught in small-overcrowded classrooms were more likely to receive “average ratings.” Both school directors and teachers gave verbal positive evaluations of the CPSC curriculum and commented that the children were enthusiastic about the project, more interactive and cooperative, more sensitive to the needs of their classmates, and exhibited fewer conflicts in the classroom.

Teachers from Grades 1-8 named ‘communication’ or ‘closeness’ (between students or between students and teacher) as one aspect they liked the most of the program. They reported that in addition to seeing fewer conflicts in the classroom, they also improved their communication with friends and family members. They identified “understanding and accepting difference” as the most challenging topic to teach ‘understanding/accepting differences’ and asked for the following for the future: more specific age-appropriate curricula for the various grade levels (some suggested one be developed for adults); re-design of several curriculum modules to meet time and space constraints in the classroom; and financial compensation for the extra work required.

From 2000-2001, 445 primary teachers were trained, reaching approximately 15,000 schoolchildren. At the time the article was written, teachers were also trained as trainers to reach additional schools.

2. Acknowledge and understand children's roles as actors in conflict settings.

Imagining new roles for children as peacebuilders will depend on a nuanced understanding of children's potential for social participation. Research on children in conflict settings reveals fascinating examples of how children take active, though often unacknowledged, roles in their communities. For example, within testimonials of terror and violence from former girl soldiers in Sierra Leone, researchers detected threads of personal power, female solidarity, individual agency, and subtle resistance to their marginalization and subservience as girls.

Researchers argued that since the girls who participated in their research demonstrated, "a capacity for willfulness and collective agency during the war, albeit with often tragic consequences, then it would seem imperative that current strategies of social assistance should be designed to steer the energies of young people towards ends that are personally fulfilling and socially constructive (Denov 2006, 81). This approach resonates with positive youth development programs in the United States that seek to channel young people into positive, pro-social roles that counteract social marginalization and replicate the "benefits" that young people reported from gang participation (e.g. sense of belonging, solidarity, opportunity to lead, income generation, respect).

3. Bridge formal and informal educational settings to provide a continuum of experiential learning opportunities that promote peaceful behaviours.

Given the access-related challenges in conflict-affected areas, especially for older children and adolescents, peacebuilding initiatives must consider both in-school and out-of-school approaches. Peacebuilding learning activities should work equally well in non-formal or alternative learning environments as they do in school. Beyond access issues, bridging in-school and out-of-school approaches make sense as a more comprehensive approach that allows children to practice peacebuilding skills in relevant, real-life situations. Miller and Affolter (2002) in their analysis of several peace education programmes found the following:

- Both educators and communities should be involved in the early design phase for each country program.
- Formal and nonformal approaches should be harmonized: using a whole community approach when possible, and involving many community groups and events.
- Activities should be linked to relevant ongoing projects, e.g. environmental care, newsletters, etc.)

The World Bank (2005) also found that:

- Peace education in schools that is linked to wider peacebuilding in the community is more likely to make an impact on student behavior.

Finally, evaluation of peer mediation programs in Philadelphia found that positive impact on participants may be mitigated by the failure of surrounding neighborhoods and communities to respect and understand children's new found skills (T. Jones 2005).

These findings are consistent with behaviour-change and eco-system theories. With increased exposure to peacebuilding, through positive role models, peaceful environments, and peace-promoting institutions (such as sports), children will be more likely to learn peaceful behaviours and conflict resolution strategies. The field of Sport for Development (S4D) has been instrumental in emphasizing the importance of repetition and practice to learning. Most everyone understands that sport requires practice—but many people forget that learning new skills or competencies also require repetition and practice. In order for children to learn assertive communication, mediation, or stress management, or teamwork, they also have to practice skills in a range of supportive environments—both within and outside school.

Right to Play: Experiential Learning and Behaviour Change through Sport

The S4D organization Right to Play promotes experiential learning that uses sport and play to promote peacebuilding, behaviour change, and issues-based knowledge. Their behaviour change theory (below) illustrates key points about the value of practice, repetition, and role models. In addition, the organization's experiential learning cycle promotes the following sequence of activities:

Reflect-The learner considers: What did I just experience? Young children are taught the vocabulary to Share their ideas and feelings and to respect the ideas and feelings of their peers.

Connect-The learner considers: How does this experience relate to earlier ones? How does it connect to what I already know, believe or feel? Does it reinforce or expand my view?

Apply-The learner considers: How can I use what I have learned from this experience? How can I use it in similar situations? How can I use this learning to benefit myself, my community?

KEY FACTORS IN BEHAVIOUR CHANGE (from <http://www.righttoplay.com/International/our-impact/Pages/Methodology.aspx>)

- Creating and Maintaining Supportive Environments. Role models, family, Coaches, teachers, peers and Right To Play Athlete Ambassadors play an important role in helping people adopt new behaviours.
- Developing Essential Life Skills. These skills include the ability to manage stress, resist peer-pressure, communicate assertively, make decisions, set goals, motivate and lead others.
- Repeating Activities. Allowing children the chance to practice skills, knowledge, and attitudes, contributes to behaviour change.
- Adopting Healthy Attitudes. Gaining self-esteem and confidence, hope and optimism, empathy and compassion, and motivation helps to shift behaviours.
- Acquiring Knowledge About Issues. Children acquire facts about HIV and AIDS, risk reduction behaviours, and the impacts of stigma.

4. Peer mediation, child-led research, and advocacy are “entry points” by which children can apply peacebuilding skills in school and community settings.

Many programmes have reported success with the following types of peacebuilding and child participation strategies because they equip children with new knowledge, information, and skills, while also giving them opportunities to practice those skills in diverse settings. Peer mediation programmes, many school-based, train students as mediators. Peers can then bring their cases to those mediators for solution. Two examples are listed below.

