

CONFLICT SENSITIVITY AND PEACEBUILDING

Programming Guide

NOVEMBER 2016



ACKNOWLEDGEMENTS

There are many individuals across UNICEF who have provided valuable insights and contributions to the production of this guide. The guide was produced through a consultative process and informed by practical application of its content through several training workshops at country and regional levels, often tied to UNICEF programme planning processes. Special thanks go to Zachary Metz, Naghmeh Sobhani and Kristoffer Nilaus-Tarp, the three consultants who worked closely with Sharif Baaser and John Lewis (HATIS/ Programmes Division, UNICEF NYHQ) in producing the guide as part of a broader capacity development project.

SUMMARY, OVERVIEW AND GUIDE TO THE GUIDE

SUMMARY AND OVERVIEW

The *Conflict Sensitivity and Peacebuilding Programming Guide* is a tool for UNICEF field staff and leadership to understand, situate and operationalize conflict sensitivity and peacebuilding through UNICEF’s existing work or new initiatives in different contexts and in partnership with other stakeholders.

This Guide is premised on two key assumptions:

- 1 **The work of UNICEF and its efforts to achieve a range of sustainable results for children is *greatly impacted* by conflict; and**
- 2 **UNICEF’s work can *greatly impact* conflict, both positively and negatively.**

Countries affected by fragility, conflict and high levels of violence are a priority for UNICEF. UNICEF’s Strategic Plan and a number of other global policy documents have emphasized the importance of UNICEF having a differentiated approach to programming in such contexts with a particular focus on conflict and risk analysis to inform programme strategies and identification of opportunities where UNICEF can make a direct contribution to peacebuilding. Specifically, UNICEF’s comparative advantage in peacebuilding is rooted in its programmatic focus on social sectors and its engagement with a wide range of key actors at the community and policy levels. This enables UNICEF to bring the voices of various marginalized groups – particularly children, youth and women – into peacebuilding processes.

Throughout the cycle of programme planning, UNICEF Country Offices (COs) can and should systematically ensure that the design and implementation of programmes do not exacerbate conflict dynamics, through using a **conflict-sensitivity** lens. COs can also explicitly identify opportunities for specific **peacebuilding** interventions that can increase capacities (at the national, community and individual levels) to transition out of fragility, reduce violent relapses and achieve better and more sustainable results for children.

1

The work of UNICEF and its efforts to achieve a range of sustainable results for children is **greatly impacted** by conflict

2

UNICEF’s work can **greatly impact** conflict, both positively & negatively

This guide and the companion *UNICEF Guide to Conflict Analysis* are part of efforts by UNICEF to strengthen its programming in conflict-affected, fragile and risk-prone contexts and to ensure that its staff at the regional office (RO) and CO levels are equipped with the guidance, tools and capacities to operate effectively in the increasingly challenging environments they work. The guides aim to help UNICEF staff to conduct conflict analysis and make sure their programmes are conflict-sensitive or ‘Do No Harm’ at minimum and, where possible, find opportunities to contribute to peacebuilding or ‘Do More Good’ by addressing the root causes of conflict.

In addition to this *Programming Guide* and the *Guide to Conflict Analysis*, the Humanitarian Action and Transition Section (HATIS) in the Programme Division of UNICEF New York headquarters has produced a ‘conflict sensitivity and peacebuilding capacity development package’ that is modular and very customizable to different contexts to respond to the training and capacity development needs of staff in the field. ROs and COs can request such training through contacting HATIS.

CONFLICT SENSITIVITY AND PEACEBUILDING

In the UNICEF context and throughout this Guide, *conflict sensitivity*, (framed as ‘Do No Harm’) is defined as developing and implementing programmes to work most effectively IN conflict, principally through:

- ▶ **Understanding the conflict context;**
- ▶ **Carefully considering the interactions between planned or ongoing interventions and the conflict context;**
- ▶ **Acting upon the understanding in programme design and implementation, to minimize potential negative impacts; and**
- ▶ **Responding to changes in conflict dynamics by adjusting programming.**

Peacebuilding (framed as ‘Do More Good’) is defined as working ON conflict, with an intention to produce ‘primary’ or ‘secondary’ peacebuilding outcomes, to:

- ▶ **Reduce the risk of a lapse or relapse into violent conflict by directly addressing root causes and consequences of conflict;**
- ▶ **Strengthen national, community and individual capacities to address conflict constructively; and**
- ▶ **Lay and support foundations for sustainable peace and development.**



GUIDE TO THE GUIDE

This *Programming Guide* can be used as a stand-alone resource, or as a reference for UNICEF staff that have completed a workshop through the HATIS Capacity Development Project (CO, RO or online). Each tool and concept introduced should be contextualized and adapted to the realities, dynamics and needs of the context in which it is used. It is, therefore, not an exhaustive guide but provides a framework that can then be further elaborated through existing CO knowledge. In each chapter, a few sector-specific examples are shared to further shed light on how a given concept can be applied across sectoral pillars.

As both conflict sensitivity and peacebuilding programming rely on robust conflict analysis, users are strongly encouraged to also refer to the *UNICEF Guide to Conflict Analysis* as you explore the tools and frameworks of this *Programming Guide*. Users are encouraged to pick, choose and utilize the elements of this Guide that add value for specific programming needs and contexts. It should be used as a toolkit rather than a formula.

You will see throughout the *Guide* that the conceptual elements are written with a broader, more general approach, while the programming-related elements are written to directly address you as the field-based user of this guidance, emphasizing tools and checklists so you can immediately apply the material to your programme needs. You will notice that the peacebuilding programming section is more extensive than the section on conflict-sensitive programming. The *Guide* aims to provide depth and robust resources for peacebuilding programming, while summarizing and highlighting conflict-sensitivity approaches. Note that there is a wider spectrum of tools, guides and resources for conflict-sensitive programming available for UNICEF staff to make use of, to supplement this guidance.

Several sections of the *Guide* also include 'Application Questions' which will help you immediately apply the concepts to your context.

This *Guide* will 'coach' you through the process of conceptualizing and implementing peacebuilding programming.

CONTENTS

SUMMARY, OVERVIEW AND GUIDE TO THE GUIDE	03
Summary and overview	03
Guide to the Guide	05
SECTION 1: UNICEF, CONFLICT AND PEACEBUILDING	08
UNICEF’s commitments to conflict sensitivity and peacebuilding	08
Fundamental conflict concepts	11
What is conflict?	11
What is social cohesion?	12
UNICEF and conflict analysis	12
UNICEF and conflict sensitivity	14
UNICEF and peacebuilding	14
UNICEF peacebuilding engagement and conflict ‘phases’	15
SECTION 2: DEVELOPING AND IMPLEMENTING CONFLICT-SENSITIVE PROGRAMMING	17
What is conflict-sensitive programming?	17
Examples of conflict insensitivity in UNICEF programming	17
External and internal conflict sensitivity	18
Steps to increase program conflict sensitivity	20
SECTION 3: DEVELOPING AND IMPLEMENTING PEACEBUILDING PROGRAMMING	21
Choosing between conflict-sensitive and peacebuilding programming	21
Levels of peacebuilding programming engagement and impact	21
How to design your peacebuilding programme	23
1. Define peacebuilding outcomes as a primary or secondary objective for your programme.	23
2. Identify entry points for potential peacebuilding programming.	26
3. Develop Your peacebuilding theory of change	27
UNICEF peacebuilding overarching theory of change	27
Examples of peacebuilding theories of change for sector programming	28
4. Design your RBM framework oriented towards peacebuilding	29
The four key RBM elements	30
How to develop peacebuilding Indicators	32
5. Define your peacebuilding M&E plan	32
CONCLUSION: Peacebuilding as a further step	37

ANNEXES

39

ANNEX 1: Education and peacebuilding	40
Education programming to support vertical social cohesion	41
Education programming to support horizontal social cohesion	42
Education programming to support individual capacities and contributions	42
ANNEX 2: Health/nutrition/HIV and peacebuilding	44
Health, nutrition and HIV programming to support vertical social cohesion	44
Health, nutrition and HIV programming to support horizontal social cohesion	45
Health, nutrition and HIV programming to support individual capacity and contributions	45
ANNEX 3: WASH and peacebuilding	47
WASH programming to support vertical social cohesion	47
WASH programming to support horizontal social cohesion	48
WASH programming to support individual capacity and contributions	48
ANNEX 4: Child protection and peacebuilding	49
Child protection programming to support vertical social cohesion	49
Child protection programming to support horizontal cohesion	50
Child protection programming to support individual capacity and contributions	50
ANNEX 5: Gender and peacebuilding	52
Gender and vertical social cohesion	53
Gender and horizontal social cohesion	53
Gender and individual capacities and contributions	54
ANNEX 6: Early child development and peacebuilding	55
Early child development and vertical social cohesion	56
Early child development and horizontal social cohesion	56
Early child development and individual	56
ANNEX 7: Adolescents/youth and peacebuilding	58
Adolescents/youth and vertical social cohesion	58
Adolescents/youth and horizontal social cohesion	59
Adolescents/youth and individual	59
ANNEX 8: Communication for Development (C4D) and peacebuilding	60
C4D programming to support vertical social cohesion	60
C4D programming to support horizontal social cohesion	61
C4D programming to support individual capacity and contributions	61
ANNEX 9: Sample methodologies for collecting peacebuilding baseline and M&E data	62
Explanatory case study	62
Exploratory case study	63

1

UNICEF, conflict
and peacebuilding**UNICEF'S COMMITMENTS TO CONFLICT SENSITIVITY
AND PEACEBUILDING**

UNICEF is committed to delivering and managing its programmes in ways that contribute to reducing fragility, building peace, and strengthening resilience. This commitment is highlighted in key UNICEF and United Nations strategy documents.

The Strategic Plan (2014–2017) states that

“UNICEF is committed to strengthening its involvement in systematic reduction of vulnerability to disaster and conflicts through risk-informed country programmes that help build resilience.” It also notes that “systemic attention to risk analysis and mitigation is particularly important to effectively addressing the specific needs of children living in fragile and conflict-affected contexts.”¹

The UNICEF Technical Note on Conflict Sensitivity and Peacebuilding (2012),² developed through a consultative process and endorsed by senior management, identifies three principal directions for the organization when it comes to conflict-affected countries:

- 1. All UNICEF strategies and programmes in these countries should be informed by a robust conflict analysis;**
- 2. All UNICEF strategies and programmes in these countries should be conflict-sensitive; and**
- 3. UNICEF should take a more explicit and systematic approach to peacebuilding, where appropriate.**

The role of social services in peacebuilding has also been emphasized in a number of United Nations documents, including the Secretary-General's 2009 report on 'Peacebuilding in the Immediate Aftermath of Conflict', which highlighted the provision of basic services, such as water and sanitation, health and primary education among the five recurring priorities for peacebuilding in the immediate aftermath of conflict that require support. Similar priorities have been articulated by the World Bank, the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC), the G7+ New Deal framework, and a host of Member States and their aid and development agencies.

In 2015, the United Nations undertook three major reviews related to peace and conflict, all of which made recommendations on how the United Nations and its partners need to work together to respond to the root causes and dynamics of violent conflict across different sectors to achieve sustainable peace. These reviews have also emphasized the importance of provision of education, health, and water and sanitation as critical components of peacebuilding.

The reviews led to resolutions that were passed simultaneously in both the United Nations General Assembly and the United Nations

¹ <www.unicef.org/strategicplan/files/2013-21-UNICEF_Strategic_Plan-ODS-English.pdf>.

² <www.unicef-emergencies.com/downloads/eresource/docs/KRR/UNICEF%20Technical%20Note%20on%20Conflict%20Sensitivity%20and%20Peacebuilding.pdf>.

Security Council. These resolutions expand the notion of peacebuilding, including a definition of ‘sustaining peace’, which encompasses “activities aimed at preventing the outbreak, escalation, continuation and recurrence of conflict ... and should flow through all three pillars of the UN’s engagement at all stages of conflict.”³

WOMEN AND PEACEBUILDING

There is broad consensus on the importance of the participation of women in peacebuilding, reflected in the adoption of United Nations Security Council Resolution 1325 in 2000, its affirmation in subsequent Security Council resolutions and other national and international policy documents, and gender-sensitive programmatic responses. In this context, further insights have continued to be gained on the gendered dimensions of peacebuilding efforts. This includes the importance of enhancing efforts to address the power structures, dynamics, roles and relations between women/girls and men/boys. The transitional period following violent conflict can present opportunities to address and even transform these dynamics and negative gender norms.

HUMANITARIAN CONTEXTS

The nature and scale of humanitarian crises has changed, becoming more protracted and intractable. In 2016, a total of 125 million people required humanitarian assistance, and 65 million people were forcefully displaced, most of it caused by violent conflict. The United Nations Secretary-General’s Report to the 2016 World Humanitarian Summit calls for a needed shift from perpetual crisis management and ‘delivering aid’ to one that focuses on ‘ending need’ and geared towards addressing the root causes of conflict and crises.

While it is acknowledged that humanitarian action cannot prevent violent conflict, it can have both positive and negative impacts on conflict dynamics. If not carefully calibrated, the targeting of beneficiaries, procurement of supplies, delivery of services and re-settlement of displaced people can have negative impacts on conflict dynamics. Similarly, the provision of humanitarian assistance can have a positive impact by reducing tensions and preventing competition over resources. Awareness of the context into which humanitarian assistance is delivered is therefore at the heart of the principle of ‘do no harm’. Improved context-specific coordination and coherence among peacebuilding, development and humanitarian action presents opportunities for reducing the risk of violence and contributing to sustaining peace. At the same time, humanitarian organizations must ensure, and others must respect, that humanitarian action remains guided by the principles of humanity and impartiality; that humanitarian priorities are defined on the basis of needs; and that assistance and protection is given as a matter of priority to the most vulnerable.

THE GLOBAL CONFLICT CONTEXT

More than 250 million children – 1 in 10 children globally – currently live in areas affected by armed conflicts and violence. By 2018, it is estimated that half the world’s poor and the majority of out-of-school children will live in fragile and conflict-affected contexts.⁴ Crises in countries like Afghanistan, the Central African Republic, Myanmar, Nigeria, South Sudan, the Syrian Arab Republic and several others have resulted in complex and diverse challenges that are unprecedented in scale and scope. Many countries that are recovering from years of protracted conflict and violence are making progress towards sustainable development results for children, although they remain fragile and at risk for relapsing into violent conflict.

⁴ Organisation for Economic Co-operation and Development, ‘Fragile States: Domestic revenue mobilization in fragile states’, OECD, Paris, 2014, p. 95. Retrieved on 17 February 2015 from <www.oecd.org/dac/governance-peace/conflictandfragility/docs/FSR-2014.pdf>.

These fragile and conflict-affected contexts have often created situations in which grave violations of child rights are committed in blatant disregard of international humanitarian law and international human rights law. UNICEF helps to address these violations through preventative and remedial action. A stronger focus on peacebuilding allows the organization to help address root causes of violent conflict that often lead to such abuses of child rights. It will also lead to better, more sustainable and equitable results for children in these fragile and conflict-affected contexts.

Peacebuilding involves a multidimensional range of measures that seek to reduce the risk of lapse or relapse into violent conflict by addressing the dynamics and underlying causes and consequences of conflict, and by strengthening national capacities at all levels to identify and address these factors to lay the foundations for sustainable peace and resilient development. For peacebuilding to be effective, a focus on supporting higher-level political and state-building processes, such as political reconciliation, elections, reform of security sectors and rule of law institutions is necessary but not sufficient. It is crucial for peacebuilding strategies to also address the social and economic aspects of conflict. This includes a focus on community-level social cohesion, with particular attention to divisions within and among different groups, and through reducing incentives for violence, strengthening positive perceptions of the state, and providing mechanisms for building trust and cooperation across communities. UNICEF's equity approach is critical in this respect.

While UNICEF has been making significant strides in developing and implementing peacebuilding initiatives, some COs have faced dilemmas regarding framing, language and terminology related to 'conflict' and 'peace'. In some contexts, this framing is politically charged, contested and therefore counterproductive for UNICEF's goals. A country may avoid labels such as 'conflict-affected', or might view itself as already being 'peaceful'. The use of these terms may even be considered as judgemental or biased, evoking negative reactions. Therefore, being thoughtful about how to frame a peacebuilding programme, based on realities of a specific context, is essential to managing a successful initiative. Some UNICEF COs have explored alternative terms, including 'social cohesion' or 'consolidation of peace'.

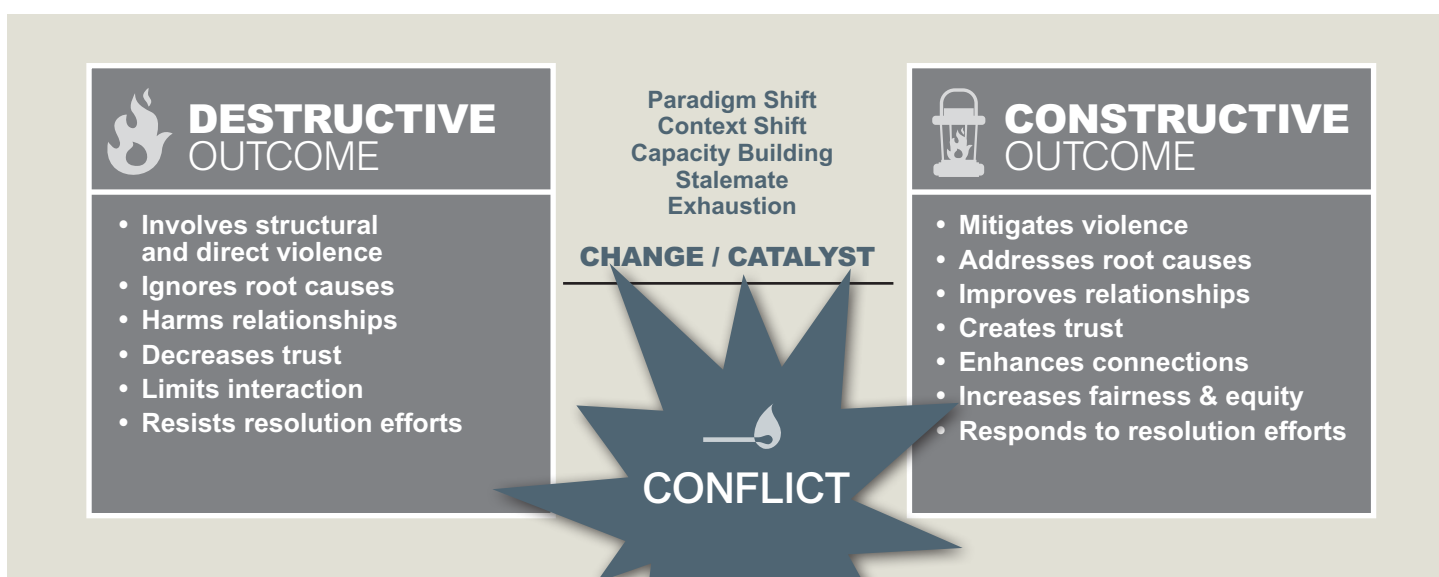
Application questions

- ▶ *How do you view the relationship between 'traditional' UNICEF development and humanitarian programming with peacebuilding approaches and programming?*
- ▶ *How does the broader UNICEF (and United Nations) mandate and approach to working in and on conflict affect your own thinking about conflict, conflict sensitivity and peacebuilding?*

FUNDAMENTAL CONFLICT CONCEPTS

WHAT IS CONFLICT?

