



EDUCATION AND CVE: FRAMING WHAT WE DO AND WHO WE WORK WITH

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Search for Common Ground
INEE RoundTable
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Where does education fit?

Education for Peacebuilding

- ✓ PREVENTION

- ✓ DISENGAGEMENT

- ✓ [IMPROVED] STATE-RESPONSES

- ✓ AMPLIFYING NEW NARRATIVES

What does that mean?

1. Access

2. Protection

3. Youth Engagement

Access

What makes joining extremist groups so attractive? How do we make the school environment more attractive?

Assessing vulnerability

1. Looking at access in terms of beneficiaries AND threats
 - Countering ideology and narratives authentically
 - The 5 degree shift
2. Realizing the true impact of marginalization

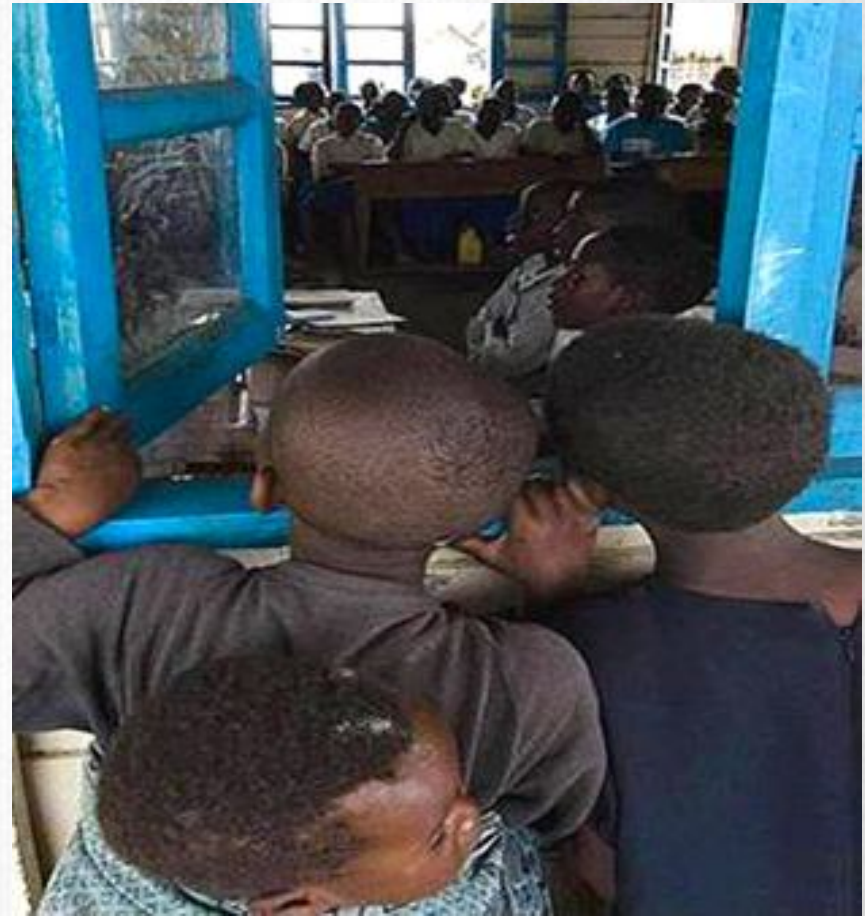


Photo: <https://www.irishaid.ie/what-we-do/our-priority-areas/education/access-to-education/>

Protection

Resiliency and Social Cohesion are our best protection against violent extremism

1. Meeting the real needs
 - Symptoms vs. Root Causes
2. Building on conflict-sensitivity framework
 - Safer Learning Environments
 - Resiliency
 - Social Cohesion
3. **Strengthening positive support networks across the 80/20 divide**
4. Changing approach and integration of religious schools
 - Where do we have access?



Photo: ArabNews <http://kismaayodaily.com/?p=5099>

Youth Engagement

1. **Reframing how we approach children and youth**
2. Being truly inclusive
3. Building our understanding on why
4. Amplifying a new narrative

If Youth can be such a powerful force that can destroy a nation, why do people overlook our resources when we are working for peace?

Rwandan Youth Movement Leader

Guiding Principles

<https://www.sfcg.org/guidingprinciples/>

GUIDING PRINCIPLES On Young People's Participation In Peacebuilding

Lead to programmes and strategies that ensure youth are engaged as partners and agents of change in peacebuilding for political stability and economic prosperity



Participation

- Prioritize young people's **participation** for peacebuilding.
- Promote that the majority of youth **strive for peace**; only a minority engages in violence.
- Link youth participation to all sectors (**social, economic, cultural and political**) and to all levels.