Peer Mediation Programmes

Turkey

Research on school-based peer mediation programmes shows how training and then application of mediator skills promoted learning and improved outcomes across a number of areas. Students trained as peer mediators reported that the mediation process helped to improve their self-confidence and self-awareness, developed their conflict resolution skills, enabled them to understand the reasons underlying fights, and improved their relationships with their peers. Student mediators did report at times feeling helpless when the mediation process did not go well (Kacmaz 2011).

Colombia

The Hermes Project, supported by the Bogota Chamber of Commerce and UNICEF and implemented in schools in Bogota and surrounding areas, is based on a model of conflict transformation and community mediation, targeting children between the ages of 11 and 18 years. Its goal is to impact violence in the schools. This model “endorsed the leadership capacity of young students as school conciliators and foregrounded conciliation as the correct response to a culture permeated by values of aggression, threat and verbal and physical violence as a means of conflict resolution.” Promotional materials noted that the model promotes a “conflict negotiation model with students and teachers as central actors in processes that operate based on respect for the skills and abilities of each individual. This strays from a completely different disciplinary model founded on the unquestioned authority of teachers or senior management.” By 2008, eight years after its start, the programme had trained 20,826 mediators and impacted more than 220,000 people. A CIMAGROUP Market Research and Analysis Study showed that in 90% of cases the agreements reached by the conciliation board were fulfilled, and 84% of pupils state they would use the Boards to resolve any conflict. Some 56% believed in conciliation as an effective method for conflict resolution (UNICEF 2009) .

Research and advocacy also emerged as a common strategy to promote peacebuilding for adolescents and youth. In 2005, the Women’s Commission for Refugee Women and Children trained 150 adolescents in Kosovo, northern Uganda and Sierra Leone as researchers. Those adolescent researchers consulted over 3000 other youth and found that: education was a top solution promoted by all adolescents and youth; young people’s

opinions were not taken into account by decision-makers; and young people asked for greater skills and life skills training.

Youth Research Experience in Kosovo, Uganda, and Sierra Leone

Young people in emergencies and post-conflict said they undertook research, advocacy and engaged in humanitarian programs to:

- overcome boredom, and to distract themselves from thoughts of war and loss
- make friends
- connect with the international community
- gain status and a sense of belonging/inclusion as part of a group
- help themselves and their communities
- develop leadership, research and other skills

They said they emerged with:

- increased self-esteem
- communication and social skills
- knowledge about themselves and their peers and community
- solutions and ideas for action
- connections to one another and key adults
- improved community status
- a sense of identity and direction
- a sense of being better understood by some adults (Women's Commission for Refugee Women and Children 2005)

Another example of a peacebuilding programme that integrates participation and leadership components is noted below.

South Sudan: UNICEF

The Youth LEAD (Leadership, Empowerment, Advocacy, and Development) Programme generated research about and with youth in three states of South Sudan: Eastern Equatoria, Upper Nile, and Jonglei. The research was completed as a baseline for the three year (2012-2014) youth initiative that joins government and NGO partners to provide youth friendly spaces, youth advocacy, capacity-building, and opportunities for youth voice. The research found that cattle raiding and tribal conflict generate significant violence in the country. Findings included youth opinions in a variety of areas including economic options, HIV/AIDS, knowledge of water, sanitation, and hygiene practices, attitudes toward violence, and youth-friendly spaces (UNICEF South Sudan August 2012).

5. Train and support teachers and facilitators.

Teachers, facilitators, or other non-formal educators tasked with peace education or supporting child peacebuilding have a challenging task for several reasons. Peace education requires participatory and experiential teaching strategies that may be new to many teachers. Crowded classrooms and small spaces do not always facilitate active learning. Other curricular demands may make it hard for teachers to find space in the school day for peace education. Finally, peace education involves a departure from typical education blueprints—many teachers may themselves never have learned the knowledge, attitudes, and skills for peacebuilding. This presents a challenge for teaching the content and material but also makes it difficult for teachers to create the peaceful environments needed to reinforce the principles of peace education. Non-formal educators may face many of those same challenges; though they could also benefit from an opportunity to teach peace education directly, without having other curricular requirements. It varies significantly depending on the situation.

Qualitative Research with Turkish a Teachers on Peace Education

Turkish primary teachers reported that while schools should have the responsibility of helping children acquire peaceful behaviours, school system crowding and exam-focused education prevented many teachers from being able to deliver on that responsibility. Teachers noted that their behaviour in the classroom is critical because they serve as role models to students. Teachers identified the following characteristics that all peace education teachers should have: being tolerant and democratic, respecting differences, loving and respecting self and others, being fair and being presentable, and having leadership qualities and world knowledge (Demir 2011).

Perspectives on Peace Education from teachers in Pakistan

Nominal group technique (NGT) research was used to understand perceptions of peace and preference for peace promotion activities with a group of 15 prospective teachers in Rawalpindi, Pakistan. The study found that teachers showed a strong preference for short, practical activities at the individual level and perhaps related to a day or week dedicated to peace. They preferred peace promotion activities around culture (not defined); writing slogans, prayers, or poems about peace; or learning about the lives of peace makers. Interestingly enough, last preference was given to action research in the classroom or self-evaluation or team-evaluation of teaching as an activity for peace education (Yousuf March 2010).

Educators are expected to possess a sophisticated interpersonal skill-set in order to act as role models and create peaceful learning environments. In addition, they also need basic peace education content knowledge and a pedagogical practice that includes active learning methodologies and facility with experiential learning. They will only be able to achieve success if supported with quality content, training, and skill-building that respects the enormity of their task and prepares them with skills they can use for their personal and professional lives.

Orientation and teacher training teachers can support educators to engage in new peace education roles. All educators can benefit from additional experience with and training on active learning and participatory methodologies. Miller and Affolter (2002) suggested including such topics in in-service training for both peace education and other topics.