Conflict involves a clash or struggle between groups that perceive that their *needs, goals* or *strategies* are incompatible, mutually exclusive or antagonistic. Conflict can involve contestation around demands, interests, collective memory, emotions, perceptions, values, beliefs, history, culture, behaviours, actions, symbols and power. Conflict can manifest from micro interactions to macro systems. However, conflict itself is not necessarily negative. Conflict can lead to positive change. The expression, process and outcomes associated with conflict may be *destructive, constructive*, or both, in any given social context.



Conflict becomes **destructive** when:

- **Misunderstandings increase;**
- **Communication breaks down;**
- **Trust and interaction are degraded;**
- **Root causes of conflict are ignored (or inflamed); and**
- **People and relationships are harmed (through direct, structural or cultural violence), and grievances, injustice and exclusion are unaddressed.**

However, social conflict is a **dynamic** process, and it therefore can be impacted by a range of factors or catalysts that create **change**. Some key catalysts for change in a conflict system include:

- **Context shifts for or around the parties;**
- **Shift of paradigm, beliefs or visions for the future held by parties;**
- **Building of new capacities, knowledge or attitudes;**
- **Reaching a 'mutually hurting stalemate';**
- **Parties become simply exhausted; or**

Each of these significant shifts may create opportunities for *constructive* outcomes of conflict. UNICEF peacebuilding programming can contribute directly to some of the positive 'shifts' towards constructive engagement and conflict outcomes, because UNICEF programming can support constructive processes and capacities at the institutional, community and individual levels, towards social cohesion. For instance, while supporting the delivery of social services, UNICEF can create opportunities for new, positive relationships, experiences, norms, and experiences and narratives related to inter-group collaboration across lines of conflict, aimed at ensuring the welfare of all groups, particularly children, adolescents, caretakers and social service providers.

WHAT IS SOCIAL COHESION?

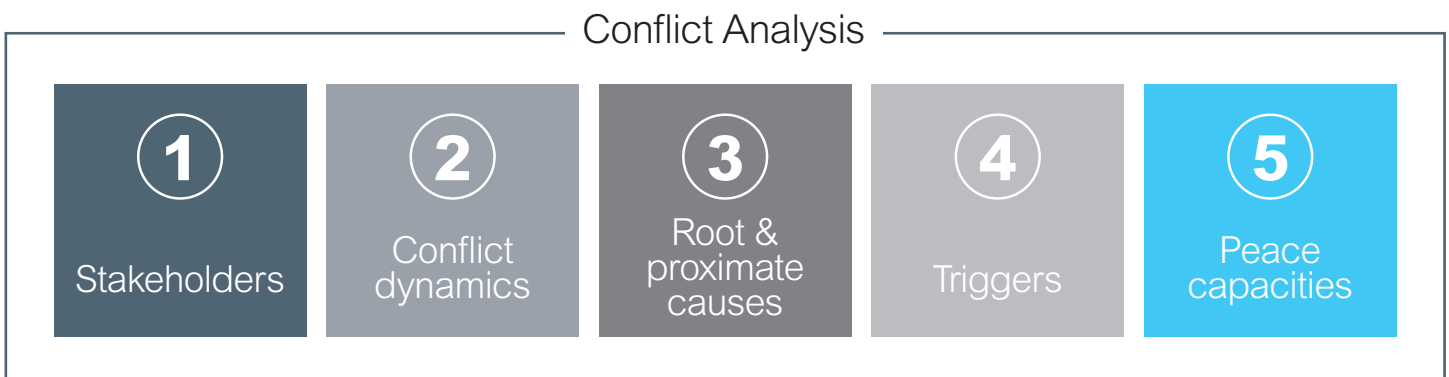
Social cohesion refers to the quality of bonds and dynamics that exist between the groups within a society. Groups can be distinguished in terms of regional, ethnic or socio-cultural identities, religious and political beliefs, social class or economic sector, or on the basis of characteristics such as gender and age. The strengthening of social cohesion at the vertical (relations between the state and citizens) and horizontal levels (intra- and inter-group relations) is one of the key results that emerge from effective peacebuilding interventions. This idea of social cohesion will be unpacked in later sections of this *Guide*.

UNICEF AND CONFLICT ANALYSIS

In general, conflict analysis is the systematic study of the profile, causes, actors and dynamics of conflict. Conflict analysis should capture the multidimensionality (political, social, economic, security, etc.) of a conflict, and can be tailored to any geographic area or programmatic level. In UNICEF, conflict analysis should be specifically focused on issues related to its programme with a focus on social services for target populations.

Conflict analysis is essential for ensuring that you understand the context, to ensure conflict sensitivity ('Do No Harm') as a minimum requirement in your programming, and to identify and use opportunities for peacebuilding ('Do More Good') in your programming, and in the process of supporting the equitable management and delivery of social services. Conflict analysis helps you understand how conflict impacts the core UNICEF mandate for children and their caregiver, and also how your work positively or negatively impacts a range of conflict factors.





While there are many different conflict analysis frameworks and methodologies developed by various international organizations, United Nations agencies, governments and non-governmental organizations, the UNICEF Conflict Analysis Model consists of five key elements which resonate with UNICEF sector work.

The five elements of UNICEF Conflict Analysis are: Stakeholder Analysis and Mapping, Root and Proximate Causes, Triggers, Conflict Dynamics, and Peace Capacities. The model also includes a Conflict ‘Thumbnail’, which provides overall context, background and a synopsis of the key conflict issues.

Conflict analyses can vary in their scope and scale. At one end of the spectrum, consulting local newspapers would allow for a basic understanding of changes in parliament, grievances with social services access or increasingly antagonistic language. At the other end of the spectrum, the entire United Nations system, at times including the World Bank, civil society, or the government itself, may lead a lengthy and resource-heavy process including comprehensive literature reviews, regional consultations, household surveys, etc. Between the light ‘conflict-scan’ and the wide-ranging in-depth conflict analysis, UNICEF has undertaken a range of conflict analyses with different purposes and with different levels of comprehensiveness.

UNICEF has a number of options for conducting conflict analysis to inform its programmes, including:

- ▶ **Conducting its own stand-alone conflict analysis, including as part of a Situation Analysis (SitAn);**
- ▶ **Conducting sector or issue-specific conflict analyses;**
- ▶ **Conducting a region-specific conflict analysis;**
- ▶ **Advocating for inclusion of conflict analysis in government assessment, planning and monitoring frameworks; Including conflict analysis elements in programme planning process (mid-term review/SitAn) or Multiple Indicator Cluster Surveys (MICS)**
- ▶ **Including UNICEF priorities within a joint Inter-Agency Conflict Analysis as part of a joint analysis and planning process (e.g., Common Country Analysis/UN Development Assistance Framework, Humanitarian Needs Overview/Humanitarian Response Plan, Strategic Assistance Mission/Integrated Strategic Framework, Peacebuilding Fund/Peacebuilding Priority Plan, Recovery and Peacebuilding Assessment)**

While acknowledging the limitations and constraints, it is always better for you to know *something* rather than *nothing* about the conflict context. For more information on conflict analysis at UNICEF, you are encouraged to consult the *UNICEF Guide to Conflict Analysis*, which is written as a companion to this *Programming Guide*.

UNICEF AND CONFLICT SENSITIVITY

As noted earlier, UNICEF implements a majority of its programming in fragile and conflict-affected contexts. Policymakers, practitioners and partners are increasingly recognizing that, “Regardless of whether...programmes are consciously or explicitly pursuing peace objectives, as with all aid, their very presence affects the conflict environment” (Le Billon, 2000). Therefore, your programming must be designed, implemented and evaluated with an understanding of the conflict context to avoid doing harm and exacerbating tensions.

Much of UNICEF’s work focuses on providing resources in fragile contexts that are often characterized by scarcity, inequalities, marginalization, weak rule of law, unchecked competition and inter-group tensions. Structural violence against certain groups, based on gender, identity, ideology or geography, is often perpetuated through the inequitable access to social services. Therefore, there is an acute risk that such interventions may unintentionally lead to more tension and aggravated conflict dynamics. This risk grows significantly if attention is not given prior to and during the intervention to understanding the conflict dynamics.

Given the potential harms of programming, conflict sensitivity fundamentally means working more effectively in conflict while ‘doing no harm’. This is a minimum requirement in all UNICEF interventions.

UNICEF AND PEACEBUILDING

There is a view or perception that UNICEF contributes to peacebuilding by simply working in conflict-affected contexts and delivering humanitarian and development assistance. However, this view is flawed and incomplete. To actively pursue peacebuilding opportunities, UNICEF’s interventions must be based on sound conflict analysis and must be geared explicitly towards addressing the dynamics and root causes of conflict.

UNICEF defines peacebuilding as a range of activities, projects and programmes that aim to help reduce the risk of a lapse or relapse into violent, destructive conflict.

Peacebuilding involves a multidimensional range of measures to explicitly:

- **Reduce the risk of a lapse or relapse into destructive conflict by addressing causes and consequences of conflict;**
- **Strengthen national, community and individual capacities to effectively address conflict; and**
- **Lay foundations for sustainable peace and development.**

Overall, peacebuilding means working on conflict with the intention to produce peacebuilding outcomes. This can be done at three fundamental levels of impact:

- 1. Vertical social cohesion by enhancing state and society relations;**
- 2. Horizontal social cohesion by building bridges within and among divided groups at the community level; and**
- 3. Individual capacity contributions by helping individuals engaging at all levels to anticipate, manage, mitigate, resolve and transform violent conflict, be resilient to its impact & engage in inclusive social change processes.**

While reinforcing institutions and structures to equitably extend and expand social service delivery to all communities and individuals, UNICEF can seize opportunities to strengthen local peacebuilding capacities to address root causes in societies suffering from

polarization, violence and tensions, often of a cyclical nature. Because social service provision is often considered a common good and comparably ‘non-politicized’, if undertaken equitably, such programming has the potential to build bridges within and between divided groups.

In addition, children and young people can play powerful roles in building peace. Children often serve as ‘connectors’, enabling divided communities and societies to work together towards shared goals of improving conditions for all children. Young people are both potential change agents, for instance promoting a culture of peace and dialogue, while also being vulnerable to be impacted by or engaging in conflict and violence, if their needs are not met and voices are ignored.

Sustained peacebuilding results are more likely when equitable gendered rights and positive gender roles and power relations are central aspects to the process. A key element in peacebuilding is addressing factors that undermine social cohesion. These factors include injustices at the structural and relational levels, of which unequal gender relations are an integral part. Deep seated discriminatory perceptions, social norms, socio-cultural expectations around gender roles and power relations can sustain and enhance cultures of violence.

Application questions

- ▶ *How does your current work address issues of vertical or horizontal social cohesion?*
- ▶ *How does your current work impact individual capacities and contributions related to peacebuilding?*

UNICEF PEACEBUILDING ENGAGEMENT AND CONFLICT ‘PHASES’

UNICEF works in a range of conflict-affected environments, from latent conflict, to emerging armed and violent conflict, to post-conflict transition, to recovery and state-building. There are a number of ways to conceptualize the aspects of conflict related to intensity and time. Some view conflict as a linear process, while others see conflict as more circular.⁵ John Paul Lederach, a leading scholar in the peacebuilding field, suggests: “The key to create a platform for transformation in the midst of social conflict lies in holding together a healthy dose of both circular and linear perspectives.”⁶

After declining in the late 1990s and early 2000s, major civil wars increased from 4 in 2007 to 11 in 2014. The root causes of each conflict are different and complex. The result is often the same: conflicts emerge in places once considered secure, they gain in intensity, and they relapse where once thought resolved. A third of today’s civil wars see involvement of external actors supporting one or more parties to a conflict. This ‘internationalization’

makes civil wars more deadly and prolonged. Transnational criminal groups thrive in fragile and conflict-affected states, particularly in urban cities, destabilizing post-conflict countries, undermining state-building efforts and prolonging violence. (One Humanity: Shared responsibility, Report of the Secretary-General for the World Humanitarian Summit. January 2016, United Nations General Assembly, A/70/709)

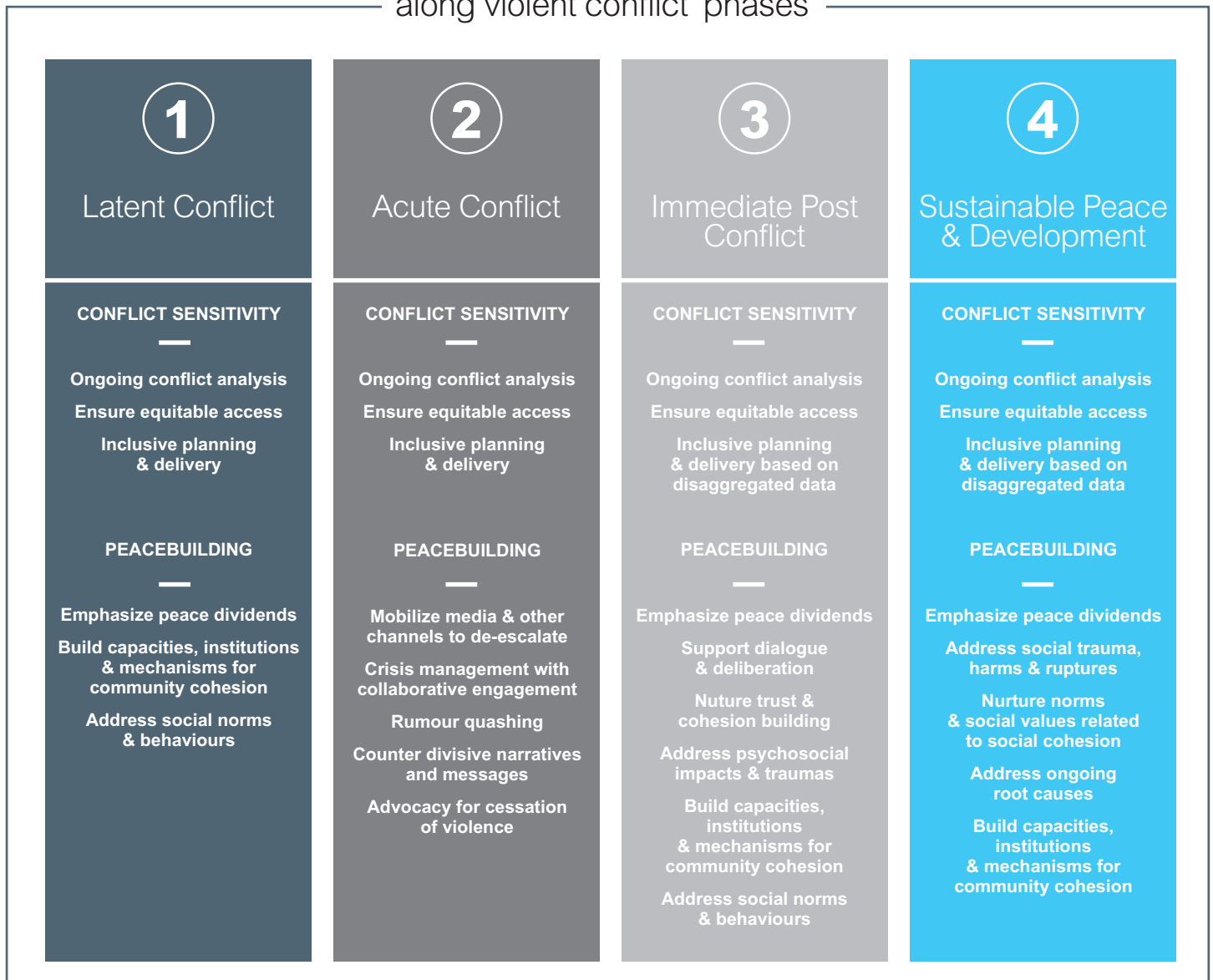
⁵ A Linear process of viewing conflict involves looking at cause and effect, understanding potential patterns of interaction rather than focusing on the immediate experience. A circular understanding gives emphasis to the inter-connected nature of things and their relationships. It suggests that change

is not in one direction but rather that growth functions as a ‘feedback loop’ and is impacted by its own processes and dynamics. (see [beyondintractability.org](http://www.beyondintractability.org))
⁶ <http://www.beyondintractability.org/essay/transformation>

Even in crisis and emergency settings there are opportunities and entry points for peacebuilding. As emphasized in the UNICEF Technical Note on Conflict Sensitivity and Peacebuilding, and according to the United Nations Convention on the Rights of the Child, children’s rights cannot be subject to compromise and therefore apply at all times, during peacetime and in conflict. During outbreaks of violence and conflict, children’s well-being is most at risk, and all aspects of developmental processes (physical, mental and emotional) are strongly impacted. In such emergency settings where violent conflict is at its peak, finding peacebuilding opportunities potentially brings added value particularly in relation to the psychosocial health and well-being of children, young people and their caretakers.

In this Guide, the following ‘phases’ are used to link the progression of conflict with UNICEF programming:

Conflict sensitivity and peacebuilding along violent conflict ‘phases’



2

Developing & implementing conflict-sensitive programming

WHAT IS CONFLICT-SENSITIVE PROGRAMMING?

As UNICEF staff, your aim is to ensure that when you work in conflict-affected settings, you ‘Do No Harm’ as you plan and implement your programmes. This requires that you **carefully review and adjust processes, policies and activities, both internally and externally, to identify, prevent and mitigate harms that may be inadvertently triggered or exacerbated by your programming.**

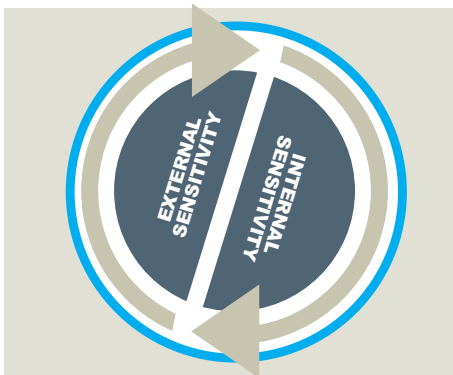
Effective conflict-sensitive programming is rooted in sound conflict analysis. While the depth and breadth of analysis will vary widely by context and constraints, you will need to ensure that the conflict analysis process is integrated into your programme planning.

