Education, Conflict and Peacebuilding

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UNESCO
United Nations
Educational, Scientific and
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UNESCO Chair in Education for Pluralism,
Human Rights and Democracy
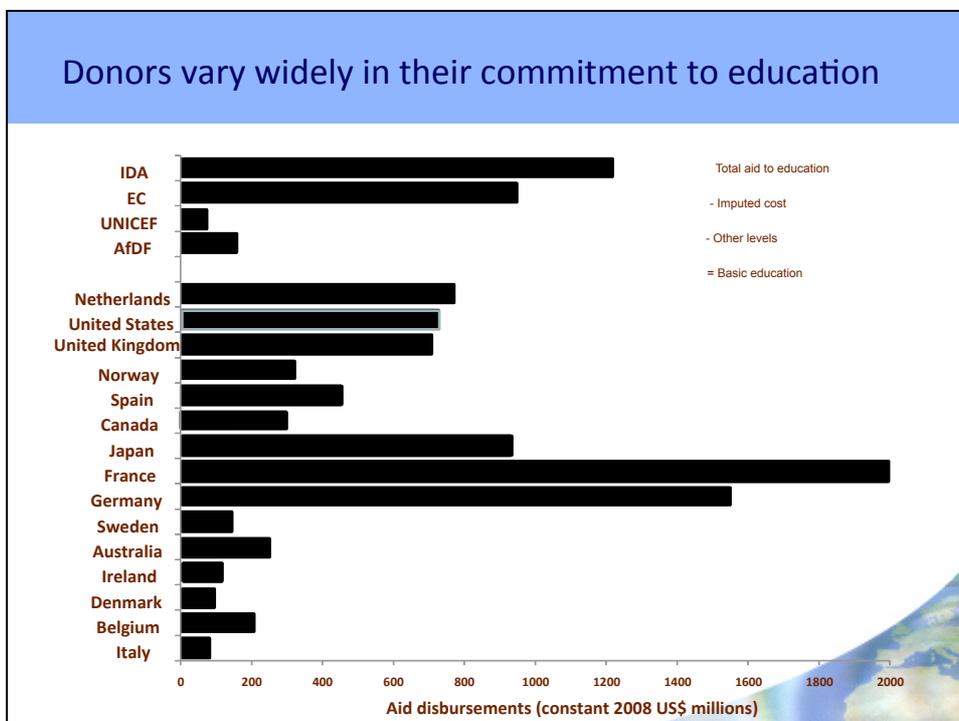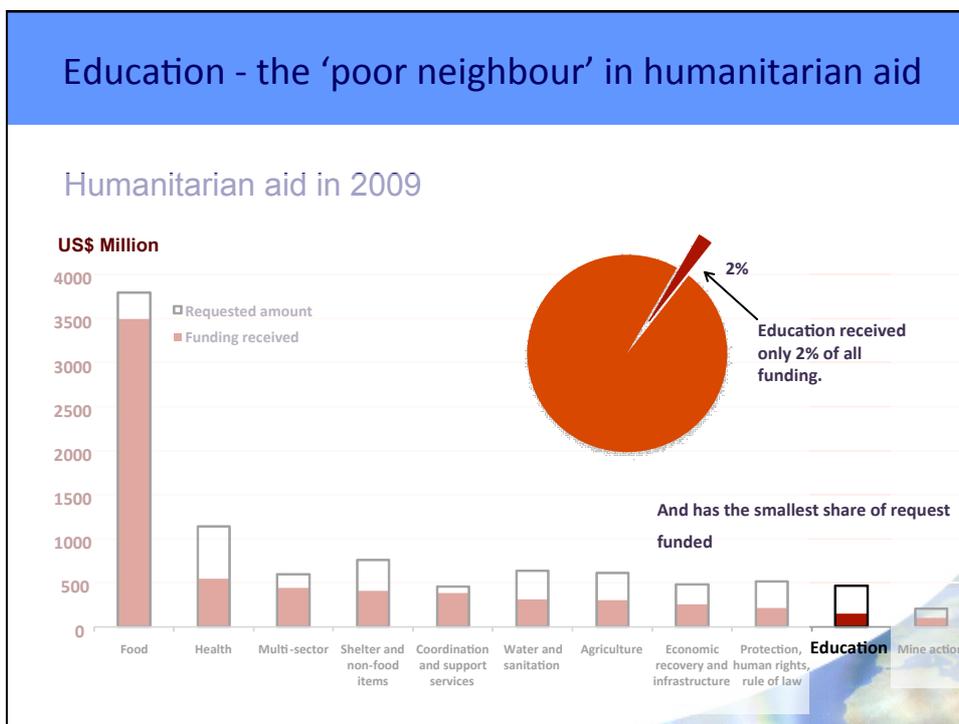Northern Ireland