War Child Holland also mapped the types of competencies that they see as most important to working with children and young people in peacebuilding efforts. They are included in the following text box.

War Child Holland created a series of staff competencies to support peacebuilding efforts, including those with children, adolescents, and youth.

The following key competencies are identified for those engaged in peacebuilding interventions:

- Creativity – is a pre-requisite for developing spaces for transformations. It requires openness to new approaches, capacity to go beyond what is commonly accepted, widening the perspectives and diversifying the possibility of choices.
- Empathy and curiosity – involves the ability to understand the perceptions, points of view, interpretations, anxieties and needs of different parties to a conflict and identify ways of overcoming them. Curiosity goes without judgments; it is a capacity to listen with open mind and heart.
- Non-violence – refers to verbal and non-verbal non-violent behaviour, which implies good listening skills, patience and a certain coolness in dealing with difficult issues.
- Relationships – requires the capacity to relate to others. It requires sensitivity and sense of humour that brings connectedness and inter-dependence. It also requires humility bringing recognition that all not only suffered in a conflict but were also involved in it.
- Tension, ambiguity and risk – involves recognition that there are various right models of perception and behaviour. It involves the competence to function in an environment where situations can't be foreseen and meanings can be contested, which may bring additional tension due to doubt of one's own views and convictions, frustration and insecurity (War Child Holland 2007).

6. Prepare carefully for Intra-Group Contact.

The “contact hypothesis” posits that contact between historically antagonistic or divided groups will lead to greater tolerance between groups, improved perceptions of the other group, and improved values toward peace. Evidence from quasi-experimental studies with Jewish-Israeli and Palestinian children support many elements of the contact hypothesis, showing improvements in attitudes, perceptions, and willingness for contact as a result of intra-group contact (Salomon 2003, as cited in Smith 2005). At minimum, contact may also serve a preventative capacity, preventing a deterioration of attitudes about the other. Recent research has pointed out the need for thoughtful design for intra-group contact, highlighting the need for deeper discussions about power relations, developing a shared sense of identity (e.g. as students, adolescents, girls, etc.), and skill-building activities. Principles of conflict sensitivity should come into play at every step to avoid a deterioration of relationships as a result of contact. This is particularly important when conflict is ongoing.

Israel and Occupied Palestine Territory

This study addresses whether the “contact hypothesis,” that is non-competitive interaction in an equal environment, functions to create sustainable relationships between conflicting groups. The study was undertaken at a Peace College program of Israeli, Palestinian and Scandinavian students. The study only partially confirmed the contact hypothesis and found that education in itself is not a “general panacea for *the other*” (pg. 46). It also found that relationship-building is a complex and multi-step process with risks at every step. By encouraging a shared sense of collective identity as students (rather than on ethnic or national terms) and through joint activities, pedagogical tools, and peacebuilding capacities, the programme was able to improve relationships, even within the context of exacerbated conflict (Schulz March 2008).

7. Create mechanisms to consult children and monitor for unintended consequences.

Conflict sensitive programming includes monitoring for unintended consequences. When children are the primary participants in a program, they should be the first consulted to gauge how programming is impacting them, their families, schools, and communities. Tools, such as rapid participatory appraisal tools, provide useful mechanisms by which educators can solicit children’s opinions. Rigorous evaluation of a conflict resolution programming demonstrates how non-violent conflict resolution programmes can surface latent conflict—thus indicating the importance of equipping people to deal with conflict in non-violent ways.

Rigorous Evaluation of Conflict Resolution Program in Liberia Reveals Surprising Results

The Community Empowerment Program (CEP), implemented by UNHCR and the Justice and Peace Commission (JPC), a Liberian non-governmental organization was a community education campaign that attempted to impart knowledge and skills to foster dialogue and non-violent conflict resolution in 67 conflict-prone communities in three Liberian counties, reaching more than 9,000 individuals, from early 2009-late 2010. It sought to provide tools and spaces for dialogue around problematic issues such as land ownership. Evaluation results showed an increase in conflict but a decrease in violent conflict, suggesting that opening dialogue may ignite latent conflict, though participants seemed to internalize the non-violent behaviours for dialogue. For more information, see the Evaluation section.

Innovations for Poverty Action (IPA) and Yale University conducted a Randomized Control Trial (RCT) of Liberia's largest peacebuilding programme, the Community Empowerment Program, implemented by UNHCR and the Justice and Peace Commission (JPC), a Liberian non-governmental organization. CEP was a community education campaign that attempted to impart knowledge and skills to foster dialogue and non-violent conflict resolution in 67 conflict-prone communities in three Liberian counties, reaching more than 9,000 individuals, from early 2009-late 2010. Though the results invited significant dialogue on many fronts, evaluators found the most striking effects in the following areas:

- Increases in non-violent inter-personal and inter-group disputes;
- Suggestive evidence of a decrease in violent disputes;
- Increasing levels of land conflict since the program, though also suggestions of lower rates of violence; and
- Increased rates of dispute resolution, and of satisfaction with those resolutions, in trained communities.

Evaluators noted that the increase in conflict was probably due to the space created for dialogue, thus latent conflicts surfaced but were dealt with through non-violent means. Also, while the program focused on adults, evaluators noted that lessons on youth rights and empowerment seemed to inflame pre-existing tensions between youth and elders (Blattman 2011).

Several conclusions from this evaluation could inform UNICEF's work. They include:

- Internalization of peace education and non-violent conflict resolution is possible but it must be done in a careful and intensive way or risk creating unintended consequences and conflict.
- Traditional systems, including age-based social structures, and human rights are not always compatible and frequently in direct conflict with each other.