EXAMPLES OF CONFLICT INSENSITIVITY IN UNICEF PROGRAMMING

In order to better understand the role of conflict sensitivity, it is useful to consider examples that illustrate how UNICEF programming can be conflict-insensitive, which can generate unintended and negative consequences. Each of the following examples describes a consequence of conflict insensitivity, followed by data that could have been discovered through conflict analysis, and finally a response that could make the programming more conflict-sensitive.

Programming examples

	HEALTH	EDUCATION	WATER, SANITATION AND HYGIENE (WASH)
CONFLICT -INSENSITIVE PROGRAMMING	A health programme implemented in one region is perceived as favouring one ethnicity. Hate speech and distrust of the programme increase.	New national education programme is discredited in civil society forums, which claim that it reinforces historical class conflicts and benefits elites only.	Construction of a borehole prompts groups seeking water from a neighbouring community to travel to and exploit new resources of community being served, leading to violent clashes over resources.
CONFLICT ANALYSIS FINDINGS	Inequities along regional and ethnic lines in state-provided services are a long-standing grievance.	Root causes of national conflict include elite power grab and marginalization of rural populations. The school system is viewed as biased by minority groups.	These groups and communities have historically struggled for control of and access to limited and contested resources. Recent peace efforts and stability have contributed positively to the ability of herders to increase cattle numbers, which has led to new stresses on water sources.
CONFLICT -SENSITIVE PROGRAMMING	A Communication for Development (C4D) campaign explicitly highlighting the inclusive nature of the health programme is included in the outreach to communities.	An inclusive curriculum reform process is launched, using schools as spaces for dialogue and constructive engagement.	Joint consultations are undertaken with farmers, who have historically acted as ‘bridge-builders’ between these communities, to reassess mutually acceptable locations for the next phase of the WASH project and engage herders in dialogue.



EXTERNAL AND INTERNAL CONFLICT SENSITIVITY

Commitment to conflict sensitivity is not limited to implementation in the field. Conflict sensitivity is essential at all times, both in the ‘field’ and within UNICEF and the CO or RO. In order to be effective, UNICEF has a responsibility to be conflict-sensitive both externally in interactions with partners, communities and programming, and internally, in its practices, policies and habits. Some of these dimensions of conflict sensitivity may be beyond your area of influence within the organization; however, it is important to become familiar with every aspect of the approach so that you have a clear overall framework for what it means to be conflict-sensitive, whether you are field office staff, a programme officer or senior management.

INTERNAL CONFLICT SENSITIVITY

requires paying attention to and addressing UNICEF practices and policies within a given CO or RO, considering the conflict dynamics, as illuminated in conflict analysis efforts. For internal conflict sensitivity, here are key guiding questions for you to consider:

UNICEF PERSONNEL

- What groups do CO staff belong to?
- What groups do field-based staff belong to?
- To what degree is staff representative of the population we are working with?
- In areas where one group is in a majority and relations are sensitive, are we considering this in the selection of local staff that implements programming in that region?
- How and to what degree is all staff aware of the need to be conflict-sensitive?
- How and to what degree are we building capacities for individual practitioners, programmes and the institution to be conflict-sensitive?
- How and to what degree are we building capacities within the management structures to be conflict-sensitive?

INTERNAL SENSITIVITY

UNICEF PERSONNEL
UNICEF OPERATIONS:
PROCUREMENT,
HUMAN RESOURCES
& FINANCE
COMMUNICATION,
CULTURE & CRISES

UNICEF OPERATIONS (procurement, human resources, finance)

- How and to what degree are our hiring and management policies inclusive, equitable and conflict-sensitive?
- How and to what degree might we be unintentionally favouring one group over another?
- How and to what degree are we procuring goods and services in conflict-sensitive ways?
- How and to what degree are we paying goods and services in conflict-sensitive ways?
- Are our systems flexible enough to accommodate realities on the ground?
- How and to what degree are our hiring, human resources and other systems gender-sensitive and equitable?
- Do we have continuity in policy and programme implementation when leadership changes?

COMMUNICATION, CULTURE AND CRISIS

- How and to what degree are the messages we communicate internally conflict-sensitive and inclusive? Do our messages avoid explicitly or implicitly reflecting biases?
- How and to what degree are we creating an inclusive and pluralistic environment among co-workers?

EXTERNAL CONFLICT SENSITIVITY

refers to the policies, practices, habits, behaviours and programming approaches related to UNICEF's interactions in and with the communities and groups being served. Here are key guiding questions for you to consider:

EQUITY AND INCLUSION

- How and to what degree are we delivering services in an equitable, inclusive and conflict-sensitive manner (gender, identity groups, disabilities, region, age, etc.)?
- How and to what degree are we choosing geographical locations in a conflict-sensitive way?
- How and to what degree we adjusting programming to address dynamics between different groups?

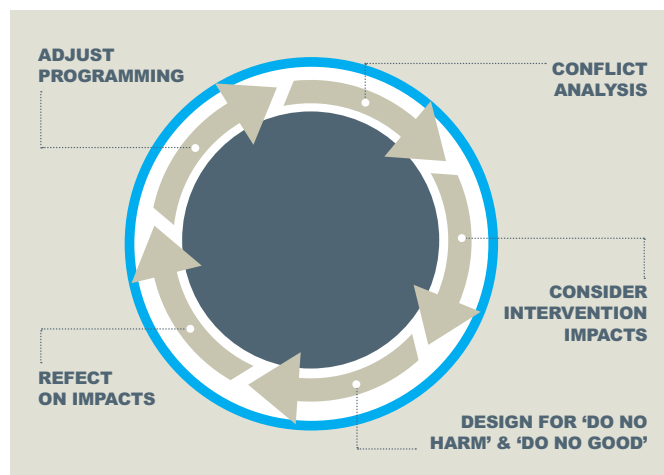


PARTNERSHIPS UNICEF ENGAGES TO IMPLEMENT ACTIVITIES, PROJECTS AND PROGRAMMES

- Who are our partners?
- What groups are they linked to?
- How and to what degree are we working with a range of 'connectors', or partners who can contribute to constructive engagement with conflict?
- How and to what degree are our partnerships inclusive and conflict-sensitive?

EXTERNAL COMMUNICATION

- What messages are we sending to communities where we work (formally and informally)?
- How and to what degree are our messages explicitly inclusive?
- How do we manage the communication of sensitive information and data?
- How do we engage the media?
- In times of crisis, how and to what degree are we maintaining our conflict sensitivity in external communications?



EXTERNAL PERCEPTIONS

- How are we perceived by different groups?
- To what degree are we seen as fair and unbiased?

GENDER

- How and to what degree do our programmes incorporate gender perspectives?
- How and to what degree do programmes avoid increasing vulnerability for women and men/boys and girls?
- How and to what degree do programmes strive to increase gender equity?

PROCESS OF ENGAGEMENT WITH GOVERNMENT AND NON-STATE ENTITIES

- Who do we engage with in terms of state and non-state entities?
- To what degree is the process inclusive, consultative and conflict-sensitive?
- How and to what degree do we maintain an impartial stance related to the conflict dynamics while upholding humanitarian principles?

You and your team should use the above questions to measure and ensure that your internal and external approaches are conflict sensitive. See the UNICEF Guidance Note on Engagement with Non-State Entities for further guidance on contexts where NSEs are present.

STEPS TO INCREASE PROGRAM CONFLICT SENSITIVITY

To ensure consistent conflict sensitivity in your planning process, you should address the following steps in your planning process:

1. **DO A CONFLICT ANALYSIS:** Understand the context in which your programme operates, through engaging in some form of conflict analysis. Do a non-state entity analysis, where such entities are present.
2. **CONSIDER IMPACTS:** Consider the impacts your proposed intervention may have, particularly on dynamics between and among social groups.
3. **DESIGN FOR CONFLICT SENSITIVITY:** Address the potential interaction between your planned (or ongoing) interventions and the conflict context, and ensure that the design addresses the possible conflict impacts.
4. **REFLECT:** Consistently reflect on the implications of your intervention using 'reflective practice'.
5. **ADJUST:** Based on reflection, monitoring findings and changes in context, adjust programming to continue ensuring conflict sensitivity.

Application questions

- ▶ *Using a conflict-sensitive lens ('internal' and 'external'), review your country programme strategies and work plans, keeping in mind any available conflict analysis findings related to your context.*
- ▶ *Identify the internal and external conflict sensitivity strengths and weaknesses.*
- ▶ *Define conflict-sensitivity strategies to address identified weaknesses and build on strengths.*

3

Developing & implementing peacebuilding programming

CHOOSING BETWEEN CONFLICT-SENSITIVE AND PEACEBUILDING PROGRAMMING

Once you have your conflict analysis findings, you need to determine how the findings will inform and guide your programming. The first step in this process is to ask a fundamental question as to your ultimate goal: Is your goal to deliver your programmes and ensure that you do not exacerbate conflict and tensions? If so, this means that your goal is conflict sensitivity or ‘Doing No Harm’. However, while conflict sensitivity is a minimum requirement for all UNICEF programming, you may determine that your end goal can go a step further, beyond ‘Do No Harm’. If your CO is functioning within a conflict-affected setting, you may want to identify opportunities to more explicitly contribute to peacebuilding or ‘Do More Good’.

What is common about these two goals and approaches is that they both begin with conflict analysis. However, the key distinction is that peacebuilding goes further and strives to *address* (rather than only avoid exacerbating) the root causes and dynamics of conflict. If peacebuilding is your end goal, it is essential for you to make this explicit in your programme planning, with a systematic approach and logic. Peacebuilding is not ad hoc or a simple retrospective ‘re-branding’ of programming. While the above distinction is important, you should also keep in mind that conflict sensitivity needs to be at the foundation of all interventions, and therefore your peacebuilding programming must also be conflict-sensitive.

LEVELS OF PEACEBUILDING PROGRAMMING ENGAGEMENT AND IMPACT



Once you determine that there is an opportunity and interest in orienting your programming towards peacebuilding outcomes, you should consider the relevant level of engagement, entry and impact for your specific programme activities. As described earlier, UNICEF peacebuilding activities involve engaging at three levels: the state and its institutions, communities (within and between groups) and individuals. All three aim to:

1. Address *root causes* and consequences of violent conflict; and
2. Strengthen *capacities* to lay foundations for sustainable peace and development.

This results in looking at three potential levels of impact, including:

Strengthened vertical social cohesion: This level of engagement means enhancing relations between the state and society, addressing the mechanisms that connect state institutions with local communities and individuals, and working inclusively with sector systems, policies and governance.

Strengthened horizontal social cohesion: This level of engagement means working with communities to strengthen positive relationships between and among groups, building capacities to respond to effects of violence, and addressing underlying causes and dynamics.

Strengthened individual capacity and contributions: This level of engagement involves enhancing the capacities of individuals to deal with impacts of violent conflict, and addressing the causes of conflict, as active members of communities.

You will note that there are eight briefs as annexes to the peacebuilding programming section (Annexes 1–8), each focusing on one of UNICEF’s sectors, and key cross-sectoral themes such as youth, early childhood development, gender and C4D. Examples of peacebuilding programming at each of the three levels are provided.



HOW TO DESIGN YOUR PEACEBUILDING PROGRAMME

In this section, you will be coached through the process of designing a peacebuilding programme by taking the following steps:

1. Define peacebuilding outcomes as a primary or secondary objective for your programme
2. Identify entry points for your peacebuilding programming
3. Develop your peacebuilding theory of change
4. Design your results-based management (RBM) framework oriented towards peacebuilding
5. Define your peacebuilding monitoring and evaluation (M&E) plan

1. DEFINE PEACEBUILDING OUTCOMES AS A PRIMARY OR SECONDARY OBJECTIVE FOR YOUR PROGRAMME

The first step in this process is to think through your area of programming in UNICEF, and determine whether peacebuilding will be planned as a ‘primary objective’ or ‘secondary objective’ for your intervention. In both cases, it is important to make peacebuilding an explicit intent from the outset and plan accordingly.

Peacebuilding programming as a primary objective:

In ‘primary objective’ peacebuilding interventions:

- Peacebuilding outcomes are *the main objective*, and the programming logic focuses on peacebuilding.
- This programming positions peacebuilding as a primary objective, while other important development objectives are secondary.

You may choose to design a full-fledged programme intervention with peacebuilding as a primary objective, with other development and social service provision objectives as secondary. UNICEF’s experience thus far shows that working with young people as peacebuilding resources while engaging at the three levels of impact can be an effective full-fledged peacebuilding programme. Following are examples of peacebuilding programming as a primary objective.

EXAMPLES OF PROGRAMMING WITH PEACEBUILDING AS A PRIMARY OBJECTIVE:

PROMOTING INCLUSIVE NATIONAL DIALOGUE

In Guinea, UNICEF, UNDP, OHCHR and UNESCO implemented a project aimed at promoting inclusive national dialogue. UNICEF’s focus was the engagement of youth to support reconciliation and national unity by developing local-level conflict prevention and management mechanisms and strengthening policy frameworks and processes for increased inclusion. The project was deemed to have helped ensure peaceful elections in 2013.

NON-VIOLENCE SKILLS AND APPROACHES

In Sierra Leone, 1,070 children and youth (in and out of school) learned how to engage communities and school officials in public discussions around alternatives to corporal punishment and messages of non-violence. Using drama, children and youth participants led public dialogues on corporal punishment, advocating for positive forms of discipline approaches that do not involve violence, in 60 communities.

Peacebuilding programming as a secondary objective:

In ‘secondary objective’ peacebuilding interventions:

- **Programming seeks to primarily fulfil development or humanitarian objectives, while *secondarily fulfilling peacebuilding objectives*.**
- **The programming pursues peacebuilding objectives as a *secondary intent* alongside managing and delivering social services.**
- **Such programming aims to meet both development or humanitarian and peacebuilding objectives**

EXAMPLES OF PROGRAMMING WITH PEACEBUILDING AS SECONDARY OBJECTIVE IN A CONFLICT-AFFECTED CONTEXT:

	PRIMARY OBJECTIVE: DEVELOPMENT	SECONDARY OBJECTIVE: PEACEBUILDING
WASH	Addressing issues of access to water supplies	Strengthening horizontal social cohesion through enhancing inter-group community WASH mechanisms
	In Sudan, in 2008 UNICEF developed the Community Action Plan (CAP) as a planning mechanism for WASH programming to facilitate community participation in decision-making and address inequalities and disparities of access to water supplies within communities, which had in the past led to violence and insecurity.	
WASH	Providing methods for improvement of sanitation practices through the Community-Led Total Sanitation model	Strengthening horizontal social cohesion through enhancing inter-group community engagement for sanitation
	Similarly, in Afghanistan, Community-Led Total Sanitation programmes provided space for community collaboration in the village of Surkh, where close and inclusive collaboration between households was observed for latrine construction. In Ethiopia, tribal authorities and structures have played a key role in mediating conflicts over water in the pastoral regions.	
HEALTH	Addressing issues of access to health services by youth, in particular through youth centres in a neutral location	Strengthening horizontal social cohesion through enhancing joint inter-group youth spaces for reconciliation
	In Mozambique, youth-friendly health centres in neutral locations include programmes that bring youth from different groups together to discuss sexual and reproductive health issues, and to offer psychosocial care.	

In emergency contexts, opportunities for peacebuilding can often be framed as secondary objectives, with humanitarian response as a primary objective.

The following is an example of how ‘C4D and Education strategies were brought together collaboratively as an emergency response with a behaviour change approach towards peacebuilding’⁷ (from the C4D Network):

PRIMARY OBJECTIVE: DEVELOPMENT	SECONDARY OBJECTIVE: PEACEBUILDING
<p>Humanitarian response to ensure uninterrupted access to education</p>	<p>Strengthening the peacebuilding competencies of young people to promote social cohesion</p>
<p>In Liberia, a conflict analysis finding showed that although 12 years had passed since the wide-scale conflict, national reconciliation had been slow and the Ebola crisis revived and exacerbated deeply rooted mistrust, festering post-war dynamics between groups and disputes. Recommendations were made to integrate into an education-focused humanitarian response the building of peacebuilding competencies that can motivate young people to promote social cohesion rather than further exacerbate fear and distrust across ethnic lines. A national security strategy also highlighted that Liberia’s internal threat of instability was increased by the large numbers of young people lacking any employment or education.</p> <p>An initiative therefore was launched by the UNICEF Liberia Country Office in collaboration with Search for Common Ground (SFCG-Liberia) to provide technical support to the Ministry of Education in the development of a 37-page peacebuilding curriculum manuscript to be mainstreamed alongside regular lessons. The aim was to minimize the potential for youth-led violence in communities by providing practical lessons on peacebuilding and conflict resolution in everyday situations. As children and young people remained out of school, lessons around the basic academic subjects were aired as part of the Radio for Learning programme. Peacebuilding lessons and awareness messages were also aired that targeted young people, children, principals of schools and community leaders. This radio programme recreated interactivity by involving youth in the broadcast and peer learning – allowing them greater level of engagement to practice peace competencies.</p>	

Example from South Sudan:

PRIMARY OBJECTIVE: DEVELOPMENT	SECONDARY OBJECTIVE: PEACEBUILDING
<p>Humanitarian response to create safe and protected learning spaces for children and young people</p>	<p>Strengthen community-level social cohesion involving young people through building local capacities for dialogue, reconciliation and inter-group</p>
<p>Following the outbreak of violence in December 2013, UNICEF increased its humanitarian response, including a focus on peacebuilding through the deployment of educational services and messages using C4D strategies. Using the ‘Schools as Zones of Peace’ model developed by Save the Children, UNICEF with partners established Learning Spaces for Peace, through creative capacity-building mechanisms aimed at equipping young people with life and peacebuilding skills, such as sports for peace, peace clubs, peer-to-peer learning spaces, arts activities and engaging young people in leading and organizing. This process was instrumental in engaging internally displaced people in camps and Protection of Civilian Sites as well as reaching conflict-affected areas to reduce tensions among different ethnic groups, especially among youth. C4D was able to operate in 8 out of 10 states and to convey a broad range of essential competencies for preventing conflict and promoting peacebuilding.</p> <p>According to a study conducted, participating youth noted that access to life skills and peacebuilding learning opportunities had helped them to come to terms with feelings of trauma, and in some cases had helped to turn children and young people away from the desire to seek revenge. Instead, adolescents and youth, through participation in reconciliation and healing ‘working groups’, were beginning a process of healing and forgiveness and discussing how to reconnect with other members in their community to support a peaceful future for South Sudan. Youth confirmed an interest in restoring relations with former schoolmates and friends on the other side of the ethnic divide, declared their commitment to peaceful resolution of grievances and deeply regretted the situation of insecurity around the camp and more broadly in the country.</p>	

2. IDENTIFY ENTRY POINTS FOR POTENTIAL PEACEBUILDING PROGRAMMING

The second step in your process is to review your programme strategies and work plans with the objective to identify the opportunities and range of potential entry points at the vertical, horizontal and individual levels that can be reinforced or developed, resulting in peacebuilding outcomes. Here are some examples of entry points, at the three levels, from which a programme can be developed with peacebuilding as a primary or secondary objective:

At the state and policy level, following are some examples of entry points that can be used to promote vertical social cohesion:

- ▶ **Influencing national and/or sector policies and plans**
- ▶ **Making planning, implementation and monitoring processes more participatory and inclusive of different stakeholders**
- ▶ **Promoting greater communication and engagement of community members in planning and prioritization processes of social services**
- ▶ **Advocating for greater transparency and communication of how resources are allocated or distributed by the state institutions at national and local levels**
- ▶ **Engaging opportunities with the media to promote more positive relations between state institutions/actor and the people**



At the community level, the following are some examples of entry points that can be used to promote horizontal social cohesion:

- ▶ **Establishing or strengthening existing inter-group and intra-group networks and centres, including among young people**
- ▶ **Engaging media for promoting greater collaboration among different groups**
- ▶ **Creating mechanisms for joint planning and management of the delivery of social services and resources**
- ▶ **Strengthening or establishing inter-group mechanisms for conflict resolution and decision-making (traditional, legal, mediation, etc.)**
- ▶ **Supporting community mechanisms for protection of children and young people**

At the individual capacity and contributions level, the following are some examples of entry points for the development of peacebuilding competencies among children, adolescent, caretakers and social service providers:

- ▶ **Supporting clubs, committees or other mechanisms within formal and/or informal structures (youth and student clubs, school committees, etc.)**
- ▶ **Organizing sports and recreational activities for children and youth of different background**
- ▶ **Engaging children and youth in media activities**
- ▶ **WASH management mechanisms**
- ▶ **School management mechanisms**
- ▶ **Promoting peacebuilding competencies and skills in curricula (formal and informal)**
- ▶ **Organizing training, peer-to-peer, coaching and mentoring activities**
- ▶ **Organizing community outreach activities and programmes**

For further guidance on key peacebuilding competency domains, see the UNICEF Toolkit and Guidance Notes developed by UNICEF's Adolescents Development and Participation Unit.