University of
ULSTER

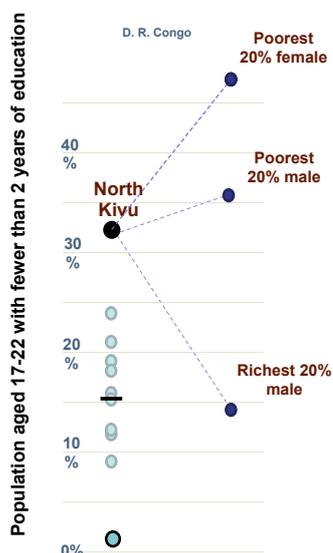# MDGs – gains and post-2015 challenges

Gains such as:
- Number of children out of school reduced by 37m since 1999
- More girls now in school than ever, but 55% out of school still girls
- In 70 out of 110 countries public spending on education increased

But:
- Momentum tailing off, still 56m out of school by 2015
- Inequalities in access still huge challenge for poorest, linguistic and cultural minorities, disabled
- Literacy and quality of education most neglected (796m adults illiterate, 2/3 of these are women)
- In 22 countries, 30% leave with less than 4 years schooling
- Secondary education unevenly developed to lead on from primary
- Teacher shortages, 99 countries (mostly in Africa) will need 1.9m more teachers by 2015
- Funding gap to meet EFA by 2015 is $16 billion

Education - the 'poor neighbour' in humanitarian aid

Humanitarian aid in 2009

US$ Million

□ Requested amount
■ Funding received

2%

Education received only 2% of all funding.

And has the smallest share of request funded

Food · Health · Multi-sector · Shelter and non-food items · Coordination and support services · Water and sanitation · Agriculture · Economic recovery and infrastructure · Protection, human rights, rule of law · **Education** · Mine action

Donors vary widely in their commitment to education

IDA
EC
UNICEF
AfDF

Netherlands
United States
United Kingdom
Norway
Spain
Canada
Japan
France
Germany
Sweden
Australia
Ireland
Denmark
Belgium
Italy

Total aid to education

- Imputed cost

- Other levels

= Basic education

**Aid disbursements (constant 2008 US$ millions)**

Conflict reinforces inequality – North Kivu, DRC

- The Kivus have around 1.3 million displaced people

- Poor males face a three times higher risk of spending less than 2 years in school

- One half of poor females have less than two years of education

Military spending diverts finance from education

- 21 of the world's poorest developing countries that spend more on military budgets than primary education

- 10% of their military spending could put **9.5 million children** into school
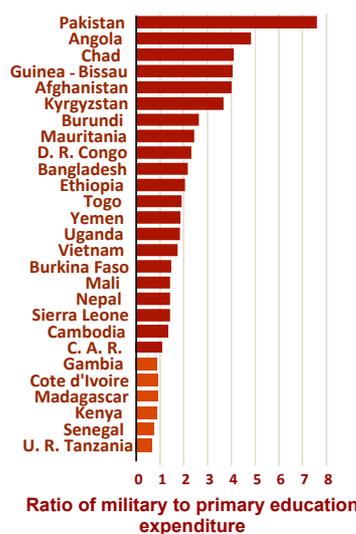
Six days of military spending closes the gap

US$1029 billion
Total annual military spending by rich countries

6 number of days of military spending needed to close the EFA funding gap

Goal 3: Education

3. Provide Quality Education and Lifelong Learning

3a. Increase by x% the proportion of children able to access and complete pre-primary education [2]