8. All programming must be grounded in the local culture, context, and corresponding stage of conflict or recovery.

A School-Based Mediation Programme in South Africa considered the following contextual factors into account when translating school-based peer mediation programmes from the US to South Africa.

- Children, adolescents, and youth in South African townships had been subjected to significant levels of continuous violence before and after apartheid. After the repeal of apartheid, the nature of black-on-black violence changed from politically-motivated to more domestic and random violence.
- Schools were some of the first institutions to be integrated and were considered important agents of social reform. Youth, especially those in multi-racial schools, were likely the first in their family to experience inter-racial contact and have to deal with profound issues related to reconciliation.
- Major post-apartheid transformations of schools created teaching shortages. Emergency teachers had little training and experience and tended to rely heavily on lecture formats, often could not teach in students' native language, and put little emphasis on participatory learning.

As a result of those contextual factors, the programme was adapted in the following ways:

- Student-empowerment focus rather than teacher-led: Both teachers and youth were trained in mediation strategies but youth, rather than teachers, were expected to lead the program. The programme emphasized youth participation both because it was necessary in the South African context but also because teachers and school administration was overtaxed with other educational sector reforms and changes. Students were trained in community contexts that brought students from different schools together. Instead of beginning training with discussion on how mediation would help schools, students articulate the value they saw mediation as having for their schools.
- Schools linked to community resources: The programme included an extensive phase of community consultation and design based on participatory needs assessment with community stakeholders.
- Research into group conflict norms: Focus groups with the three major groups of students represented in the schools (Afrikaans, British, and Black South African) revealed that while the types of conflict the students experienced were generally the same (rumours, disputes between boyfriend and girlfriend, disobeying rules, arguments with teachers) the various groups handled disputes differently. For example, British students tended to rely on adult authority figures to help settle disputes, Afrikaans students tended to settle disputes within groups of friends, and Black students were more likely to discuss disputes within their family. Conflict norms were included in
- Training in multiple languages: Linguistic misunderstandings often played a role in conflict between student groups. English was the language that united groups but for many students it was their second (or third) language so misunderstandings were common. The programme adapted training to include Zulu and Afrikaans training and materials (T. Jones 2005).

Programme design needs to adapt to the local social, historical, and political context. This includes a consideration of the complex interactions between conflict and culture—and how those elements interact to impact schools and other child-focused institutions as well as children’s safety and well-being.

9. Teach core values while promoting critical thinking.

Value-laden education, such as peace, human rights, anti-bias or tolerance education imparts important ideas often missing from school curricula or other learning programs. They reflect international agreements on education. However, in many settings, the values that peace education promotes may be perceived as political or imported from foreign contexts (Tidwell 2004). Bar-Tal (2002) highlights the importance of “open-mindedness” over indoctrination when it comes to values-based education. Effective peace education allows children, adolescents, and youth to question everything they learn as they build critical thinking skills. Those skills help young people to evaluate different sets of values and make informed and ethical decisions.

10. For in-school programmes, a slot dedicated to peace education has proven effective.

Various experiences with peace education have shown that dedicated slots for peace education sessions tend to have more impact on student outcomes than diffusing peace messages throughout the day or curriculum. Nevertheless, all the curricula and teaching should be reviewed for explicit or implicit messages that might undermine the teaching of peace (Bretherton 2005).

Addressing Basic Implementation Challenges

Theory guides practitioners in the “what” of peacebuilding; the “how” must be informed by practice. Consultations with country offices on their peacebuilding or related programmes revealed implementation challenges. Colleagues from Pakistan and Uganda were consulted.

- Variability of conflict conditions at the sub-national levels. In Pakistan, children encounter different types of conflict and violence depending on the province they live in.
- Security concerns can challenge effective capacity-building of implementing partners. IN Pakistan, reaching Internally Displaced Persons (IDP) Camps requires UNICEF staff to have a security contingent and armed guards.
- Linguistic diversity impacts programme delivery in multiple ways. First, important concepts are lost or altered in translation of materials to local languages. This was noted with the PEP Programme in Timor Leste where translation to both Portuguese and Tetun involved multiple errors that prevented effective

training in local languages. Second, cross-group¹² contact can be challenging when children speak different languages or dialects in many conflict regions makes diverse groups of youth challenging. Third, capacity-building and monitoring of implementation is likewise challenged by diversity of languages.

- Few formal mechanisms exist for reaching out-of-school children, especially adolescents. In Pakistan, many children in camps were out of school prior to displacement and continue out of school in camps. Adolescents are not as interested in alternative learning programs where other students are between five and ten years of age. Peacebuilding efforts limited to schools may not reach many of the most marginalized children. In addition, many girls are married in early adolescence.

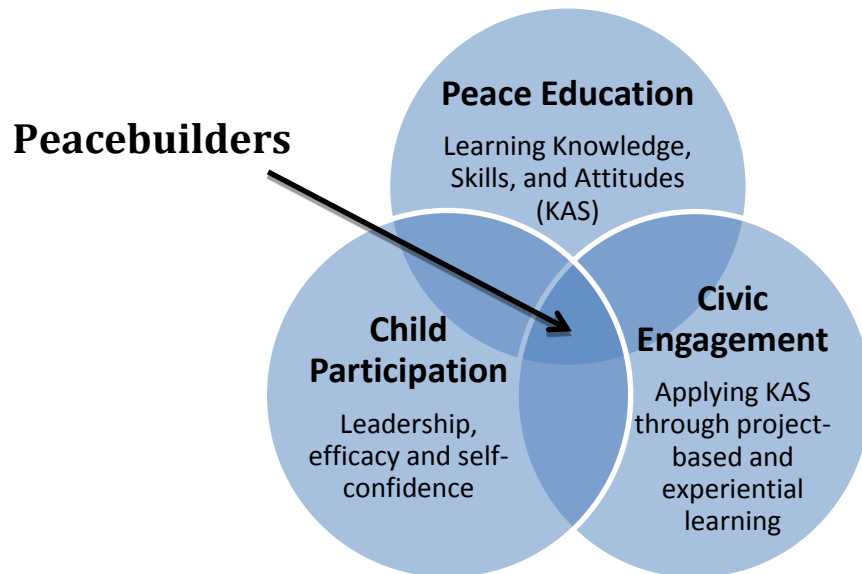
RECOMMENDATIONS

The following recommendations emerged over the course of research for this report and the continued tasks of the consultancy.