Application questions

Review your Country Programmes and Sector Work Plans and identify:

- ▶ *Where are potential entry points for peacebuilding programming?*
- ▶ *What are some peacebuilding activities that can be undertaken through existing programmes?*
- ▶ *Which of the three levels (horizontal, vertical and individual) would the proposed programming target?*
- ▶ *Is peacebuilding in your proposed programming a primary or secondary objective?*

3. DEVELOP YOUR PEACEBUILDING THEORY OF CHANGE

At the heart of your programme design process is your peacebuilding theory of change. You need to essentially articulate how and why a set of activities will bring about the changes your peacebuilding programme seeks to achieve. By going through this reflection process, you are articulating the logic of your intervention, linking your planned action to a measureable 'peacebuilding change'. Your theory of change answers the question, 'Why are we doing this?', meaning this specific programme, project or activity.

This is a key concept in making the transition from the gathering and analysis of conflict-related data ('analysis'), to programme design and implementation ('action'). Your theory of change is also a critical guide for programme design and implementation (including for developing the elements needed for RBM and a range of programme planning tools), and for setting baselines for M&E efforts.

The basic structure of a theory of change is:

“ *If we implement this programme, project or activity, then we will create or support this change, because the programme addresses root causes, identified in the conflict analysis.* ”

The theory of change supports increased conflict sensitivity for programming, as it is closely informed by findings from conflict analysis. Conversely, without a well-articulated theory of change grounded in a conflict analysis, the likelihood of doing harm, or being inefficient or ineffective, substantially increases.

UNICEF PEACEBUILDING OVERARCHING THEORY OF CHANGE

Given the organization's mandate and opportunities, UNICEF has identified an overarching peacebuilding theory of change to guide and describe relevant peacebuilding programming at the three 'levels': vertical social cohesion, horizontal social cohesion, and individual capacities and contributions.

If UNICEF programmes are informed by conflict analysis, and support the equitable delivery and effective management of basic social services (e.g., education, health, and clean water and sanitation); in ways that build local and national capacities to address the root causes of violent conflict at the policy, community and individual levels, THEN they will make a direct contribution to building more cohesive, sustainable, and peaceful societies. This is BECAUSE social service management and delivery aimed at addressing root causes of conflict and strengthening national capacities for peace at all levels will enhance state-society and inter-community relations and build individual and institutional resilience to violent conflict.

As you will likely create theories of change specific to your sector work, here are examples of sector-specific theories of change:

EXAMPLES OF PEACEBUILDING THEORIES OF CHANGE FOR SECTOR PROGRAMMING

CHILD PROTECTION:

If community-based child protection networks are created with the collaboration of different conflicting groups promoting community care and coping mechanisms that protect all children then a platform for mutual support and care can be established, thus increasing social cohesion and reducing fear and distrust among community members, child protection service providers and beneficiaries involved because one of the underlying causes of tensions is ethnic divisions built on a fear of attack and harm among conflicting factions.

EDUCATION:

If education programmes, at the informal and formal level, are designed to enhance pro-social competence and positive interaction with other culture groups, then communities will increase their acceptance and understanding of differences, thus increasing community social cohesion because one of the underlying causes of conflict is social polarization built on stereotypes and hierarchical distinctions among different identity groups.

Application questions

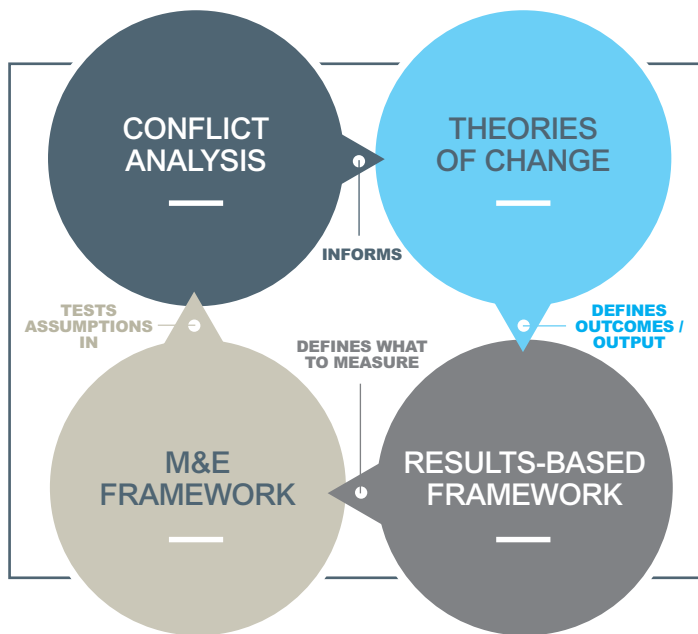
What is your peacebuilding theory of change?

- ▶ *What activities are you planning to undertake to achieve these outcomes? (IF)*
- ▶ *What do you want to achieve with this intervention? (THEN)*
- ▶ *Why have you chosen these specific activities and not alternative ones? Your intervention aims to address what root cause of the conflict as identified and prioritized in your conflict analysis? (BECAUSE)*

4. DESIGN YOUR RBM FRAMEWORK ORIENTED TOWARDS PEACEBUILDING

Once you have your peacebuilding theory of change, you can pivot to defining a peacebuilding RBM framework. RBM is a key way to articulate what programmes intend to achieve with a given intervention, how the programme intends to do so, and how the programme will measure the level and nature of successes and shortfalls.

UNICEF applies RBM in its design, implementation and evaluation of programming.



Because conflict analysis forms the basis for your theory of change, it helps highlight your desired outcomes for the RBM. From this starting point, your RBM framework will help you articulate how the individual activities you want to undertake will produce outputs that contribute to achieving the outcomes and how these are measured.

When designing your RBM, you define a hierarchy of results of your proposed initiative. First, address the following questions:

- **What are your overall objectives? This tells you the outcomes of your intervention.**
- **What are the outputs that need to be delivered to produce this outcome? and**
- **What activities must happen to ensure these outputs?**

For peacebuilding work, the main impact is diminishing the negative direct and indirect effects of violent conflict on children and their caregivers and enabling their peacebuilding potential. This includes overall changes in knowledge, skill, behaviour, health or living conditions for children, adults, families or communities.

At the highest level, RBM frameworks define the overall impact, which implies some important general change in people's lives.⁸

Attributing cause is a challenge at the level of impact and outcome. Therefore, impacts and outcomes in RBM terminology tend to focus on defining the overall societal or higher-level goals that UNICEF wishes to contribute to.

⁸ This section draws on the RBM Handbook published by the United Nations Development Group.

By defining what your intervention seeks to achieve, you define its intended outcomes.

The following example will be used to illustrate how this works throughout the RBM:

Imagine your conflict analysis finds that inequity in access to basic social services is a cause of societal grievances and violence in your area. Your theory of change will therefore note that by improving equitable access to basic social services (for example, WASH), the programme will contribute to a positive impact on conflict by reducing perceptions of inequality and marginalization and by reducing fighting over access to WASH facilities. This suggests the intended outcomes, which in turn lead to details about your intended outputs and activities (detailed below for this example).

THE FOUR KEY RBM ELEMENTS

As you develop the RBM for your peacebuilding programming, you can reflect on the four key elements, which include:

1. OUTCOMES

are actual or intended changes in relevant conditions that interventions are seeking to support. Outcomes are medium-term results created through the delivery of outputs and the contributions of various partners and others. Outcomes provide a clear vision of what has changed or will change in a given geographic area, within a given period of time. Outcomes normally relate to contributions made by an initiative towards changes in institutions, communities or individuals.

In peacebuilding initiatives, **outcomes** can include:

- **Strengthened vertical and horizontal social cohesion;**
- **Reduced prevalence and impact of violence;**
- **Improved perceptions of safety and security;**
- **Heightened capacity for individuals to resolve conflicts peacefully;**
- **Increased inter-communal and inter-personal trust and confidence;**
- **Enhanced trust and confidence in the legitimacy and responsiveness of state and local authorities; and**
- **Enhanced curriculum content and teaching practices that promote positive social norms and worldviews freed from negative stereotypes based on gender, region, age and identity.**

Back to our example ...

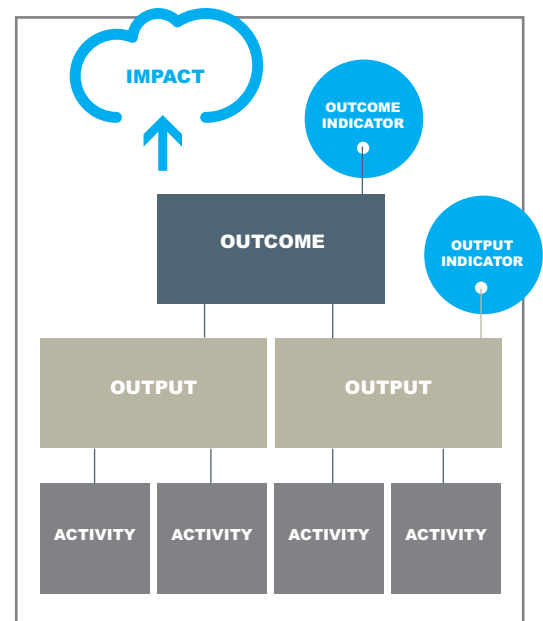
Based on the theory of change you created above, an outcome for your WASH intervention could be “population in target area perceives access to WASH services to be fair, equitable and adequate. Population feel and observe that conflict related to access to WASH services has been reduced.”

2. OUTPUTS

are changes in skills or abilities and capacities of individuals or institutions, or the availability of new products and services that result from the completion of a series of activities within a development intervention. Outputs should be achieved with the resources provided and within the time period specified.

In peacebuilding initiatives, **outputs** can include:

- **Enhanced capacity of individuals and institutions to de-escalate conflict and promote peace;**



- **Increased capacity of individuals and institutions to launch peace-oriented initiatives;**
- **Improved ability of institutions to prevent marginalization; and**
- **Ensured inclusivity in the management and delivery of social services.**

Back to our example ...

In your WASH intervention described above, outputs could be improved access to WASH services for target populations (disaggregated by identity group, gender, age, etc.), enhanced capacity of local communities to collaborate across identity groups to sustain WASH services, and improved capacity of local water management committees to monitor and address issues relating to marginalization in access to WASH services.

3. ACTIVITIES

are a series of actions/tasks taken or work performed, through which inputs, such as funds, technical assistance and other types of resources, are mobilized to produce specific results. A number of activities combine to achieve output-level results.

In peacebuilding initiatives, **activities** (activity results) can include, among other things:

- **Established functioning joint community mechanisms and collaborative networks among diverse community groups and social service providers**
- **Trained social service providers, community members, youth and children in peacebuilding competencies**
- **Trained education advisers and inspectors in peace-oriented curriculum design and methodologies**
- **Advocated for children and youth's participation and voice among local authorities and the community at large**
- **Established participatory open forums between government counterparts, civil society and community groups**

In peacebuilding initiatives, a number of **actions/tasks** detail *how* an activity will be accomplished and can include, among other things:

- **Meetings with community groups, institutions, individuals;**
- **Surveys;**
- **Construction of physical infrastructures;**
- **Trainings;**
- **Creating networks, groups and mechanisms among diverse groups;**
- **Dialogue initiatives; and**
- **Advocacy efforts.**

Back to our example ...

In your WASH initiative described above, actions/tasks related to peacebuilding could comprise collaborative communication trainings, delivery of WASH infrastructures and capacity development of local water management committees. The activity results could be enhanced capacities around jointly managing and addressing tensions and established joint community mechanisms for water management.

4. INPUTS

are the resources that UNICEF needs to undertake an activity; for instance, staff time, materials and funds.

HOW TO DEVELOP PEACEBUILDING INDICATORS

Indicators are quantitative or qualitative factors or variables that provide simple and reliable means to measure achievement of results and to reflect the changes connected to an intervention (OECD). Therefore, indicators in RBM at the outcome and output level especially, should be designed or selected to enable the measurement of *change*. To measure *change*, you need to know the ‘departure point’, which requires identifying or generating *baselines*, meaning the current ‘as is’ situation.

Baseline data may already be available; for example, through examining existing household survey government statistics. However, in many fragile and conflict-affected contexts, data are unlikely to be readily available (or may be heavily biased or politicized) and therefore will often need to be generated through additional means.

Indicators for any M&E effort should ideally be ‘SMART’:⁹

- **Specific** - target a specific area for improvement.
- **Measurable** - quantify or at least suggest an indicator of progress.
- **Assignable** - specify who will do it.
- **Realistic** - state what results can realistically be achieved, given available resources.
- **Time-related** - specify when the result(s) can be achieved.

Back to our example ...

To the extent possible, you should define indicators for both outputs and outcomes. For instance, for your WASH intervention described above, indicators could be the percentage of target population interviewed before and after the intervention that positively changed perceptions and experiences of conflict.

5. DEFINE YOUR PEACEBUILDING M&E PLAN

“*Evaluation is a systematic effort to learn from experience. It is a common human activity, one that enables us to make sense of the world and our impact on it. The understanding that comes from careful evaluation empowers us to act more effectively.*”

Elliot et.al.: *Evaluation as a Tool for Reflection*, 2003

Monitoring is the ongoing collection and analysis of data on progress towards peacebuilding results, changes in the context, strategies and implementation. **Evaluation** means reviewing what has happened and why, and determining relevance, efficiency, effectiveness, impact, etc., of the peacebuilding intervention.¹⁰

A strong M&E framework allows you to monitor and evaluate each level of your RBM framework. For instance, you will consider to what degree were the outcomes achieved, the outputs produced and the activities undertaken? Your programme needs to establish indicators for each one of these questions – i.e., what will be measured? It is also then necessary to determine how to measure the indicators by identifying good means of verification (MOV) for each indicator.

M&E for peacebuilding is similar to M&E for development activities. However, as the results of peacebuilding interventions are different from those of traditional or typical development projects, peacebuilding M&E approaches also have some distinct features. As noted earlier, peacebuilding indicators often measure changes in perceptions, relations, behaviour and capacities. As peacebuilding M&E often requires measuring such changes, creative and innovative methodologies that are often more participatory need to be employed to generate such data. Please refer to Annex 9 for some sample methodologies, particularly child- and adolescent-friendly, drawn from Peacebuilding Competency Framework and Toolkit of the UNICEF Adolescent Development and Participation Unit (ADAP). You will also find in the annex additional sample peacebuilding M&E tools drawn from the Peacebuilding, Education and Advocacy (PBEA)

⁹ Doran, George T., *Management Review*, November 1991.

programme. Furthermore, peacebuilding interventions are implemented in a context of fragility that is fundamentally different from a development context where there is a greater degree of stability and security. The table below highlights some of these differences.¹¹

STANDARD M&E PLAN	SPECIFIC FOR PEACEBUILDING
<ul style="list-style-type: none"> ▶ Key performance indicators ▶ Baseline & target values ▶ Data collection tools & methods ▶ Clear roles & responsibilities ▶ Plans for mid-term & final evaluations ▶ A timeline for important M&E activities ▶ M&E capacity building needs ▶ A budget for M&E activities ▶ Conflict sensitivity considerations 	<ul style="list-style-type: none"> ▶ Peacebuilding indicators ▶ Often no data ▶ Data collection can be hard & must be conflict-sensitive ▶ Avoid politicization of process ▶ Build in flexibility to allow for unanticipated events ▶ Take issues around access & seasonal dynamics into account ▶ Often low capacity ▶ Conflict zones = expensive ▶ Particularly relevant & must be updated

Besides measuring the outcomes and outputs, an M&E framework should also include measurement of a range of more generic attributes of the intervention such as:

- **sustainability;**
- **synergies/duplication vis-à-vis other programmes;**
- **relevance;**
- **appropriateness;**
- **coverage; and**
- **effectiveness.**

For example, an intervention might be successful throughout the implementation period but may be unsustainable and thus lead to disappointment in the long term if discontinued. Your M&E framework, which describes what will be measured and how it will be measured, needs to be a part of an M&E plan. An M&E plan describes who will undertake which M&E activities, when and how, and how M&E activities will be funded.

To guide you as you develop your theory of change, RBM and M&E, below are three examples of articulated programme tables.

Application questions

What is your peacebuilding theory of change?

