

SOUTH ASIA FOCUS ON SUSTAINABLE DEVELOPMENT GOAL TARGET 4.7

By 2030, ensure all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

REGIONAL INITIATIVES

SOUTH ASIA SYMPOSIUM ON SUSTAINABLE PEACE AND EDUCATION

The UNICEF Regional Office for South Asia and UNICEF Sri Lanka, in partnership with the Ministry of Education, Sri Lanka, organized a high-level symposium on 'Sustainable Peace and Education in Colombo, Sri Lanka, on 27 May 2016.

Aim

To promote discussion and identify approaches on how education can promote peace, social cohesion and resilience.

Participants

A first of its kind in a region prone to conflict, the event brought together more than 100 participants from eight countries of the South Asia region, including policy makers, high-level government officials, eminent academics, journalists and civil society.

Outcome

Country-level commitments/action towards translating the agenda for sustainable peace and education into practice and advancing the rights of children in the most fragile and insecure parts of the region.

Country examples

PAKISTAN AND SRI LANKA

Pakistan, which has multiple streams of schooling, is illustrative of the need to understand the context of conflict at both macro and micro level. The Peacebuilding, Education and Advocacy Programme (PBEA) has attempted to bridge the gap between the madrasas and school children, introducing sports for development and peace, calligraphy, critical discussion forums, child-centred education and disaster risk reduction.

There is no single entry point for policy development as it is essential to be sensitive to the context and identify an appropriate approach. **Sri Lanka**, for example, in its policy review process had four options to (i) review and adjust existing policy; (ii) begin afresh; (iii) start with existing research on promoting social cohesion and peace; or (iv) draw up provincial action plans. The answer may be carrying out all four activities simultaneously, as well as other appropriate actions.

COMPREHENSIVE SCHOOL SAFETY AND SOCIAL COHESION/ PEACEBUILDING IN EDUCATION

- Schools as Zones of Peace (Nepal)
- Peacebuilding Education and Advocacy Programme (Pakistan)
- Scale up of implementation of Social Cohesion Policy in Education (Sri Lanka)
- Comprehensive School Safety Framework (Bangladesh, India and Nepal)

UNICEF ROSA'S FOCUS ON GENDER EQUALITY IN PRIMARY AND SECONDARY EDUCATION

- Strengthen country capacity on Gender Responsive Education Sector Plans – Afghanistan, Bangladesh, Bhutan, Pakistan and Nepal.
- National Girls' Education Policy and Strategy in Afghanistan.
- Guidance for Country Offices on adolescent education, including Alternative Learning Pathways and School to Work Transition for Youth in South Asia.
- Increase evidence base on linkages between married adolescents, pregnancy and school dropout.
- Game Plan on advancing Girls' Education to Secondary Education – India, Pakistan and Bangladesh.
- Improving access to learning opportunities for girls in Afghanistan through community-based education.



NEXT UNICEF STRATEGIC PLAN

ROSA AND NEW COUNTRY PROGRAMMES IN BANGLADESH, INDIA, NEPAL AND SRI LANKA

Emerging focus on SDG target 4.7

- Gender equality
- Promotion of culture of non-violence
- Education for sustainable development, adaptation to climate change and resilience

INDIA COUNTRY PROGRAMME 2018–2021

UNICEF will support the Government of India to build institutional capacity and enhance the capacity of the states for emergency preparedness, contingency planning and disaster reduction in schools and develop a culture of school safety and community resilience.

UNICEF also will address all dimensions of risk reduction education by:

- Conducting multi-hazard risk analysis (including those from natural and human causes, and violence and conflict);
- Understanding risk drivers and risk mitigation measures;
- Identifying and disseminating key messages for safety and preparedness;
- Building community risk reduction capacity; and
- Developing social cohesion and a culture of safety and resilience.