- 1. Empower children as peacebuilders through a holistic programme that blends peace education, child participation and civic engagement in diverse learning settings.**

Peace education needs to go beyond an overall goal of creating “peaceful children” to empowering “children as peacebuilders.” This orientation includes a focus on teamwork, participation, leadership, and community projects and works well both in and out of school. It also reflects the requirement that peace education has to be experiential in design (Bar-Tal 2002) as internalization of knowledge, attitudes, and skills occurs through practice.

Figure 2: Conceptualizing Children as Peacebuilders



Based on research of peace education, Table 2 presents ideas on how to supplement peace education to reflect the goal of “Children as Peacebuilders.”

Table 2: Peace Education Plus

Peace Education	+	= Children as Peacebuilders
Knowledge, Attitudes, and Skills for Peaceful Behaviours	KAS to identify and act in order to promote peace in family, class, school, and community	Knowledge, Attitudes and Skills for Peaceful Behaviours AND taking action for peace
Tends to occur in formal and informal learning settings	Experiential learning component	Engages with community through various strategies (detailed in recommendation #3)
Seeks to improve individual’s ability to resolve conflict, interact peacefully with others	Unites children in groups or teams to address issues	Focuses on collective identity formation as peacebuilders and harnesses the potential for groups of children to identify and resolve issues
Situates children as learners in a peace education process	Explicitly promotes child participation and leadership	Children as actors in the peacebuilding process

2. Provide experiential learning opportunities that promote peaceful behaviours and build skills.

Teaching peacebuilding knowledge, attitudes, and skills needs to be aligned with opportunities or “entry points” for children’s participation in peacebuilding processes. This is important for several reasons. First, internalization of peace-related knowledge, attitudes, and skills requires practice—both within and beyond educational settings. The proposed experiential learning continuum below shows one way to structure peace learning for children, giving ample opportunities for practice by rehearsing and applying skills in different contexts. Second, behaviour change and promotion also requires a supportive environment. Third, research shows that peace education in learning settings is more effective when linked to the rest of the community. When children participate in peacebuilding processes, they can facilitate those linkages.