- ▶ *Working with your programme planning documents, and elaborating on your peacebuilding theory of change, outline an RBM for one or more peacebuilding projects OR*
- ▶ *adjust an existing, ongoing project to introduce one or more peacebuilding objective(s) (primary or secondary).*

TABLE 1
THEORY OF CHANGE - NUTRITION PROGRAMME:

IF INCLUSIVE COMMUNITY NUTRITION MONITORING GROUPS ARE ESTABLISHED AND TRAINED, THEN THE GROUPS CAN HELP DEVELOP SOCIAL COHESION. THIS IS BECAUSE CHILD NUTRITION REPRESENTS A SHARED SENSE OF PURPOSE AND COMMON OBJECTIVES AND IS A PLATFORM FOR COLLABORATION, TRUST-BUILDING AND DIALOGUE.

OUTCOME	INDICATOR	MOV	OUTPUT	INDICATOR	MOV	ACTIVITIES
Target beneficiaries experience increased social cohesion in relation to members of other communities.	Percentage of target beneficiaries who express that they experienced increased trust in members of the other community	Pre-post social cohesion survey confirms a 30% increase in the number of target beneficiaries who believe that their trust in members of the other community has increased over the past year.	Community-based nutrition monitoring groups with membership representing diversity of all groups have been established and have undertaken inclusive and equitable monitoring activities.	Number of community nutrition monitoring groups established and undertaking monitoring activities covering 90% of children in target areas, including all ethnic (and vulnerable) groups	Annual household survey on nutrition monitoring visits	<ol style="list-style-type: none"> 1. Established a functioning and inclusive malnutrition reporting mechanism measuring malnutrition for all target groups 2. Trained community nutrition monitoring groups in equitable monitoring
	Community nutrition monitoring group members confirm they believe that the group adequately reflects the diversity of the community.	Annual survey of monitoring group members		Number of community nutrition monitoring groups that have all major groups represented, that include a minimum of 50 per cent women and where at least two 18–30-year-olds participate	Annual analysis of monitoring group compositions	
				Other output	Other indicators	Other MOVs

TABLE 2

THEORY OF CHANGE - CHILD PROTECTION PROGRAMME:

IF COMMUNITY-BASED CHILD PROTECTION NETWORKS ARE CREATED WITH THE COLLABORATION OF DIFFERENT CONFLICTING GROUPS PROMOTING COMMUNITY CARE AND COPING MECHANISMS THAT PROTECT ALL CHILDREN, THEN A PLATFORM FOR MUTUAL SUPPORT AND CARE CAN BE ESTABLISHED, THUS INCREASING SOCIAL COHESION AND REDUCING FEAR AND DISTRUST AMONG COMMUNITY MEMBERS, CHILD PROTECTION SERVICE PROVIDERS AND BENEFICIARIES INVOLVED BECAUSE ONE OF THE UNDERLYING CAUSES OF TENSIONS IS ETHNIC DIVISIONS BUILT ON A FEAR OF ATTACK AND HARM AMONG CONFLICTING FACTIONS.

OUTCOME	INDICATOR	MOV	OUTPUT	INDICATOR	MOV	ACTIVITIES
Target beneficiaries experience increased social cohesion in relation to members of other communities.	Percentage of target beneficiaries who express that they experienced increased trust in members of the other community	Pre-post social cohesion survey confirms a 30% increase in the number of target beneficiaries who believe that their trust in members of the other community has increased over the past year.	Community-based child protection networks with membership representing diversity of all groups have been established and have promoted community care and protection for all children from representing groups.	Per cent of the target beneficiaries, representing all groups, that believe that these networks serve as a mechanism for inclusive care and protection free from discrimination and also serve as a forum to build trust and relationships among the diverse communities	UNICEF field reports and Ministry	<ol style="list-style-type: none"> 1. Established a functioning and inclusive community-based child protection network for all target groups 2. Trained child protection workers in inclusive community care and protection of all children 3. Promoted positive and cohesive values among the social protection network & community members
	Child protection network members confirm they believe fear and distrust have been reduced.	Annual survey of child protection members		Number of community-based child protection networks that have all major tribes represented, that include a minimum of 50 per cent women and where at least two 18–30-year-olds participate	Annual analysis of monitoring group compositions	
				Other output	Other indicators	

TABLE 3
THEORY OF CHANGE - EDUCATION:

IF EDUCATION PROGRAMMES, AT THE INFORMAL AND FORMAL LEVEL, ARE DESIGNED TO ENHANCE PRO-SOCIAL COMPETENCE AND POSITIVE INTERACTION WITH OTHER CULTURE GROUPS, THEN COMMUNITIES WILL INCREASE THEIR ACCEPTANCE AND UNDERSTANDING OF DIFFERENCES, THUS INCREASING COMMUNITY SOCIAL COHESION BECAUSE ONE OF THE UNDERLYING CAUSES OF CONFLICT IS SOCIAL POLARIZATION BUILT ON STEREOTYPES AND HIERARCHICAL DISTINCTIONS AMONG DIFFERENT IDENTITY GROUPS.

OUTCOME	INDICATOR	MOV	OUTPUT	INDICATOR	MOV	ACTIVITIES
Target beneficiaries experience increased social cohesion in relation to members of other communities.	Percentage of target beneficiaries who express that they have experienced increased trust and acceptance in members of the other community	Pre-post social cohesion survey confirms a 30% increase in the number of target beneficiaries who believe that their trust in other community members has increased over the past year.	Enhanced pro-social capacity (attitudes, behaviour, knowledge and participation) of students, families, teachers and communities for positive interaction and understanding among different culture groups	Number of targeted teachers and school administrators who completed the in-service peacebuilding training programme	UNICEF field reports and Ministry of Education admin data	<ol style="list-style-type: none"> 1. Trained teachers in applying pro-social peacebuilding competences within teaching instruction methods 2. Facilitated teacher lesson design workshops to integrate peace-oriented approach into teacher lesson plans
	Percentage of target beneficiaries who express a willingness to collaborate with members of other communities	Use of group observation evaluation methods during group activities of inter		Number of targeted students and parents who received training in pro-social competencies	UNICEF field reports and use of classroom observation methods	<ol style="list-style-type: none"> 3. Facilitated classroom and parent-teacher dialogue workshops on how to create a culture of peace 4. Established community-wide forums for student creative presentations on a culture of peace
				Enhanced pro-social capacity (attitudes, behaviour, knowledge and participation) of members and organizers of youth clubs for positive interaction and understanding among different groups	Number of targeted youth and youth club organizers who received training in pro-social competencies	UNICEF field reports and Ministry of Youth and Culture Admin data

CONCLUSION: PEACEBUILDING AS A FURTHER STEP

As you reflect on your country programme, you may decide that it is most appropriate to engage in peacebuilding programming as the primary objective, with a full-fledged initiative across sectors, focused on peacebuilding capacity development among young people, and engaging communities in processes of social transformation.

Or you may be operating in an emergency context, with humanitarian response as the primary objective, with peacebuilding positioned as a secondary objective.

As you make these decisions in the programme planning process, you should also have a clear view of where your programming falls along the spectrum between 'Doing No Harm' as a minimum requirement and 'Doing More Good' at the three levels of UNICEF peacebuilding engagement and impact (vertical, horizontal and individual).

This guide concludes by shedding light on these distinctions through the following examples:

EXAMPLE: EDUCATION PROGRAMME

If conflict-sensitive programming is your goal: As part of a UNICEF Education team, you and your colleagues have decided to focus your intervention on working with education government counterparts to make analysis, planning, implementation and monitoring more attuned to conflict dynamics and ensure equitable access.

If peacebuilding programming is your goal: In this same scenario, you decide to take a step further towards peacebuilding objectives. In addition to working with the education government counterparts to ensure conflict sensitivity in programme planning, you also develop inclusive and consultative mechanisms involving civil society organizations representing diverse communities for the development of sector plans. You do this in collaboration with both national and provincial-level institutions at various levels. This results in enhancing relations between the state institutions and society, inclusive of all identities and groups, thereby strengthening social cohesion at the **vertical level**.

Application question

► *What key differences do you see between the conflict-sensitivity programming and peacebuilding programming in the education example above?*

EXAMPLE: WASH PROGRAMME

If conflict-sensitive programming is your goal: As part of a WASH team, you and your colleagues have decided to focus your initiative on building a borehole in an area shared by two competing tribes that often resort to conflict over resources. After an inclusive dialogue that involved community members representing both tribes, the borehole was built in a location that was most mutually acceptable by both groups. These planning steps ensured that the delivery of the WASH service is not perceived to favour a certain group and therefore did not exacerbate tensions, making the programming conflict-sensitive.

If peacebuilding programming is your goal: In this same WASH initiative, you take a step further to not only facilitate discussions between the two communities on a mutually agreeable location for the borehole, but also assist them in developing collaborative

arrangements for the two groups to jointly manage use of the borehole and build capacities to address the impacts, dynamics and causes of conflict, as unequal water access has often fuelled communal tensions and violence. This inclusive mechanism is further strengthened to become a community platform to open broader areas of collaboration and dialogue (e.g., shared garden and market, etc.). This results in reinforcing positive relationships among groups, thereby strengthening social cohesion at the community level, making it a peacebuilding programme.

Application question

► *What key differences do you see between the conflict-sensitivity programming and peacebuilding programming in the WASH example above?*

EXAMPLE: HEALTH PROGRAMME

If conflict-sensitive programming is your goal: As part of a UNICEF team working on vaccinations, you and your colleagues decide to focus your initiative on ensuring that your local community outreach team that will be delivering vaccines is selected inclusively and has health professionals from all diverse groups represented in the region. You also ensure that they are trained onsite to be conflict-sensitive in the planning and roll-out of the vaccination campaign, giving equitable access to children from diverse communities. These planning steps ensure that the delivery of the health service is not perceived to favour a certain group and therefore does not exacerbate tensions, making it conflict-sensitive.

If peacebuilding programming is your goal: In this same vaccination initiative, you decide to take a further step to not only ensure inclusive selection of health professionals, but also to create an ongoing community-outreach network of health professionals across ethnic lines. You also decide to train them in pro-social peacebuilding competencies, in addition to enhancing their technical skills, so that they can promote positive and cohesive social norms in their community work. This results in enhancing local health providers' capacities to contribute to social cohesion at various levels, making it a peacebuilding programme.

Application question

► *What key differences do you see between the conflict-sensitivity programming and peacebuilding programming in the health example above?*

ANNEXES





ANNEX 1: Education and peacebuilding

In every society, education can be a pivotal element for raising the future builders of society. Education is not only a tool for the acquisition of knowledge and training, it is a vehicle that can be channelled towards either fuelling direct, structural or cultural violence, or redressing injustices and building sustainable peace.

There are two fundamental ways in which education can be experienced. Bush and Salterelli describe this as the ‘two faces of education’:

ONE FACE OF EDUCATION:

- ✓ Deepening societal injustice and inequality through uneven access to all levels of educational achievements
- ✓ Indoctrination
- ✓ Divisive rhetoric and promotion of intolerance through textbooks and curriculum content

ANOTHER FACE OF EDUCATION:

- ✓ Healthy and inclusive identity formation
- ✓ Social cohesion and reconciliation
- ✓ Just and equal access

In conflict contexts, education plays a critical role, as it can become a ‘weapon’ that perpetuates cycles of violence and deepens structural exclusion and social divides, or it can help “to stitch back the social fabric destroyed by war, and support the building of cultures and structures of peace.”¹²

As underscored by World Bank Development Reports, UNESCO Education for All Monitoring Reports and other relevant sources: Children in conflict-affected states are more than three times as likely not to go to school. Between 2008 and 2011, the percentage of out-of-school children in conflict-affected countries rose from 42 per cent to 50 per cent. More than 60 per cent of the population in conflict-affected countries is under age 25. Millions more youth lack access to relevant learning opportunities and skills for employment in these contexts. In conflict-affected countries, gross enrolment ratios in secondary school are 30 per cent lower than in other countries and 21 per cent of young people are illiterate.

In light of these statistics, it should be noted that concerted efforts can have considerable impact: “According to the UNESCO Institute for Statistics (UIS Data Centre), between 2000 and 2012, the percentage of out-of-school children among primary-school-age children has declined from 40 per cent to 22 per cent in sub-Saharan Africa and from 20 per cent to 6 per cent in South Asia.”

IN PBEA COUNTRY CASE STUDIES, IT WAS NOTED THAT:

- In Sierra Leone, only 13 per cent of schools were usable after the war
- In Sierra Leone and Nepal, children were recruited from schools
- In Lebanon, Sierra Leone and Nepal, teachers & pupils were intimidated, targeted & assassinated

These same patterns have also been observed in many other conflict-affected countries.

In Latin America, people with secondary education were 47% less likely than those with primary education to express intolerance for people of a different race. In the Arab States, people with secondary education were 14% less likely than those with only primary education to express intolerance towards people of a different religion.

EDUCATION FOR ALL GLOBAL MONITORING REPORT 2013/14:
TEACHING AND LEARNING - ACHIEVING QUALITY FOR ALL.



In some conflict-affected countries, textbooks, in history and social sciences, are embedded with a divisive 'us' versus 'them' rhetoric that reinforces segregated identities.

While equitable access to educational achievements is a critical step towards addressing structural inequities and grievances, which are often root causes of cyclical conflicts, the negative 'face' of education highlights that it is not enough to ensure children and young people access to schools within an education framework that is 'business as usual'. The content, learning environment and system that surrounds the educational process, both formal and informal, heavily impacts a generation's competencies to face the challenges and impacts of violence and conflict and contribute actively to a peacebuilding process.

How can UNICEF contribute to education that supports a culture of peace, and not 'business as usual'?

Within its mandate to ensure education services and provisions, UNICEF can contribute significantly to a process of peacebuilding using the education platform, both formal and informal. For instance:

- Education policies, structures and institutions need to ensure that every child and young person has access to inclusive and transparent education services and achievement opportunities.
- Education needs to promote social cohesion in both its management and learning content, methods & environment.
- Education can build the capacities of a critical mass of individuals to engage inclusively, transform relationships and build trust at the community level within and between diverse groups.
- Education is central to identity formation and disposition. It can equip an individual with the capacity to face the psychosocial impacts of violent conflict and adopt positive and inclusive values and norms.

EDUCATION PROGRAMMING TO SUPPORT VERTICAL SOCIAL COHESION

STRENGTHENING EDUCATION SECTOR-GOVERNANCE AND INSTITUTIONAL ACCOUNTABILITY

Education policy and state-level programming entry points

1. Policy and monitoring mechanisms for equitable distribution of resources and access to quality services and non-discriminatory opportunities for educational achievements.
2. Education management mechanisms at the school, provincial and national level that create a platform for engagement, consultation and dialogue between government institutions and education stakeholders with representation from all groups, across identity, gender, region and age lines.
3. Capacity-building of education authorities (i.e., national and provincial education leaders, inspectors and advisers, curriculum developers, teacher training faculties) in conflict sensitivity & peacebuilding competencies.
4. Monitoring mechanisms for equitable protection of students from violence, discrimination and abuse in educational settings.
5. Training/resources for teachers and education administrators in conflict-sensitive and peacebuilding pedagogical methods.
6. Education policies that integrate violence-free, conflict-sensitive and peacebuilding competencies into the content, teaching methodologies and classroom environment.

In Somalia, the consultative process for the development of the primary education curriculum in Puntland and Central South Zone was formally revised to include the participation of stakeholders across clan, political and cultural lines, thereby aiming to act as a powerful connector. Youth were also mobilized to engage in the consultative process.



EDUCATION PROGRAMMING TO SUPPORT HORIZONTAL SOCIAL COHESION
ENGAGING IN AND BETWEEN COMMUNITIES WHILE DELIVERING EDUCATION SERVICES

Community-level programming entry points

1. Consultative mechanisms bridging school and community (administrators, teachers, parents, students and community representatives) with representation from all groups (identity, gender, region, age, etc.).
2. Out-of-classroom reflection forums, clubs, sports, peer training and artistic and innovative projects as spaces for promoting positive and cohesive social norms towards a culture of peace.
3. Student-led initiatives engaging the whole community (in school and in the wider community) in awareness and promotion of a non-violent and inclusive school culture.
4. Youth action-learning service projects representing the diverse groups within the school space and with the wider community to promote to promote to promote to promote to promote to promote to promote peer collaboration, understanding, service & leadership.
5. Youth and child-centred consultative and democratic decision-making mechanisms and formally established committees (i.e., school governments, pupil parliaments, student councils, sanitation committees) and peacebuilders networks in school and in informal youth settings that actively promote peace-based leadership.
6. Inter-group community centres targeting out-of-school youth training centres and early-child education oriented towards building social cohesion.

In Dadaab, a refugee camp in Kenya, a football tournament that included elements of life and communication skills training aimed to foster community cohesion among the youth population from different communities and tribes.

In Sierra Leone, theatre programmes taught more than 1,070 children and youth how to engage school officials and community members in discussion about corporal punishment and built youth capacity to influence community perceptions of violence.

COMPILED EXAMPLES
FROM UNICEF PBEA REPORTS

EDUCATION PROGRAMMING TO SUPPORT INDIVIDUAL CAPACITIES AND CONTRIBUTIONS
STRENGTHENING INDIVIDUAL CAPACITY AND CONTRIBUTIONS TO PEACEBUILDING WHILE DELIVERING EDUCATION SERVICES

Key to this level is the creation of process and environment, formally and informally, to develop knowledge, attitudes and skills oriented towards peacebuilding competencies, in children, young people, caretakers, education service providers (i.e., teachers, administrators, animators, facilitators, etc.) and education official/policymakers.

In Côte d'Ivoire and Uganda, theatre, music, dance and sport programmes are key initiatives for bringing together & educating children about conflict management.

As noted in an earlier section of the Guide, a set of UNICEF working guides and briefs has been developed regarding peacebuilding 'competency domains' that can be applied to the development of infants, young children, children, youth, caretakers and service providers (UNICEF ADAP). For example, an education service provider or teacher would need to apply pro-social peacebuilding competencies in his/her teaching approach to create an inclusive and safe learning environment in the classroom that cultivates positive social norms and value sets.



Here are some examples of peacebuilding competencies that have been drawn from these guides:

- Lateral and creative thinking skills;
- Dialogic, listening and other communication skills;
- Change agency and change advocacy skills;
- Confidence, moral courage and self-esteem;
- An inclusive worldview and positive social norms/values set (gender, identity);
- Coping skill under stressful conflict-affected conditions; and
- Ability to be constructive, innovative and creative.

INDIVIDUAL-LEVEL PROGRAMMING ENTRY POINTS

Peacebuilding capacity development programmes can be implemented using diverse, creative and innovative entry points and methodologies:

Formal educational settings:

1. Classroom instruction
2. Cross-curricular learning content (curriculum and textbooks)
3. Extra-curricular activities
4. School management mechanisms (i.e., parent-teacher/administration/student forums)
5. In-service teacher training
6. Pre-service teacher training structures (i.e., pedagogical faculties, teacher training academies across subjects of study, etc.)
7. Capacity-building mechanisms for education authorities (i.e., training of senior education advisors and curriculum developers, etc.)