Diversity

- Value young people's **diversity** and **marginalized** voices.
- Develop targeted strategies to involve young people from **different backgrounds**.
- Respect the **experiences of all**, including those associated with conflict.



Gender

- Be sensitive to **gender dynamics**.
- Avoid **stereotypical assumptions** about the roles and aspirations of girls, boys, young women, men and transgender people.
- Identify strategies to seek **young women's engagement**.



Leadership

- Enable young people's **ownership, leadership, and accountability**.
- Find them, learn from them, and support them.
- Facilitate **mechanisms** for communication to enable young leaders to be accountable to their peers and communities.



Safety

- Always aim to **"Do No Harm"** and provide a **safe** environment for young people to participate.
- Ensure that facilitators are **trained** to handle difficult situations.
- Be cautious **not to incentivize violence**.
- Be sensitive to **inequalities**.



Involvement

- Involve young people **in all stages** of programming.
- Have decision makers, institutions and organizations **commit to accountability** to youth.
- Offer alternative sources of power to youth who have attained power **using violent means**.



Competence

- Enhance the **knowledge, attitudes, skills and competencies** of youth.
- Identify young people who can serve as **positive role models**.
- Develop **violence-prevention strategies** beyond security responses that nurture skills in **mediation and conflict resolution**.



Partnership

- Invest in **intergenerational partnerships** in young people's communities.
- Increase **dialogue and opportunities for cooperation** among children, young people, parents and elders, in order to resolve violence.



Policy

- Support policies that address the **full needs of young people**.
- Contribute to the establishment of **local, regional and national forums** that can enhance young people's participation in the development of public policies.

GUIDING PRINCIPLES ON YOUNG PEOPLE'S PARTICIPATION IN PEACEBUILDING

The United Nations Secretary-General highlighted, in his 2012 report on Peacebuilding in the Aftermath of Conflict, that "a successful peacebuilding process must be transformative and create space for a wider set of actors – including, but not limited to, representatives of women, young people, victims and marginalized communities; community and religious leaders; civil society actors; and refugees and internally displaced persons – to participate in public decision-making on all aspects of post-conflict governance and recovery."¹

Fostering social cohesion and trust through an inclusive and participatory peacebuilding process during and after a transition or conflict is a challenging but necessary task. Many key stakeholders remain on the margins or excluded from the process. In particular, the potential contribution and inclusion of young people² to effective peacebuilding has received little attention and support.

Yet young people's leadership and roles in preventing and resolving conflict, violence and extremism are rich resources essential to achieving sustainable peace. Young people are valuable innovators and agents of change, and their contributions should be actively supported, solicited and regarded as essential to building peaceful communities and supporting democratic governance and transition. Moreover, young people's participation promotes civic engagement and active citizenship. Promoting the participation of young people in peacebuilding requires multiple approaches. These include:

- (1) A **human rights-based approach**, grounded in the United Nations Convention on the Rights of the Child, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the World Programme of Action on Youth;
- (2) An **economic approach** that identifies young people as central to the economic development of their country, and promotes their access to economic opportunities as essential for their own development;
- (3) A **socio-political approach** that connects young people to civil society and the political arena, and provides them with opportunities, training and support for their active engagement and participation in public life; and
- (4) A **sociocultural approach** that analyses the roles of young people in existing structures and supports dialogue – including intergenerational dialogue – about these structures.

The principle of 'do no harm' is fundamental in all instances, and requires an awareness and active avoidance of the negative consequences that interventions can inadvertently create. In addition, all participation should be based on free will. The principles listed below were identified to offer guidance to key actors, including governments; United Nations entities, funds and programmes; local, national and international non-governmental organizations; civil society actors; and donors. The principles are designed to inform participative, inclusive and intergenerational peacebuilding strategies and programmes that systematically promote and ensure the participation and contributions of young people in challenging contexts of conflict, where violence has often become the norm. The principles are not listed in order of priority and are each of equal importance.

1 PROMOTE YOUNG PEOPLE'S PARTICIPATION AS AN ESSENTIAL CONDITION FOR SUCCESSFUL PEACEBUILDING

- 1.1 Prioritize regular, systematic and meaningful participation of young people as an essential condition for the sustainability, inclusiveness and success of peacebuilding efforts. This is of particular importance when young people constitute a majority of the population.
- 1.2 Promote and abide by the understanding that the majority of young people strive for peace and stability and that a number of them are actively engaged in peacebuilding efforts; only a minority of young people engages in violence.
- 1.3 Link young people's participation in peacebuilding to all sectors (social, economic, cultural and political) and to all levels (family, school, community, and local, regional and national governance).
- 1.4 Promote sustainable, long-term and collaborative initiatives for and with young people, including joint initiatives that build on existing efforts and interventions at scale. Avoid short-term projects that will only benefit a few.