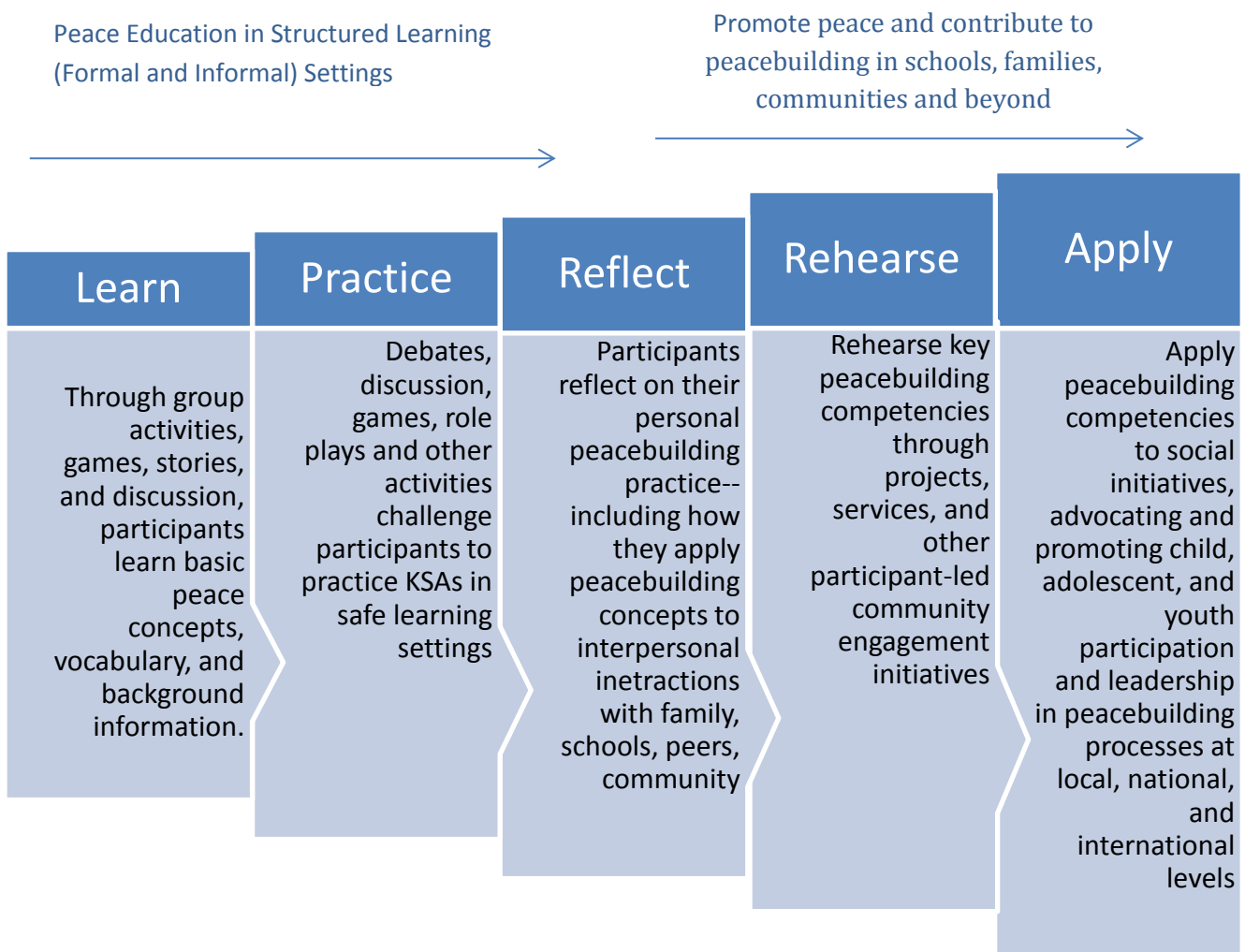


Figure 3: Experiential Learning Sequence

3. Children must have relevant and meaningful opportunities to apply emerging peacebuilding competencies within peacebuilding processes.

Figure 3 illustrates different strategies and examples for providing young people with opportunities to apply peacebuilding competencies.

Table 3: What does Children as Peacebuilders Look Like? KAS, Strategies and Examples

	Relevant KAS/Competencies	Strategies	Illustrative Examples
Coping with Conflict	Stress Management	Theater of the Oppressed/Participatory Theater	Chem Chem Theater Group in East Congo ¹³
	Self-Awareness		Right to Play ¹⁴
	Communication	Art and Creative Expression Sports For Development	
Resolving Conflict	Problem-Solving and Critical Thinking Respect Cooperation and Teamwork Negotiation and Mediation	Peer Mediation Cooperative Problem-Solving Issues Sports and Play	Turkey Primary School (Demir 2011) Hermes Project Colombia
Promoting Peace	Tolerance and Empathy Problem-Solving and Critical Thinking Respect Cooperation and Teamwork	Project-Based or Service Learning Child and Adolescent Journalists Economic Empowerment and Livelihoods ¹⁵	Child to Child Trust ¹⁶ Search for Common Ground ¹⁷

¹³ <http://www.peacebuildinginitiative.org/index.cfm?pageId=2026>

¹⁴ For exploration of opportunities and limitations of sport for peacebuilding, see http://www.righttoplay.com/International/our-impact/Documents/Final_Report_Chapter_6.pdf

¹⁵ For examples of organizations working in economic empowerment, see: <http://www.youtheconomicopportunities.org/>

¹⁶ <http://www.child-to-child.org/>

¹⁷ Search for Common Ground has used media, primarily radio, and technology to support peacebuilding and help children and young people express their voice. <http://www.sfcg.org/programmes/childrenandyouth/index.html>

Contributing to Peacebuilding Processes	Leadership, advocacy, and agency	Child and Adolescent Researchers Advocacy	WRC and the “Youth Speak Out” Report
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4. Create child-centered competencies for peacebuilding using simple, concrete language.

The key recommendation for this report regards the creation and validation of a set of competency domains for peacebuilding. Competencies reflect the mix of knowledge, attitudes, and skills necessary for peacebuilding—they act within both the cognitive and affective domains. They extend beyond competencies that would apply to peaceful children to embrace the ideas of children as peacebuilders. Competency statements reflect how children can demonstrate competencies or discrete elements of competencies through their behaviours or activities. The following table is an initial draft of a competency domain matrix including proposed competency statements and possible ways to assess those competencies in social, enjoyable, and age-appropriate ways.

Figure 4: Draft of Proposed Competencies



Proposed competencies can be grounded in competency statements that can be measured at a behavioural or attitudinal level—initial examples of ways to measure have been included here.

Table 4: Competency Statements

	Peace and Conflict	Human Rights and Responsibilities	Gender and Identity	Similarities and Difference	Perceptions and Bias	Self-Awareness
Communication	I/We describe a peaceful place. [Drawings]	I/We explain the difference between rights and responsibilities.	I/We recount what boys and girls say. [Storytelling call and	I name six different aspects of my identity. [List or drawing]	I correct a negative stereotype. [Role play]	I explain 5 ways I can communicate without using violence

		[speech, conversation]	response game]			{Speech]
Problem-Solving and Critical Thinking	I/We recognize sources of conflict in my community. [Map]	I/We propose a solution to human rights abuses in my community. [Speech, conversation, written]	I/We analyze pictures or media portrayals of boys, girls, or different groups.	I name similarities I share with children who seem different from me[Possible use of intra-group contact].	I/We list unfair or untrue beliefs about different groups of people.*[use story rather than actual people]	I identify several solutions to a problem. [List, street theater “freeze frame”]
Respect, Cooperation and Teamwork	I/We explain how people could work together to reduce conflict. [Conversation]	I/We give an example of how to respect another person’s human rights.	I/we list activities that people in our communities only do with people of their same gender. (Or discuss why or why not they do that0 [Conversation, list]	I/we demonstrate how to play a game while respecting everyone’s rights. [see activity in life skills manual, sport]	I/we explain how bias can affect teamwork.	I/We show how we can demonstrate enthusiasm and positive attitudes when working in a team. {Sport]
Tolerance and Empathy	I/We recognize feelings in myself and others. [Drawing, role-play]	I/We explain how it feels when people respect my rights (or violate). [speech, conversation]	I/we spend a day “walking in another’s shoes” and describe how it felt. [Gender role switch or ethnic role switch. See PLAN experience]	I describe how it feels to make friends with someone different.	*See gender and identity activity	I describe how I feel when someone is considerate or understands me.
Negotiation and Mediation	I/We distinguish between a want and a need. [List]	I/We comment on a role-play negotiation about responsibilities. [drama, role-play, freeze-frame street	I list what girls and boys may want or need for a better life.	I/We describe how we might settle an argument between different groups. [Story, role play]	I name possible solutions to disputes between different groups. [Either	I distinguish between fact and opinion. [Listening activity]