Informal education settings:

1. Youth clubs
2. Early childhood development centres
3. Youth networks
4. Community forums among education stakeholders
5. Parent forums



Education can help individuals/children, communities and systems become resilient against conflict by building capacities and skills that will enable them to manage and resolve tensions and conflict peacefully.

SOURCE: UNICEF, PEACEBUILDING AND RESILIENCE DISCUSSION PAPER. ND

ANNEX 2: Health/nutrition/HIV and peacebuilding



Growing evidence shows that health, nutrition, and HIV and AIDS services can reinforce fragility, if services are delivered in ways that exclude or marginalize certain groups. However, these services also have the potential to play an integral role in peacebuilding efforts. Because UNICEF is significantly involved in delivering health-related services in conflict contexts across the globe, it can explore a wide range of approaches for integrating peacebuilding as a 'secondary objective' to existing programming outcomes. Equitable access to health services is an important indicator of state legitimacy and stability. HIV and AIDS are often consequences of conflict and put groups at risk of marginalization and alienation. Nutrition plays a prominent role in strengthening resilience (including to conflict) of communities in fragile and conflict-affected countries.

Sustaining good health and adequate nutrition as well as preventing and treating HIV is seen as a core responsibility of a state and as an important public good. It is thus at the core of the state-society contract. As armed conflict focuses on destroying the health and well-being of opponents, reinstating health services is at the core of recovery processes, particularly when the government has been a belligerent party. The expansion of equitable access to quality services is often seen as one of the indicators of a government's ability to, and interest in, reach all its citizens without favouring specific groups. Conversely, the inability of government to provide services equitably is likely to develop into deep-rooted grievances and a sense of alienation, which can potentially materialise as armed opposition.

Many health, nutrition and HIV interventions have the potential to contribute to increasing social cohesion, trust and confidence within and between communities if planned and implemented correctly. They can strengthen the social fabric, by bringing groups together across diversities (socio-economic class, ethnicity, gender, political lines, geographical areas, etc.) around service delivery, reconciliation and healing. This can help groups agree on goals that transcend their immediate positions or demands, and establish longer-term goals for health, nutrition and HIV improvements that benefit all sides of the conflict.

In a conflict context, the resumption of service delivery represents an important 'return to normal'. When all individuals experience improvements in equitable access to health services following conflict, they are likely to associate these improvements with the absence of fighting and hence the 'cost of armed conflict', including returning to one. While the physical well-being of all individuals is a critical aspect of programming, the capacity-building of children, young people, health service providers and caretakers is critical for a readiness to better cope with the residual impacts of the conflict.

HEALTH, NUTRITION AND HIV PROGRAMMING TO SUPPORT VERTICAL SOCIAL COHESION STRENGTHENING SECTOR-GOVERNANCE AND INSTITUTIONAL ACCOUNTABILITY

In Somalia, as part of the Joint Programme on Local Governance and Decentralized Service Delivery (JPLG), UNICEF has worked on improving local government capacity for equitable service delivery. Achievements of relevance to health and nutrition include the introduction of participatory planning systems, the reform and restructuring of village committees to include marginalized populations, piloting of decentralized service delivery, and capacity assessment of government social affairs departments. A mid-term review found that JPLG had made a substantial contribution to entrenching peace and stabilization by supporting the emergence of more accountable and legitimate local governance institutions that can peacefully mediate between competing and at times opposing demands.



Policy and state-level programming entry points:

1. Communication mechanisms that inclusively support social groups to articulate and communicate their needs and expectations for health, nutrition and HIV services vis-à-vis the state. In many fragile and conflict-affected contexts, non-state actors provide health, nutrition and HIV services. UNICEF can also help social groups articulate their needs vis-à-vis these providers and help ensure that the providers deliver services in an equitable and inclusive manner.
2. Advocacy to encourage government to put policies and processes in place that allow for better and more equitable health service delivery.
3. Support to governments to implement communications strategies that underline the state's ambition to improve access to health, nutrition and HIV services as an important part of post-conflict recovery.
4. Advising and supporting governments to put in place policies and practices related to HIV that are non-discriminatory and that address marginalization.

**HEALTH, NUTRITION AND HIV PROGRAMMING TO SUPPORT HORIZONTAL SOCIAL COHESION
ENGAGING IN AND BETWEEN COMMUNITIES WHILE DELIVERING HEALTH, NUTRITION AND HIV SERVICES**

Community-level programming entry points:

1. Ensuring full participation of diverse groups in consultations in programming design to get all voices heard and increase perceptions of legitimacy for interventions.
2. Establishing structures for managing projects (before, during and after the intervention) that includes diverse and divided groups. This can include management committees, community outreach and monitoring teams.
3. Highlighting the 'child as a connector' to bring divided groups together around issues relating to shared interests in child welfare, such as medical ceasefires.
4. Ensure that the staff of public health facilities are representative of the population and thus are seen as accessible to everyone.

In Haiti, one of the key nutrition interventions UNICEF and partners put in place promoted exclusive and continued breastfeeding through the establishment of baby-friendly spaces. These spaces were created as a safe and peaceful environment where mothers could not only receive support and advice for their young children but also engage with other mothers through dialogue. This in turn contributed to reducing tension in the community.

**HEALTH, NUTRITION AND HIV PROGRAMMING TO SUPPORT INDIVIDUAL CAPACITY & CONTRIBUTIONS
STRENGTHENING INDIVIDUAL CAPACITY AND CONTRIBUTIONS TO PEACEBUILDING WHILE DELIVERING HEALTH,
NUTRITION AND HIV SERVICES**

Individual-level programming entry points:

1. Training health service providers in conflict sensitivity and peacebuilding to ensure non-discriminatory practices, alleviate the psychosocial impacts of violent conflict and promote positive social norms among health workers and recipients of care.
2. Ensuring equitable and inclusive emergency relief for conflict-affected populations to better deal with the



consequences of conflict and experience a sense of care rather than neglect.

3. Communicate that resumption of health, nutrition and HIV service delivery is only possible following the cessation of hostilities.
4. Ensure equitable care of physical trauma of conflict-affected populations with a view to limiting the negative consequences of the conflict and instituting a level of hope for the future.
5. Provide support to reduce the mental and psychosocial trauma of conflict-affected populations, thus reducing the internalization of a 'culture of violence'.
6. Reduce the direct stigmatization associated with HIV and AIDS, thus reducing the number of individuals feeling alienated in society.

In the Syrian Arab Republic, UNICEF, in cooperation with partners, has worked to minimize the impact of the conflict on children by mobilizing communities to support children's emotional and psychosocial needs. Through community-based and mobile child-friendly spaces, adolescent support groups, school clubs and community spaces, UNICEF is supporting strategies that work with families and communities to help children feel secure, to restore a sense of normalcy, to develop children's life skills, to ensure opportunities to express themselves, and to develop constructive ways to cope with the conflict.

ANNEX 3: WASH and peacebuilding



Regions vulnerable to water stress are particularly ripe for conflict and, in turn, the communities with the least access to clean water are the most vulnerable to conflict-induced disease, malnutrition, and displacement. Conflict frequently destroys WASH infrastructure and disrupts service provision, and as a consequence allows for a range of collateral damages to occur. Often services such as water usage are experienced as a potential point of contention that fuels conflict among groups due to a lack of equitable access and mechanisms to facilitate inter-group dialogue.

The OECD has identified WASH, in addition to health care, as reasonably 'politically neutral', which can consequently provide a platform for social cooperation and partnerships between citizens and government. Establishing more accountable and transparent mechanisms for water governance bridging state and non-state stakeholders can lead to both more effective water management and to increased trust in the state and a shared sense of purpose.

The process of bringing communities together to discuss, for instance, the placement of boreholes, is an opportunity to ensure local ownership of a critical potential peacebuilding mechanism at the heart of community life, which can lead to developing trust and social cohesion over a common basic need. Using community-based structures to manage and maintain water facilities has increasingly become the norm over the past decades, but this has primarily focused on enhancing the sustainability of WASH infrastructure, rather than developing community cohesion. The aim is to expand the potential impact of such emerging structures around WASH services to serve a community's capacity to create cohesive mechanisms among its diverse groups to ensure equitable access, address negative impacts of conflict, resolve tensions and disputes around WASH service provision.

WASH PROGRAMMING TO SUPPORT VERTICAL SOCIAL COHESION

STRENGTHENING SECTOR-GOVERNANCE AND INSTITUTIONAL ACCOUNTABILITY

Policy and state-level programming entry points:

1. **Strengthen systems and structures focused on equity-oriented and evidence-based WASH services management at all levels of society: local (with communities), intermediate (with states, provinces, districts, municipalities, etc.) and national; and with all stakeholders – government, communities, local and international non-governmental organizations (NGOs) and the private sector.**
2. **Ensure that the interests of vulnerable groups are at the centre of integrated water resources management as a means to increase human security.**
3. **Support grass-roots organizations and civil society, to better articulate their needs and rights vis-à-vis access to WASH services.**
4. **Strengthen government mechanisms for local-level ongoing consultations involving representation of all groups for WASH service delivery.**
5. **Enhance institutional understanding of local resource pressures, which result in water-related conflicts and enhancing structures for resolving them. Also, note the impact of commercial utilization of water resources in water-scarce environments; for example, relating to mining, hydropower installations and agro-businesses.**

In South Sudan, UNICEF is working to establish a framework for an equity-focussed reform of the WASH sector, and generate strategic sub-sector investment plans to meet the identified needs of local groups. In Darfur, a UNICEF programme focused on including national and local government, communities, civil society and traditional authorities in water management. The increased collaboration has helped address poor water management while addressing some of the root causes of conflict.



WASH PROGRAMMING TO SUPPORT HORIZONTAL SOCIAL COHESION **ENGAGING IN & BETWEEN COMMUNITIES WHILE DELIVERING WASH SERVICES**

Community-level programming entry points:

1. Implement joint collaborative water development projects that facilitate constructive and safe contact between divided groups and help transform past sources of conflict, or 'dividers' into new 'connectors', linking people across conflict lines.
2. Create incentives for joint action and providing platforms for collaboration that allow for trust and social cohesion to grow at the community level.
3. Understand, value, recover, utilize, strengthen and leverage informal and indigenous systems for managing water as potential connectors.
4. Strengthen the role of women, across communities, in water management.

Community-Led Total Sanitation (CLTS), and Community Approaches to Total Sanitation (CATS), can produce notable peacebuilding outcomes. CLTS provided space for community collaboration in Afghanistan, for example in the village of Surkh, where close and inclusive collaboration between households was observed for latrine construction.

WASH PROGRAMMING TO SUPPORT INDIVIDUAL CAPACITY AND CONTRIBUTIONS **STRENGTHENING INDIVIDUAL CAPACITY AND CONTRIBUTIONS TO PEACEBUILDING WHILE DELIVERING WASH SERVICES**

Individual-level programming entry points:

1. Enhance individual understanding of the potential peacebuilding value of WASH services, as a common need that can be a connector within a community rather than a divider.
2. Enhance the peacebuilding competencies of individuals engaged in inclusive water management activities, thereby becoming helping them become more conciliatory, trustful, collaborative and able to resolve disputes and conflicts.
3. Strengthen the resilience of individuals to better cope with the negative impacts of conflict.



ANNEX 4: Child protection and peacebuilding

In a conflict context, the immediate protection and long-term psychosocial trauma of children and young people is indispensable. As formal and informal protection systems collapse due to conflict, children (and others) experience trauma and exploitation, which makes them easy victims for recruitment for armed violence and other harms. While the cessation of hostilities will often lead to direct improvements in the conditions of children, in that children and youth may no longer be directly involved in armed conflict, the negative legacies of armed conflict on children's well-being and resilience are typically longer term.

The six 'grave violations' related to children identified by the United Nations Security Council have short- and long-term consequences on children and ultimately have an impact on social cohesion and peacebuilding. Violent conflict can undermine non-violent social norms, exposing children to a range of ongoing abuses and a sense of normalization of violence, if left unaddressed. There is often a lack of knowledge or capacity to address the psychosocial impacts of conflict.

Child protection can become a key mechanism for contributing towards peacebuilding by drawing on systems-based approaches, community-level interventions and capacity development initiatives to:

- ▶ **Equitably protect children and young people from abuse, violence and neglect;**
- ▶ **Enhance the capacity of child protection workers, primary caretakers and formal and informal protection structures to address the psychosocial impacts of conflict and accompany children and young people to build a sense of hope and healthy sense of self and secure identity that fosters social cohesion;**
- ▶ **provide capacity development opportunities for children and young people in peacebuilding competencies and life skills; and**
- ▶ **serve as sustained platforms for joint action both vertically and horizontally among diverse communities.**

UNICEF's peacebuilding-oriented child protection activities can help build capacities for dialogue, reconciliation and collaboration and thereby support community-level social cohesion and collective action contributing to sustaining peace. UNICEF has supported the establishment of community-based child protection mechanisms, networks and safe spaces for children and adolescents, drawing on local capacities such as families, communities and children themselves in driving change processes as well as providing protection and psychosocial and peer-to-peer support, which strengthens the resilience safety, and health of children and their caretakers.

When focusing on adolescents (10–19 years old, per UNICEF's definition), the links to peacebuilding are more immediate. Adolescents and youths make up large percentages of the population in many fragile and conflict-affected states and, if not provided with meaningful ways of engaging in societal processes and with reliable livelihoods, they can easily be mobilized for armed conflict.

CHILD PROTECTION PROGRAMMING TO SUPPORT VERTICAL SOCIAL COHESION STRENGTHENING SECTOR-GOVERNANCE AND INSTITUTIONAL ACCOUNTABILITY

Policy and state-level programming entry points:

1. **Develop action plans, working with parties to conflict (both state forces and non-state armed groups) to address grave violations against children in situations of armed conflict and post-conflict settings.**
2. **Ensure that formal child protection mechanisms at the national level complement formal and informal mechanisms at the local level, and vice versa.**
3. **Equip institutions, structures and resources with peacebuilding competencies and the ability to address psychosocial impacts of conflict.**



In Uganda's Acholiland, UNICEF collaborated with UNDP, UNFPA and OHCHR to implement the Peacebuilding through Justice for All and Human Rights programme in 2011. The programme was aimed at filling some of the gaps in the justice system and enforcement of human rights that had been created by decades of conflict.

To do this the programme focused on, "strengthening access to effective justice, supporting national reconciliation processes and promoting accountability and the protection of fundamental human rights." A range of activities were implemented such as, creating access to informal justice mechanisms, supporting capacity building for police and judiciary, engaging civil society organizations and communities in reconciliation processes, and campaigning to raise awareness about human rights issues. All of this work has focused on strengthening sector governance and institutional accountability as it relates to child protection.

4. Ensure that child protection interventions integrate multiple sectors and stakeholders at all levels – such as education, social welfare, health, law enforcement and justice, which in turn strengthens social cohesion and resilience of children and communities.
5. Put in place mechanisms that respond to the findings and recommendations of the Monitoring and Reporting Mechanism (MRM) on Grave Violations against Children in Situations of Armed Conflict at all levels of society.
6. Strengthen sector governance and institutional accountability with regard to reducing gender-based violence in emergencies where inadequate formal systems of protection and justice can put women and girls at increased risk of multiple forms of such violence.

CHILD PROTECTION PROGRAMMING TO SUPPORT HORIZONTAL COHESION **ENGAGING IN AND BETWEEN COMMUNITIES WHILE DELIVERING CHILD PROTECTION SERVICES**

Community-level programming entry points:

1. Utilize child protection activities and objectives in children's clubs, women's and youth groups, traditional community groups, religious committees and government-mandated committees to cope with conflict, resolve conflict and contribute to peacebuilding processes.
2. Support constructive roles in child protection for community and religious leaders, who often play a key role locally through their 'moral authority'.
3. Bring communities together in promoting attitudes, behaviours and practices that are gender-sensitive, respectful and inclusive of girls and boys, particularly those who are most marginalized.
4. Highlight the 'child as a connector', bringing together groups and individuals around the shared ambition of improving the conditions and protection of children.
5. Ensure that children ex-combatants are reintegrated effectively into their communities through cross-cutting and inclusive programmes.



In Bosnia and Herzegovina, the Safer Environment for Children Initiative, focused on violence prevention, particularly in schools, and hence helped safe and peace-oriented early childhood development. The programme's activities included having peer groups and communities develop and implement safer community action plans, which empowered children to voice their concerns, establishing violence prevention boards, and implementing a campaign to increase awareness about the importance of child safety. While an evaluation of the programme showed that there was an increase of awareness, it also increased youth's engagement .

CHILD PROTECTION PROGRAMMING TO SUPPORT INDIVIDUAL CAPACITY AND CONTRIBUTIONS STRENGTHENING INDIVIDUAL CAPACITY AND CONTRIBUTIONS TO PEACEBUILDING WHILE DELIVERING CHILD PROTECTION SERVICES

Individual-level programming entry points:

1. Help establish child- and adolescent-friendly spaces within and between groups in the immediate aftermath of conflict. These can become platforms for community-level provision of psychosocial, recreational and educational support. The spaces can help children to restore a sense of normalcy and help catalyse local child protection efforts and serve as critical and immediate ways of developing the individual agency of children and their caretakers to help sustain peacebuilding efforts.
2. Provide peer-to-peer, community-wide training programmes for youth and children in peacebuilding competencies.
3. Empower individuals to 'drive' local child protection efforts and promote a culture that is free from violence and aggression.
4. Support information campaigns that seek to reduce harmful and divisive social norms; for example, practices supporting or allowing gender-based violence or aggression across groups.
5. Help establish inclusive platforms in which all children and youth can express their views and safely report violations against them.
6. Ensure that all demobilized children and youth are reintegrated into their communities and that they receive psychosocial support.

ADDITIONAL RESOURCES:

► UNICEF's approach to child protection action in emergencies is framed by the: *Child Protection Strategy from 2008 and the Core Commitments for Children in Humanitarian Action from 2010.*

► The UNICEF publication '*The Crossroads of Child Protection and Education in Peacebuilding*' from 2013 offers a comprehensive overview of how child protection can contribute to peacebuilding.