¹ United Nations General Assembly, Report of the Secretary-General on Peacebuilding in the Aftermath of Conflict, A/67/959–S/2012/746, 8 October 2012, para. 36.
² Defined by the United Nations as between the ages of 10 and 24.

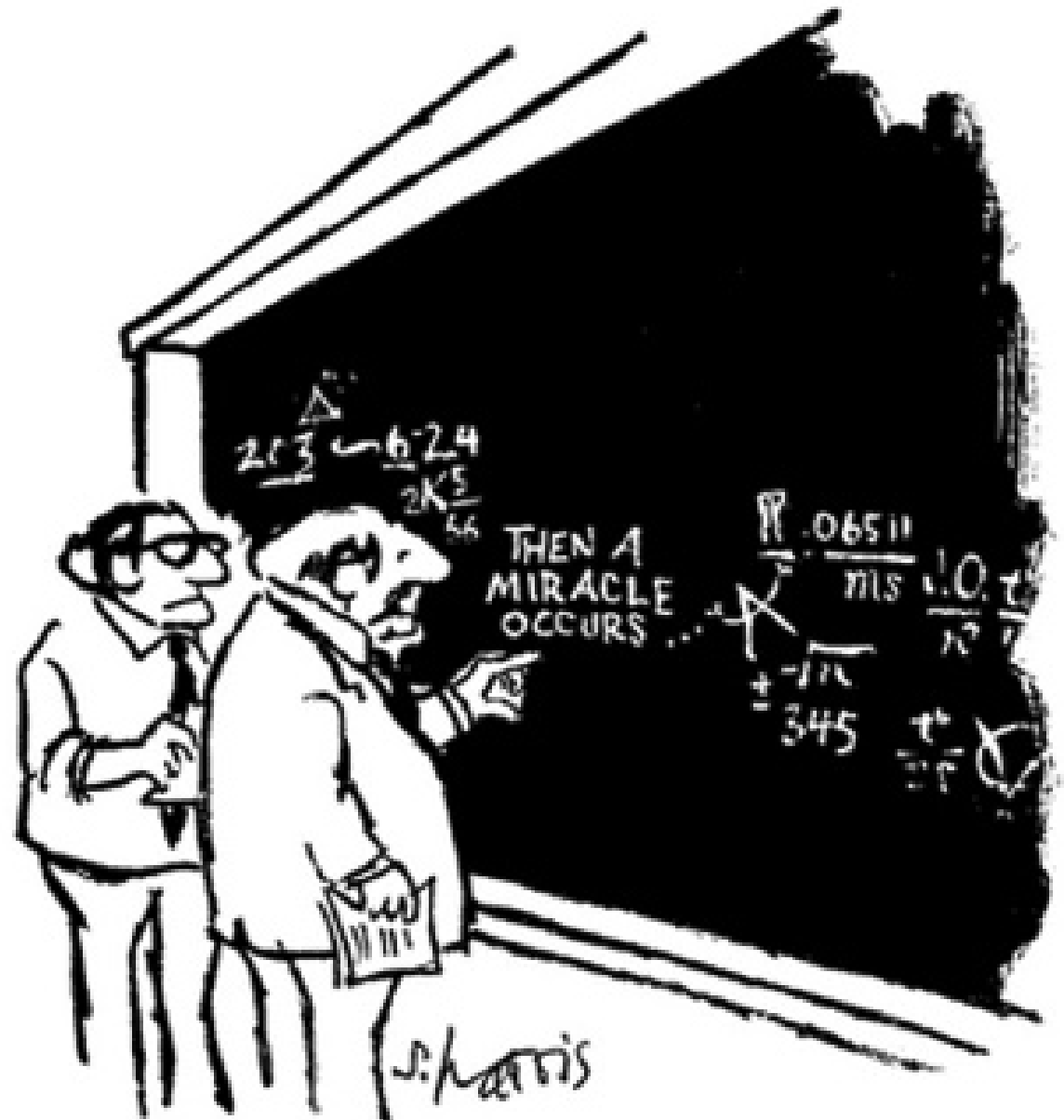
If the goal is Prevention...

What do we measure?

- 1. Grievances are addressed through non-violent channels**
- 2. Marginalized groups participate**
- 3. Young people vulnerable to extremists narratives are engaged both in and outside of school**
- 4. New relationships are built across dividing lines**
- 5. Stereotypes & myths are broken down constructively**

Assumptions

WHY IS
IT GOING
TO
WORK?



"I think you should be more explicit here in step two."