		theater]			imaginary or real]	
Managing Stress and Emotions	I/We describe how to calm myself in violent situations. {List]	I/We identify strategies to make myself/ourselves feel better when someone violates our rights. [List]	I describe how I feel when someone insults or compliments a group I belong to. [Face cards, drawing]	I explain how I will cope with different ways of playing/relating to people. [Sport/Play[I name five ways I will change how I perceive people different from me.	I identify when I should avoid or engage in an argument or conflict.
Leadership, advocacy, and agency	I/We propose how we can create peace in family, school, and community [list, project, speech]	I/We describe several steps we might take to fulfill our responsibilities. [project, written	I/we list steps we would take to make life better for boys and girls in our community.	I/we organize an event to bring people together.*	I/we brainstorm how to change negative perceptions of children, adolescents or youth in our community.	I can list the strengths that make me a good leader.

5. Emphasize the collective to promote engaged learning and positive identity-formation.

Learning is a social phenomenon. Research on communities of practice, stemming from extensive research on how people learn in work environments, show that inclusion in communities of people engaged in common activities furthers learning through engagement (Wenger 1999). Much conflict depends on narrowly defining an individual’s identity based on a single religious, ethnic, tribal, or other affiliation. In reality, all human beings have multiple identities (e.g. adolescent, girl, student, sister, friend, talented reciter of poetry, etc.) A peacebuilding programme would seek to create a new identity for children as peacebuilders and leaders.

Programming can emphasize mastery of competencies at the collective level (when appropriate). Since peace education stresses peaceful social cohesion, competencies could reflect a group rather than just individual mastery. Some competencies (such as self-awareness) are oriented solely to the individual. By creating collective competencies, we reinforce the idea of cooperation and teamwork and promote a collective sense of identity for “children as peacebuilders.” These competencies could be translated to teams, classrooms, child-friendly spaces, or other groupings of children. They could also be used to in the context of intra-group contact, if done with sufficient caution and support. For that reason, the peacebuilding competencies use both I/We statements.

6. Adapt “children as peacebuilders” strategies and activities for age, developmental stage, and psycho-social appropriateness.

Children can be empowered and equipped to become peacebuilders. Peacebuilding should not become a burden or additional responsibility to children already coping with significant burdens such as HIV/AIDS, war, economic responsibility, sibling care, household chores, violence, and gender-based violence. In order to prepare children as peacebuilders, programmes must create safe, supportive and joyful environments where children can act as children. They should be able to learn peacebuilding knowledge, skills and attitudes through play, dialogue, games, stories, and other exercises that allow them to “rehearse” what they learn in a safe environment. Competencies can be adapted to reflect the “ages and stages” for different children, bearing in mind that conflict alters the roles and responsibilities of children.

While adaptation, especially psycho-social adaptation, would depend on the conflict situation, Table 5 includes general tips on adaptation.

Table 5: Tips on Adapting for Ages, Stages, and Psycho-social

School-Age Children 6-12	<ul style="list-style-type: none"> • Can engage in peacebuilding activities at the family, peer, classroom, school, and community level • At the community level, would require significant support to ensure their safety and security is paramount when interacting with unfamiliar people • May need additional guidance and facilitation from adults to begin projects in community • Emphasize routine and ritual, pay significant attention to positive relationships, and ensure that learning includes quiet engagement, games and physical activities, shorter time blocks or sessions
Early Adolescents 13-15	<ul style="list-style-type: none"> • Can engage in peacebuilding activities at the family, peer, classroom, school, and community level • At the community level, programme design should emphasize teamwork and peer support, close supervision to ensure safety and security, especially with young girls • May need additional guidance and facilitation from adults to identify solutions to peace-related issues in their community • Emphasize social interaction and relationships between peers to complement developmental stage
Adolescents 15-18	<ul style="list-style-type: none"> • Can guide and lead younger participants in any peacebuilding activities • Emphasize opportunities for adolescents to lead, suggest, propose, and enact their ideas • Promote critical analysis and questioning • Consider the use of technology or other innovations

7. Test the proposed competencies across cultures and conflict situations to see which competencies resonate, meet resistance, or are unclear.

Competency domains will need validation at the global level and testing in the field. Once vetted at the global level and field-tested, draft competencies could be passed on to countries to be evaluated, adapted, and changed as needed.

8. Prepare and support teachers and educators as they shift to the skill set required for teaching competencies.

Some teachers or community educators may feel comfortable teaching competency domains. For many, especially those in the formal school system, it may be challenging. Clear guidance is needed to move to a facilitation-based model that supports inquiry and experiential learning. Teacher training that integrates teacher's cognitive and affective domains, and connects to the experiences they had or wish they had in school, may prove more effective.

9. Develop the evidence base, until then, draw from experience and relevant theory.

UNICEF programmes can deepen the evidence base on peace education. Until then, relevant theories can shape KAS development. The ecological model (Broffebrenner; Brooks-Gunn); positive youth development (Pittman); resiliency, motivation, and choice for conflict-affected youth (summarized by Sommers 2003); asset-based approaches (Population Council); and taxonomies for learning that integrate cognitive and affective domains (Bloom 1973, etc) can all contribute to our understanding of how best to promote children as peacebuilders.

10. Manage expectations for change at the individual, community and national level

Here we return to the concept of peacebuilding, borrowing from one definition of peacebuilding as “medium- and long-term measures aimed at setting up mechanisms of peaceful conflict management, overcoming the structural causes of violent conflicts and thereby creating the general conditions in which peaceful and just development can take place.” The goals of “children as peacebuilders” are medium and long-term and thus expectations for results should be adjusted to reflect that.

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ANNEX

The Adolescent Kit

New UNICEF programme resources and supplies to work with and for adolescents in emergencies.