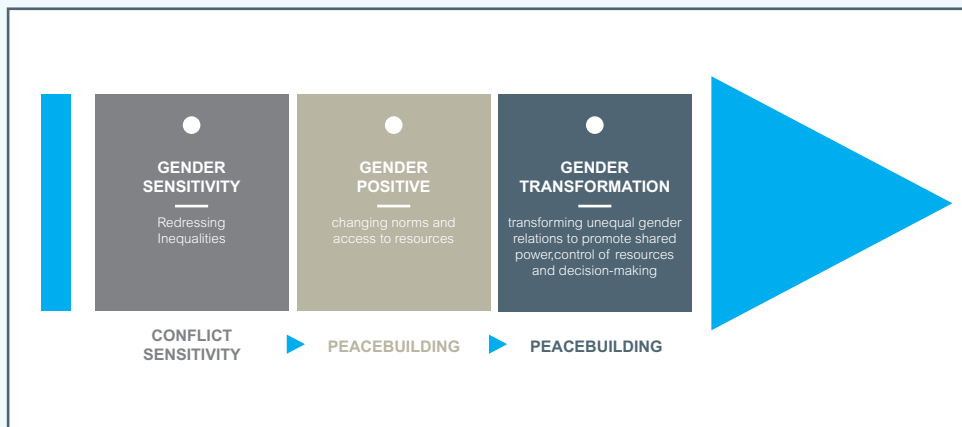
ANNEX 5: Gender and peacebuilding

According to the UNICEF Gender Action Plan (2014–2017), gender equality is central to the UNICEF commitment: “As the only United Nations agency with the rights of children at the heart of its mandate, UNICEF is in a position to foster gender-equitable child outcomes as a catalyst to a more equitable world not only today, but also in the long term, by redefining gender roles and power relations for the men and women of tomorrow.” The Action Plan further emphasizes that “a broad range of evidence shows that gender, poverty and geographic residence are three of the strongest factors determining disparities in child well-being and rights.” Substantial studies have shown a direct link between gender inequality and the likelihood of a state being involved in intrastate disputes.

In a post-conflict context, all peacebuilding activities inevitably have gendered impacts. Sustained peacebuilding is more likely when equitable gendered rights and positive gender roles and power relations are central aspects to post-conflict reconstruction. A key element in peacebuilding is addressing factors that undermine social cohesion. These factors include injustices at the structural and relational levels, of which unequal gender relations are an integral part. Deep-seated discriminatory perceptions, social norms, socio-cultural expectations around gender roles and power relations can propel a culture of violence.

A prime study analysing the relationship between gender inequality and the instances of conflict that have occurred in the period between 1960 and 2001 explained that: “Ultimately, the basic link between gender inequality and intrastate conflict is confirmed. States characterized by gender inequality are more likely to experience intrastate conflict... States characterized by gender inequality, rooted in hierarchy, discrimination, and violence, necessarily support norms of violence. As such, states with gender inequality are primed for violence. Furthermore, rebellion also seems to gain momentum from gender-defined roles and on a norm of violence inherent to gendered structural hierarchies.”

SOURCE: CAPRIOLI, M., “PRIME FOR VIOLENCE: THE ROLE OF GENDER INEQUALITY IN PREDICTING INTERNAL CONFLICT”, INTERNATIONAL STUDIES QUARTERLY, VOL. 49, 2005, PP.161–178.





While there is broad consensus on the importance of the participation of women in peacebuilding through the adoption of United Nations Security Council Resolution 1325 in 2000 and its affirmation in subsequent Security Council resolutions and other national and international policy documents and gender-sensitive programmatic responses, there is a need to shift to a more comprehensive perspective that places a focus on the dynamics, roles and relations between women/girls and men/boys at the centre of peacebuilding efforts. The post-conflict, transitional period presents an opportunity to change power structures and negative gender norms. The NGO Working Group on Women, Peace and Security notes that:

“ Beyond the fact that all peacebuilding activities have gendered impacts, there is a second, critical reason to pay attention to gender from the start. The experience in a number of post-conflict countries suggests that the achievement of sustainable peace is far more likely when gender equality and women’s rights issues are made a central aspect of reconstruction.

GENDER AND VERTICAL SOCIAL COHESION

STRENGTHENING EDUCATION SECTOR-GOVERNANCE AND INSTITUTIONAL ACCOUNTABILITY

Policy and state-level programming entry points:

1. Support sector policy and monitoring mechanisms aimed at redressing gender-based unequal access to social services educational provisions (informal and formal).
2. Advocate for education policies that integrate gender-sensitive and transformative curriculum content, eliminating discriminatory norms, and promotion of gender-positive norms around violence, gender and power relations.
3. Support in-service and pre-service training of social service providers and sector administrators at the national/regional and local levels in the promotion of gender-sensitive and transformative social norms.
4. Engage legal judicial and protection mechanisms for monitoring and preventing sexual and gender-based violence and intimate partner violence.

In Burundi, a quantitative research study was conducted on gender discriminatory practices in the primary school environment. A review was done on the presence of negative gender norms and stereotypes within the existing school curricula and learning tools. Results of the findings informed a gender dimension to the ministry’s education sector planning.

GENDER AND HORIZONTAL SOCIAL COHESION

SOCIAL SERVICES FOR PEACEBUILDING AT THE COMMUNITY LEVEL

Community-level programming entry points:

1. Establish community-based mechanisms to address sexual and gender-based violence in domestic and public spaces and shift harmful gender-related social norms.
2. Establish infant/early child care community networks and centres for parents, shifting negative



social norms around gender roles and power in the home.

3. Create gender-balanced and safe youth health centres, providing health services, peacebuilding and vocational training
4. Initiate school community-based networks aimed at promoting positive gender roles and participation in classroom space, school life and culture
5. Support inclusive baby-friendly collaborative spaces for women/mothers from different ethnic communities to mutually support each other.

In Côte d'Ivoire, with the support of UNICEF, numerous community early childhood development centres have been built and are managed by multi-ethnic women's groups. This has included various training programmes and management learning.

SOURCE: CÔTE D'IVOIRE UNICEF PBEA ANNUAL REPORT

In Somalia and South Sudan, gender-based violence community mechanisms were initiated to strengthen quality services for survivors of sexual violence, including engagement to promote positive social norms and spark transformation of norms that are harmful and contribute to sexual violence against women and girls in the community.

GENDER AND INDIVIDUAL CAPACITIES AND CONTRIBUTIONS

Individual-level programming entry points:

1. Train mothers and fathers in dispute resolution skills and equity-based approaches to decision-making and household management, addressing unjust and violent masculine and feminine roles.
2. Support gender transformative training programmes in peacebuilding competencies, positive gender roles and power relations.
3. Train social service providers to promote positive social norms and attitudes around gender roles and relations.
4. Develop programming aimed at changing the attitudes and negative behaviour of boys and men towards girls and women.

In Uganda, a capacity-building project was initiated with teachers to promote gender equitable classroom environments by shifting positive notions of masculinity and femininity that can serve to mitigate tensions and violence and deconstructing negative norms around gender stereotypes using teaching tools.



ANNEX 6: Early child development and peacebuilding¹³

The 'UNICEF Guidance Note on Peacebuilding through Early Child Development' notes that in conflict, young children are particularly vulnerable. This includes "loss of caregivers; increased risk of malnutrition, physical maiming, psychosocial threats and a lack of opportunities for early learning and stimulation." Research shows that in the early years of life, human beings establish the foundations for healthy social interactions empathy, compassion, acceptance, perspective-taking as well as the ability to regulate emotions, inhibit impulse behaviour and manage information.

These are also skills and capacities at the core of peacebuilding competencies. Mounting evidence from the fields of neurobiology, economics and developmental psychology point to early education as critical to development, as this is a time at which:

- ▶ **Brain architecture is developing most rapidly;**
- ▶ **Habits are formed;**
- ▶ **Differences are recognized; and**
- ▶ **Emotional ties are built through social relationships and day-to-day interactions in homes & neighbourhoods.**

“ Education can help individuals/children, communities and systems become resilient against conflict by Toxic stress occurs when an infant or young child experiences violence, abuse, neglect, enduring hunger – deep, chronic, and often multiple adversities. It produces high levels of cortisol, a stress hormone that disrupts the process of brain development by limiting proliferation of brain cells, damaging health, learning, and behavior.”

SOURCE: 'NEW FRONTIERS OF EARLY CHILD DEVELOPMENT BUILDING BETTER BRAINS AND OUTCOMES FOR CHILDREN', UNICEF, JULY 2014

CHILDREN AND THEIR CARETAKERS

Research further highlights another critical dimension that impacts the child, namely the overall environment that is created and sustained through the caregiver. When a severe climate of adversity is present in the immediate environment surrounding a child, the body stress and anxiety that is experienced by the child disrupts not only the brain development but impairs his/her ability to interact socially and affects a child's perception of the world as being a threatening place.

As the early phase of development is a window of opportunity for shaping perception, attitude and behaviour, attempts to change violent and impulsive actions and discriminatory attitudes need to begin as young as possible. Investing in early child development means engaging directly with caregivers through interaction, stimulation and parenting training. Caring for the psychosocial well-being and emotional state of the caregiver will intimately affect the child's nurturing environment. Therefore, tending to both children and caretakers is fundamental to addressing the psychological impacts of conflict and the intergenerational transmission of violence and division.

¹³ This section is aligned with and drawn from the 'UNICEF Guidance Note on Peacebuilding through Early Child Development'.



EARLY CHILD DEVELOPMENT AND VERTICAL SOCIAL COHESION **STRENGTHENING SECTOR-GOVERNANCE AND INSTITUTIONAL ACCOUNTABILITY**

Policy and state-level programming entry points:

1. Ensure equitable access to safe spaces for infant care services and caregivers (under 3 years old)
2. Ensure equitable access to caretaker social services, and infant care resources.
3. Provide equitable access to training and resources for teachers and staff of preschool/early childhood development community-based centres (ages 3–6 years old) and early primary school (ages 6–8 years old) in conflict sensitivity and peacebuilding learning and instruction methods.

EARLY CHILD DEVELOPMENT AND HORIZONTAL SOCIAL COHESION **ENGAGING IN AND BETWEEN COMMUNITIES WHILE DELIVERING EARLY CHILD DEVELOPMENT SERVICES**

Community-level programming entry points:

1. Create early play and learning centres with a common and shared vision across diverse communities.
2. Develop infant care collaborative networks among caretakers across diverse communities.
3. Provide pro-social skills trainings in early childhood development centres to foster positive social norms and cohesion within the community.

EARLY CHILD DEVELOPMENT AND INDIVIDUAL **STRENGTHENING INDIVIDUAL CAPACITY AND CONTRIBUTIONS TO PEACEBUILDING WHILE DELIVERING EARLY CHILD DEVELOPMENT SERVICES**

Individual-level programming entry points:

In order to ensure an effective peacebuilding capacity development process for the early phase of development, both the child and the caregivers need to be engaged.

CHILDREN

The peacebuilding competencies that are particularly relevant to this early phase in the life cycle include:

1. **Social development:** (a) Prevention of aggression and violent behaviour; (b) Positive social relationships and inclusive identity formation (in relation to gender and identity group affiliation)
 2. **Cognitive development:** (a) Executive functioning; (b) perspective-taking
 3. **Emotional development:** (a) Empathy and connection; (b) hope and optimism
- (Note: For further guidance on these three dimensions mentioned above, please refer to the UNICEF Guidance noted from the outset.)
3. Provide pro-social skills trainings in early childhood development centres to foster positive social norms and cohesion within the community.

CAREGIVERS

1. Train parents in gender-sensitive and transformative, consultative, violence-free communication, relational dynamics and conflict resolution skills
2. Address the psychosocial well-being and pro-social peacebuilding, and gender-sensitive competencies of caregivers



EXAMPLES OF UNICEF PROGRAMME PRIORITIES FUNDED BY PBEA (2014)

1. BURUNDI	ECD programming for positive caring practices that seeks to address the intergenerational transmission of violence
2. COTE D'IVOIRE	Promotion of child friendly education & ECD working with Mothers Clubs for increased social cohesion
3. LIBERIA	Alternative Basic Education, Early Child Development, and Accelerated Learning Programmes supported in 5 countries
4. PALESTINE	Increased access to pro-social early learning opportunities through training of ECD teachers & development of guidelines and standards
5. UGANDA	ECD and care-giver focused programming to improve care practices & foster social cohesion through community dialogue
6. YEMEN	Support to mother & father councils for community empowerment & social cohesion ECD, Primary & Girls education support to improve quality & access particularly in previously disadvantaged areas or groups

SOURCE: UNICEF PBEA LESSONS LEARNED CONFLICT ANALYSIS PRACTICE, DRAFT 2014.



ANNEX 7: Adolescents/youth and peacebuilding

While there have been unprecedented steps to reduce early child mortality (for children younger than 5 years old), UNICEF's mandate to promote and invest in the lives of children requires a holistic approach across the entire life cycle, from early development through adolescence. Some 1.2 billion adolescents (10–19 years old) today make up 18 per cent of the world's population, and 9 out of 10 of these young people live in developing countries.¹⁴ According to UNICEF's 2012's Report Card on Adolescents, "Millions of young people (10–24 years old) are denied their basic rights to quality education, health care, protection and are exposed to abuse and exploitation." The United Nations "tends to use the term 'young people' to describe those aged 10–24, encompassing young adolescents and young adults. Nuances in operational definitions of children, adolescents, young people and youth often vary from country to country, depending on socio-cultural, political and legal factors."¹⁵

In conflict contexts, young people's protection, well-being and opportunities are often neglected as systems, structures and communities are destroyed by crisis, insecurity and violence. Meanwhile, young people hold a key perspective as they "have significant knowledge to offer with regard to the conflict situation, its historic roots and how it affects their daily lives. Often having lived through years of violent conflict, the coping and survival skills they learnt will remain with them and can be drawn upon in contributing to peace in the post-conflict period."¹⁶

This is a pivotal time in a child's development and is the gateway to adulthood as a profound transition is experienced in terms of identity formation. In fragile and conflict-affected contexts facing chronic insecurity, trauma and violence, it is critical to support young people in this phase of development. Evidence shows that when all adolescent girls and boys are inclusively "supported and encouraged by caring adults, along with policies and services attentive to their needs, protection and capabilities, they have the potential to break long-standing cycles of poverty, discrimination and violence."¹⁷

ADOLESCENTS/YOUTH AND VERTICAL SOCIAL COHESION STRENGTHENING EDUCATION SECTOR-GOVERNANCE AND INSTITUTIONAL ACCOUNTABILITY

State and policy-level programming entry points:

1. Advocate for legal (formal and informal) judicial mechanisms ensuring equitable protective & security
2. Establish formal local youth centres and supporting resources to address peacebuilding capacity development and life skills while inclusively delivering social services.
3. Provide training mechanisms for teachers, animators and facilitators responsible for youth educational services in peacebuilding competencies and life skills training.
4. Establish formal structures for local dialogue and engagement between state institutions and youth organizations.

In Timor-Leste, the Education and Participation Programme has focused, with the support of the Government, on reaching a large cohort of out-of-school adolescents and youth through literacy and life-skills classes. The Government's backing of the rightful participation of young people is enhancing the franchising and inclusion of young people in governance, helping in assuring young people that their thoughts and actions are key in sustaining peace.

SOURCE: DRAWN FROM PBEA REPORTS.

¹⁴ <www.unicef.org/adolescence/>.

¹⁵ 'UNICEF Guidance Note: Peacebuilding competencies'.

¹⁶ 'UNICEF Guidance Note: Adolescents in conflict analysis'.

¹⁷ <www.unicef.org/adolescence/>.



ADOLESCENTS/YOUTH AND HORIZONTAL SOCIAL COHESION ENGAGING IN AND BETWEEN COMMUNITIES WHILE DELIVERING SOCIAL SERVICES TO ADOLESCENTS AND YOUTH

Community-level programming entry points:

1. Inclusive and diverse youth networks, organizations and school clubs for promoting social cohesion through creativity, training programmes and community service projects.
2. Inclusive and participatory inter-group youth forums and spaces for dialogue on conflict and peace as well as community engagement.
3. Inclusive youth centres targeting both provision of social services (i.e., health & psychosocial support) in a safe space and sustained capacity development programmes in peacebuilding competencies & life skills.
4. Inclusive youth innovative/media-based/virtual communities through social media and mobile networks of dialogue, voice and exchange.
5. Inclusive informal mechanisms of dialogue between youth and community leaders representing all communities.
6. Initiatives between youth and the media promoting mutual understanding and social cohesion.

In Liberia and Kyrgyzstan: Youth centres were established offering a multisectoral platform for constructive peacebuilding, establishing civic purpose and learning skills for livelihood.

In Mozambique: Rebuilding and supporting youth-friendly health centres in neutral locations, while including programmes that bring youth from different groups together to discuss sexual and reproductive health issues, and to offer psychosocial care.

SOURCE: DRAWN FROM PBEA REPORTS.

ADOLESCENTS/YOUTH AND INDIVIDUAL INDIVIDUAL CAPACITIES AND CONTRIBUTIONS TO PEACEBUILDING

Individual-level programming entry points:

1. Provide training and experiential learning mechanisms for young people on peacebuilding competencies through creative, interactive tools in youth-friendly centres, clubs and networks.
2. Offer psych-social support for recovery from impact of violence and armed conflict.
3. Create participatory, consultative and collaborative initiatives (formal and informal), allowing a space for youth, at the local, regional, national and international levels, to give their input and feedback, share their experiences and take charge of decision-making processes that empower them to be equitable, truthful and just leaders, promoting social cohesion among their peers, adults, their immediate and wider community as well as society at large.
4. Support youth-led community outreach initiatives that allow youth to practice pro-social service-oriented skills that involves helping to improving the life of the community, the family, school & peers across all groups.
5. Ensure equitable access to training in life, vocational and basic livelihood skills.

PROGRAMMING EXAMPLES: ADOLESCENTS AND YOUTH

BURUNDI:

Adolescent socio-economic and political empowerment programming to address youth alienation and lack of opportunity combined with conflict management and resolution skills put to practice and recognized by the local authorities.

PALESTINE:

Training programme empowering adolescents to constructively engage in their societies as agents of social transformation for advancing sustainable alternatives to social violence and discord.

COLUMBIA:

'Return to Happiness' is a methodology to support the psychosocial recovery of children and adolescents living in areas affected by armed conflict. It also is used as a tool for preventing the recruitment and use of children by illegal armed groups.

DEMOCRATIC REPUBLIC OF THE CONGO:

Child reporters supported to strengthen peacebuilding competencies and conflict transformation.

SOUTH SUDAN:

Messaging of peacebuilding principles and behaviours through storybooks, radio programmes and sports initiatives.

SOURCE: DRAWN FROM PBEA REPORTS.

ANNEX 8: Communication for Development (C4D) and peacebuilding

Communication for Development (C4D) can provide critical resources for peacebuilding in conflict-affected societies. The UNICEF Global Mapping report (2013) asserted that, “Communication is central to peacebuilding and to promoting meaningful dialogue to overcome and transform conflict and to establish sustainable peace.” In this context, C4D for peacebuilding is defined as a range of participatory tools and methods and as “a social process that fosters dialogue and meaningful conversations to reduce and prevent the risk of conflict or relapse into it.”