Adolescent Development and Participation Section, Programme Division, HQ

UNICEF's Adolescent Development and Participation Section is developing an “Adolescent Kit” of **guidance, resources and supplies** to reach, engage and promote the rights of adolescents in emergencies and other low-resource environments. The ADAP section in Programme Division, HQ is coordinating the development of the kit in collaboration with several country programmes, and with technical input from key UNICEF sectors and partners. ***Progress on the kit's development is underway, with guidance modules drafted and under review, while the design of the supply component of the kit is beginning in July 2013.***

The Adolescent Kit will support **activities and approaches for adolescents** that can be integrated into education, child protection and other programmes and services that contribute to **positive outcomes** for adolescents by:

- Promoting adolescents' **psychosocial wellbeing**.
- Giving adolescents opportunities to learn and practice **life skills**, especially those needed to cope with the effects of conflict and contribute to peace.
- Encouraging and supporting adolescents to **work together and take action** around issues that they identify as priorities.

For example, activities supported by the kit will include:

- **“Working together and taking action,”** with **activities for adolescents** to get to know each other, collaborate with each other, reflect on their priorities and interest, solve problems, plan their own activities, and take action.
- **Arts activities**, including visual arts, crafts, dance, music, theatre and storytelling
- **Recreation and physical play**, including a variety of games.
- **... and we hope to continue to expand to include other kinds of activities.**

The Adolescent Kit focuses on **adolescents**, defined as children ages 10-18, who often fall between gaps in our programmes and interventions in emergencies. It reflects UNICEF's human rights mandate and the principles of equity, with strategies to reach and engage boys and girls equitably, children with and without disabilities, and those from marginalized or excluded groups. The kit also incorporates UNICEF's evolving approach to **peacebuilding**, with approaches and activities focused on adolescents' development of capacities to cope with conflict and contribute to peace.

Where and when can the kit be used?

The kit is designed to complement UNICEF's other key resources and approaches for emergencies, especially with respect to education and child protection. For example, it gives suggestions for approaches and activities that can be used in and through Child-Friendly Spaces, schools or learning programmes (outside lesson hours), youth centres, or other safe spaces. It can also be used to facilitate outreach activities to remote communities.

The kit is being designed for use in many phases of emergencies, including the early recovery/response phase (first eight weeks), as well as continued response and early recovery phase (six months after the first eight weeks) of an emergency. The kit will also be relevant and useful for post-conflict, protracted emergency and low-resource development contexts. Programme guidance and manuals include recommendations for how the activities and approaches can be sustained and institutionalized into longer-term programming.

What is in the kit?

Guidance and Activities Modules. The kit will include **Guidance Modules and Activities Modules** for programme coordinators and facilitators, with a focus on **activities and approaches** to reach and support adolescents that can be integrated into existing programmes (e.g. Child-Friendly Spaces, learning programmes, etc., as mentioned above). Drafting these modules has been the first step in the Kit's development. As of now (June 2013), eight modules have been drafted, and are currently being reviewed, field-tested and revised.

Moving forward, we will explore innovative ways to design and disseminate these guidance modules in a way that is accessible, convenient and relevant for colleagues in the field. This will include:

- Electronic versions of the modules, available on line and on flash drives.
- Video versions of the modules and/or supplementary materials (e.g. case studies and examples from the field)
- Graphic and physical design of the print version of the modules that make them sturdy and handy, and help coordinators and facilitators to easily find the specific tools and information they need (e.g. pull-out laminated cards with key information, colour coding tabs, visual instructions).
- *Some or all modules, and the flash drive with electronic resources, will be packaged inside the kit with the other materials and supplies.*

Materials and supplies. The kit will also include **materials and supplies** to make the activities more relevant, engaging and enjoyable. These will be chosen based on the activities and guidance modules, and the selection and design process will begin in June 2013, including the following:

- To avoid "reinventing the wheel," ADAP along with the Technical Guidance Group will select familiar, tested items that should be included in the kit.
- ADAP and with the TGG, with the support of UNICEF's Innovation Unit, will collaborate with design experts and adolescents to design the supply element of the kit with the goal of creating new, innovative resources and addressing some of the challenges that have been encountered with other kits.
- A key focus of the kit will also be to promote the creative, practical use of **locally available materials** to promote environmental awareness and to reduce dependency on external resources.

- The kit will also be designed with the possibility of use together with other kits, such as the Recreation Kit and the Child-Friendly Spaces kit.

How will the kit be developed to be useful and relevant in emergencies and low-resource environments?

The development of the kit began with **consultations and participatory work in the field** with adolescents in Kenya, Ethiopia, Timor Leste, Haiti, and Uganda. The kit also draws on **successful programmes and approaches** implemented by UNICEF and other partners and agencies in emergencies and post-conflict contexts, especially the Art-in-a-Bag programme supported by the US Fund for UNICEF in Indonesia, Panama and Haiti.

That field-based work will continue as we move forward, with a shift toward longer-term collaborations with Country Offices to use materials that have been drafted, testing and developing materials and supplies, initiation of training of trainers, and gathering and documenting case studies and lessons learned from other successful approaches. Plans are in place for a collaboration with UNICEF-South Sudan and preliminary consultations are underway with other Country Offices.

At the HQ level, the Child Protection Section, Education Section, Supply Division, Emergency Operations Division, Disability Unit and Communication for Development Unit are all providing technical input and support for this initiative. The kit is also being developed as a resource for UNICEF's **Peacebuilding, Education and Advocacy Programme** supported by the government of the Netherlands, drawing on and integrating new technical guidance on peacebuilding, and harmonizing the kit's usage with Peacebuilding and Education programming in country offices. Partner organizations with expertise in adolescents, emergencies, and positive development activities will also be consulted and may collaborate in the review, development and testing of the kit.