C4D supports a number of key peacebuilding objectives, including:

- ▶ **Deliver information about peacebuilding**
- ▶ **Facilitate access to peacebuilding services and resources**
- ▶ **Aid other peacebuilding work**
- ▶ **Support peacebuilding advocacy**
- ▶ **Amplify people’s voices related to peacebuilding**
- ▶ **Support empowerment in peacebuilding**
- ▶ **Contribute to managing expectations, building trust in and oversight of state institutions**
- ▶ **Aiding the formation of an inclusive national identity**

C4D PROGRAMMING TO SUPPORT VERTICAL SOCIAL COHESION

STRENGTHENING C4D RELATED TO SECTOR GOVERNANCE AND INSTITUTIONAL ACCOUNTABILITY

In terms of vertical social cohesion, “C4D approaches and tools facilitate dialogues between those who have rights to claim and those who have the power to realize these rights.”¹⁸

Two specific C4D approaches are supportive of vertical social cohesion: **advocacy and social mobilization**.

Advocacy strategies include:¹⁹

1. **POLICY ADVOCACY - influencing policymakers and decision makers to change legislative, social or infrastructural elements of the environment, including the development of equity-focused programmes and budget allocations;**
2. **COMMUNITY ADVOCACY - empowering communities to demand policy, social or infrastructural change in their environment; and**
3. **MEDIA ADVOCACY - enlisting mass media to encourage policymakers and decision makers towards change.**

Social mobilization strategies engage and motivate partners at national and local levels (government policymakers and decision makers, community opinion leaders, bureaucrats and technocrats, professional groups, religious associations, NGOs, private-sector entities, communities, and individuals) to raise awareness of, and demand for, particular development objectives.

Ultimately, “This communication approach focuses on people and communities as agents of their own change, emphasizes community empowerment, and creates an enabling environment for change and helps build the capacity of the groups in the process, so that they are able to mobilize resources and plan, implement and monitor activities with the community.”²⁰

¹⁸ ‘A Global Communication Strategy Development Guide for Maternal, Newborn, and Child Health Programs’, 2015, <www.unicef.org/cbsc/index_65738.html>.

¹⁹ MNCHN C4D Guide, 2015
²⁰ MNCHN C4D Guide, 2015..



C4D PROGRAMMING TO SUPPORT HORIZONTAL SOCIAL COHESION **ENGAGING IN AND BETWEEN COMMUNITIES WHILE DELIVERING SOCIAL SERVICES**

Social change communication is a key C4D strategy for horizontal social cohesion. Through social change communication efforts,

- ▶ **Groups are supported to engage in participatory processes to define their needs, demand their rights, and collaborate to transform their social system.**
- ▶ **Public and private dialogue is emphasized, to change behaviour on a large scale, including norms and structural inequalities.**

Social change communication generally works through engaging interpersonal communication, community dialogue, and mass and social media.

C4D PROGRAMMING TO SUPPORT INDIVIDUAL CAPACITY AND CONTRIBUTIONS **INDIVIDUAL CAPACITIES AND CONTRIBUTIONS TO PEACEBUILDING**

Behaviour change communication is a key C4D strategy supportive of individual-level engagement. Behaviour change communication is used to "...motivate sustained individual- and community- level changes in knowledge, attitudes and behaviors. Formative research is used to understand current levels of knowledge, attitudes, and behaviors among individuals in a specified population in order to develop communication programs that move those individuals along a continuum of change (or through stages of change) toward the desired positive behavior(s)."²¹

Examples of the use of behaviour change communication relevant to peacebuilding include:

1. **STIMULATE COMMUNITY DIALOGUE** and raise awareness about root causes and potential triggers.
2. **INCREASE KNOWLEDGE**; for example, about shared interests.
3. **PROMOTE ATTITUDE CHANGE**; for example, about coexistence, resource-sharing or problem-solving.
4. **REDUCE STIGMAS**; for example, related to demobilized combatants.
5. **CREATE DEMAND FOR INFORMATION AND SERVICES**; for instance, regarding conflict resolution.
6. **ADVOCATE WITH POLICYMAKERS AND OPINION LEADERS** towards effective approaches to building and sustaining peace.
7. **PROMOTE SERVICES FOR CONFLICT RESOLUTION.**
8. **BUILD SKILLS AND THE SENSE OF AGENCY**; for example, for addressing crisis or conflict dynamics.

ANNEX 9: Sample methodologies for collecting peacebuilding baseline and M&E data



The following methods can be utilized to collect both monitoring and evaluation information for peacebuilding programmes.

SAMPLE METHODS FOR DEVELOPING BASELINE DATA

SOURCE: DRAWN FROM THE UNICEF LEARNING FOR PEACE M&E TOOLS AND RESOURCES DEVELOPED OVER THE COURSE OF THE PBEA PROGRAMME.

QUANTITATIVE SURVEYS (I.E., KAP SURVEYS)

UNICEF PBEA partnered with the Harvard Humanitarian Initiative (HHI) to design and pilot in a number of countries KAP (Knowledge, Attitudes & Practices) surveys addressing five dimensions of social cohesion: 1) trust; 2) social relationships; 3) civic and social participation; 4) inclusions and attitudes towards social processes and services; 5) constructive dispute resolution and its relationship to educational experiences. Examples of these KAP surveys can be obtained as a sample to work from and customize.

SOURCE: DRAWN FROM UNICEF GUIDANCE NOTE FOR MEASURING PEACEBUILDING COMPETENCIES: 'MEASURING PEACE TOGETHER'.

CHILD/ADOLESCENT-FRIENDLY BASELINE SCALES THROUGH PARTICIPATORY ASSESSMENT AND CONFLICT ANALYSIS ACTIVITIES

Scales (and surveys) have traditionally been used when measuring competency outcomes for children, youth and adults. Since many factors can influence behavioural and attitudinal outcomes, it is often difficult to isolate and attribute a specific competency as the sole cause of that outcome. As a result, baseline scales (which can be later used again for monitoring and evaluation) can be utilized to complement other methods by assessing how a specific competency is used in different situations.

Either through participatory assessment activities or through previous participation during conflict analysis, participants would have been asked about the ideal characteristics of an agent of peace. From such an activity, they would have written down responses of ideal competency outcomes and competency statements for peacebuilding. If these steps were not previously done, you can conduct participatory activities to obtain these responses. After assessment, these competency statements can then be ranked in importance according to how often they were brought up in participants' responses, and statements that are relevant to the programme can be included in the baseline scale. From this point, participatory methods can be used to engage participants in reflections.

CARD VISUALIZATION

The facilitator will give caretakers a card for each competency that they will be learning and practicing in the programme. On each of these cards, the caretaker will be asked to draw or describe a picture that shows how they personally are using each of these competencies to build peace in their lives. It should be explained that it is okay if they feel they are not using these competencies or building peace with them, and if that is the case, this programme will help them to reach their goals in building peace.



SAMPLE METHODS FOR COLLECTING M&E DATA

SOURCE: DRAWN FROM UNICEF GUIDANCE NOTE FOR MEASURING PEACEBUILDING COMPETENCIES: 'MEASURING PEACE TOGETHER'.

OBSERVATION

One way of discerning whether participants have achieved certain competency outcomes is through group observation. This can be done during group activities in which participants experientially learn peacebuilding competencies.²² When assessing and evaluating outcome measures through observation, it will be useful to develop a checklist or evaluation score sheet for the facilitator to use during the group activity.

STORY MATRIX

A story matrix can be utilized in either participatory M&E activities or in focus group discussions and stakeholder interviews. The story matrix can be used with children, community members, parents or stakeholders. Through this matrix, instead of asking only about individual and social changes brought about through the programme, the facilitator will ask about four levels of change related to peacebuilding: personal, relational, structural and cultural. When conducting this M&E activity with children, it also helps them to think about how the competencies they are learning could impact their communities beyond their direct social relations. Thinking through this exercise may also help adults to brainstorm ways in which they could impact their communities.

PARTICIPATORY M&E ACTIVITIES FOR USE WITH PEACEBUILDING COMPETENCY SCALE

A competency scale developed with the direct participation of stakeholders (youth- or child-friendly) as part of baseline data, can be utilized again for M&E. The order of statements of the competency scale will need to be changed around from the order used during baseline to prevent participants from remembering how they answered the first time around. The wording of statements themselves should also be slightly changed for this same reason.

OUTCOME HARVESTING AND OUTCOME MAPPING²³

Outcome harvesting is a highly participatory tool that is currently being used within peacebuilding programmes that enables evaluators and staff to identify, formulate, verify and make sense of outcomes they have influenced when relationships of cause-effect are unknown. Unlike some evaluation methods, outcome harvesting does not measure progress towards predetermined outcomes or objectives, but instead collects evidence of what has been achieved, and works backward to determine whether and how the project or intervention contributed to it.

MOST SIGNIFICANT CHANGE²⁴

The 'most significant change' technique is a form of participatory M&E in which stakeholders are involved both in deciding the sorts of change to be recorded and in analysing the information that can be used to assess the performance of a programme as a whole. Essentially, the process involves the collection of significant change stories from young people, youth, adolescents and their caretakers, and the systematic selection of the most significant of these stories by participants themselves, other stakeholders and/or staff.

CONTINUED ►

²² For example, many of the participatory activities in War Child's I DEAL toolkit ask adolescents to demonstrate very specific activity objectives that show whether they have mastered a competency (i.e., being able to quickly communicate a certain number of emotions through nonverbal communication, or being able to list the steps for resolving a conflict).

²³ <www.outcomemapping.ca/> and <<http://dme4peace.omnidev3.com/sites/default/files/Proof%20of%20Concept-Learning%20from%209%20examples%20of%20peacebuilding.pdf>>.

²⁴ <www.mande.co.uk/docs/MSCGuide.pdf>.



SAMPLE METHODS FOR COLLECTING M&E DATA (CONTINUED)

BODY MAPPING (ADAPTED FOR USE WITH STORIES OF MOST SIGNIFICANT CHANGE)

This is an adapted version of the same body-mapping exercises used during assessment (found in Annex 3), and has been adapted for baseline use. While conducting baseline studies are highly recommended, this activity is particularly useful in cases where programmes were, for whatever reason, unable to complete their initial baseline. For this activity, the participants are once again given a sheet of paper and asked to draw the shape of a body outline on it. Each individual is then asked to think about stories of most significant change. The participants then revisit each body part, and remember how they had initially used each of these body parts to demonstrate the specific competencies practiced in the programme. The participants should then think about how their knowledge, skills, attitudes and behaviour may have changed through this programme, specifically in ways that can help to build peace. For each of the body parts, participants should indicate how these changes affect how they use each of these body parts to interact and communicate with other people.

PEACEBUILDING DIARIES

This tool has the potential to provide evaluators with a look into caretakers' lives outside of the programme and how learned competencies are or are not being applied in lives of caretakers. This approach assumes that participants are literate and can write. Each participant is given a diary at the beginning of the programme. During the course of the programme, participants are asked to write down each time they have learned something new, and each time they are able to apply this new competency – whether in the programme or outside of the programme. Participants are assured that they will not be judged by these diaries, but instead, the diaries will help programme staff to improve the programmes to better serve future participants. Depending on the setting, these diaries can even be anonymous, and only indicate gender.

DEVELOPMENTAL EVALUATION²⁵

This methodology is often used in more complex peacebuilding programmes, and can support real-time learning in complex and emergent situations. Traditional forms of evaluation work well in situations where the progression from problem to solution can be laid out in a relatively clear sequence of steps.

Developmental evaluation differs from traditional forms of evaluation in several key ways, including:

- ▶ **The primary focus is on adaptive learning rather than accountability to an external authority.**
- ▶ **The purpose is to provide real-time feedback and generate learnings to inform development.**
- ▶ **The evaluator is embedded in the initiative as a member of the team.**
- ▶ **The developmental evaluation role extends well beyond data collection and analysis; the evaluator actively intervenes to shape the course of development, helping to inform decision-making and facilitate learning.**
- ▶ **The evaluation is designed to capture system dynamics and surface innovative strategies and ideas.**
- ▶ **The approach is flexible, with new measures and monitoring mechanisms evolving as understanding of the situation deepens and the initiative's goals emerge.**

PARTICIPATORY VIDEO EVALUATION²⁶

Participatory video evaluation can be combined with most significant change technique to support participants in sharing their stories of change.

CONTINUED ►

²⁵ <http://dme4peace.omnidev3.com/sites/default/files/Do%20ios%20et%20al_Practitioners%20Guide%20to%20Developmental%20Evaluation.pdf>.

²⁶ <<http://insightshare.org/watch/video/what-is-pv>>.



SAMPLE METHODS FOR COLLECTING M&E DATA (CONTINUED)

SOURCE: DRAWN FROM THE UNICEF PBEA M&E TOOLS, SURVEYS, REFLECTION GUIDES AND CASE STUDY METHODOLOGY BRIEFS.

<p>REFLECTION PROCESS TOOLS</p>	<p>Mapping of ‘what’, ‘so what’, and ‘now what’ is a well-used and successful model to assist you in designing reflection activities. Although you can derive learning from each question, focusing on all three will provide broader insights and keep participants from focusing on only the facts or particular feelings, directing them to discuss the meaning or importance of the activity.</p>
<p>DESCRIPTIVE CASE STUDY</p>	<p>Descriptive case studies are often less time-consuming and expensive than other types, as they mainly rely on monitoring data that have been collected as part of the interventions implementation process. You can also often get a good sense of the process through a limited number of key informant interviews that are not highly expensive or time-consuming to conduct.</p>
<p>EXPLANATORY CASE STUDY</p>	<p>Explanatory case studies go beyond a description of interventions to understand why certain actions or behaviours resulted. This type of case study can be useful in understanding and verifying the outcomes of the PBEA programme and can complement other outcome-level measures by providing a deeper explanation of why certain outcomes were achieved or not. Explanatory and descriptive elements are often combined in a case study, as they are complementary. Explanatory case studies often require a mix of both quantitative and qualitative methods.</p>
<p>EXPLORATORY CASE STUDY</p>	<p>Aimed at defining the questions and hypotheses of a subsequent study or at determining the feasibility of desired research.²⁷</p>
<p>CASE STUDY WITH ETHNOGRAPHIC STYLE ANALYSIS OF EMERGING THEMES</p>	<p>In this approach, a study team conducts interviews on how participants apply peacebuilding competencies in their lives, and gather data about the effects of these peacebuilding competencies towards larger peacebuilding goals. The study team then creates and analyses a smaller number of case studies that result in the identification of shared themes. The case studies should reveal qualitative evidence that the application of learned peacebuilding competencies is contributing to direct actions by adolescents to promote peace and transform conflict. The strength of this type of more open-ended research approach is that it allows for patterns of meaning to emerge, as well as a range of cross-cutting themes. These can contribute towards building more solid theories of change moving forward.</p>

25 <http://dme4peace.omnidev3.com/sites/default/files/Doctos%20e1%20al_Practitioners%20Guide%20to%20Developmental%20Evaluation.pdf>.

26 <<http://insightshare.org/watch/video/what-is-pv>>.

SELECT METHODOLOGIES FOR DATA COLLECTION IN A CASE STUDY²⁸

COMMON METHODOLOGIES

DIRECT OBSERVATION	Passive observation of events or situations while recording all observations and details (as distinct from participant observation wherein the researcher participates/plays a role in the events).
STRUCTURED INTERVIEWS	Using a list of predetermined questions, interviewing a sample of stakeholders by asking the same questions each time. This method is useful for establishing consistent data that can form a baseline for future queries.
FOCUS GROUPS	A semi-structured group interview, usually using predetermined questions as a guideline. A facilitator guides the conversation to cover the important information but leaving room for organic discussion, while other team members record verbal and nonverbal interactions among participants. ²⁹
SURVEY DATA	Surveys can be distributed with qualitative and/or quantitative questions and are useful for creating a baseline and/or measurable understanding of a point in time.
DOCUMENT REVIEW	A collection and analysis of available documentation related to a programme or case, usually using coding and a database for analysis.
KEY INFORMANT INTERVIEWS	Less structured, key informant interviews may include a predetermined set of questions, but the goal is to establish a dialogue and explore an issue with an individual rather than collect information from a sample. ³⁰

OTHER METHODOLOGIES

MEMBER CHECKING	Member checking refers to when a researcher shares their interpretation and process results with process participants in order to discuss and clarify the interpretation, and uncover new and/or additional perspectives. This method is useful for studies in which data are highly susceptible to individual interpretation. ³¹
TIMELINE	A participatory method where a facilitator uses locally available materials to create a visual timeline and solicit input from participants to describe the sequence of key events. This method is useful for establishing a preliminary understanding of an event or situation while building trust and rapport with participants. ³²
PILE SORTING	A systematic method used to understand how an issue or its components are interrelated. Participants are asked to group together items according to their own (indigenous) system of categorization, which provides insight into how issues are perceived by a population. ³³
PROBLEM TREE	A participatory method involving a visual depiction of a central problem ('trunk') with influencing factors ('branches') described by informants. Chains of causes are ranked by participants according to their contribution to the problem. This method is useful for gathering information about the root causes of an important problem identified during a study. ³⁴

²⁸ Excerpt from the PBEA Case Study methodology guiding briefs.

²⁹ Center for Refugee and Disaster Studies, 'Training in Qualitative Research Methods for PVOs and NGOs (& Counterparts): A trainer's guide to strengthen program planning and evaluation', 2000, retrieved from www.jhsph.edu/research/centers-and-institutes/center-for-refugee-and-disaster-response/publications_tools/publications/_pdf/TQR/tg_introduction.PDF, 2000, p. 8.

³⁰ *Ibid.*, p. 7.

³¹ Baxter, P., and S. Jack, 'Qualitative Case Study Methodology: Study design and implementation for novice researchers', *The Qualitative Report*, vol. 13, no. 4, December 2008, pp. 544–559,

retrieved from www.nova.edu/ssss/QR/QR13-4/baxter.pdf.

³² Center for Refugee and Disaster Studies, 'Training in Qualitative Research Methods for PVOs and NGOs (& Counterparts): A trainer's guide to strengthen program planning and evaluation', 2000, retrieved from www.jhsph.edu/research/centers-and-institutes/center-for-refugee-and-disaster-response/publications_tools/publications/_pdf/TQR/tg_introduction.PDF, 2000, p. 6.

³³ *Ibid.*, p. 7.

³⁴ *Ibid.*, pg. 8.

CONFLICT SENSITIVITY AND PEACEBUILDING

Programming Guide

NOVEMBER 2016