3b. Ensure every child, regardless of circumstance, completes primary education able to read, write and count well enough to meet minimum learning standards [1,2]

3c. Ensure every child, regardless of circumstance, has access to lower secondary education and increase the proportion of adolescents who achieve recognized and measurable learning outcomes to x% [1,2]

3d. Increase the number of young and adult women and men with the skills, including technical and vocational, needed for work by x% [2,3]

BROOKINGS

| RESEARCH ▾ | EVENTS | EXPERTS | ABOUT ▾ |

B | CENTER FOR UNIVERSAL EDUCATION

TOWARD UNIVERSAL LEARNING
Recommendations from the Learning Metrics Task Force
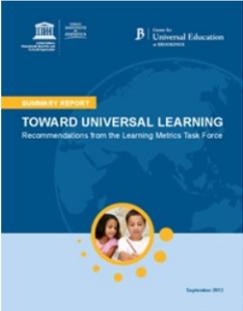
▸ *RECOMMENDATIONS FROM THE LEARNING METRICS TASK FORCE*, Summary Report

'Liberal Peace' critiques of the current UN approach

- Conflicts are now within, rather than between states with an average duration of 12 years, but relapses are frequent (almost 50%)
- UN Secretary General established a Peacebuilding Commission and a $360m Peacebuilding Fund (PBF) in 2006, but criticized as 'neoliberal'

Criticisms include:

- Security prioritized, addresses symptoms not causes ('negative peace')
- Political (multiparty elections, consociationalism accommodates elites)
- Economic (free market reforms driven by global, multinational interests)
- Environmental issues, natural resources often key issues
- Social development not given as much priority as macro-reforms, 'peace dividends' supposed to trickle down, but often do not reach the most deprived and those most affected by conflict
- Cultural issues often neglected and issues related to justice, truth, 'dealing with the past' and reconciliation deferred

The Role of Education: Three discourses

- Education in emergencies (humanitarian response)

- Conflict sensitive education (do no harm)

- Education and peacebuilding (transformation)

INCREASINGLY INTERVENTIONIST?
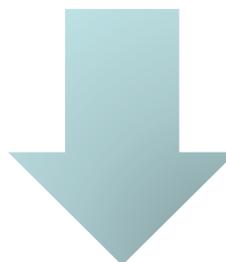
UNICEF PBEA Programme

UNICEF Peacebuilding, Education and Advocacy (PBEA) programme,
funded by the Government of the Netherlands,
$150 million over four-year period (2012-15)

14 Country Offices	**5 Regional Offices**	**9 Intersectoral Units**
• Chad	• East Asia And Pacific (EAPRO)	• Adolescent Dev and Participation (ADAP)
• DRC		• EMOPs HATIS
• Sierra Leone	• Eastern And Southern Africa (ESARO)	• Communication (C4D)
• Liberia		• Child protection
• Cote D'Ivoire	• Middle East And North Africa (MENA)	• Child Protection (GBV)
• Burundi		• Disability
• Ethiopia		• Division of Communication (DoC)
• Somalia	• Regional Office for South Asia (ROSA)	• Early Childhood Development (ECD)
• South Sudan		• Sports and Peace
• Uganda	• West and Central Africa (WCARO)	
• Yemen		
• Palestine		
• Pakistan		
• Myanmar		

Building on Previous Work

- Smith, McCandless, Paulson and Wheaton (2010) Education and Peacebuilding in post Conflict Contexts: Literature Review, New York, UNICEF.

- McCandless (2011) Peace Dividends and Beyond: United Nations Thematic Review for the Peacebuilding Support Office, New York.

- Country Case Studies (2011) The Role of Education in Peacebuilding:
  - Zakharia (Lebanon)
  - Vaux (Nepal)
  - Novelli (Sierra Leone)

- Novelli and Smith (2011) The Role of Education in Peacebuilding: A synthesis report of findings from Lebanon, Nepal and Sierra Leone, UNICEF, New York.

- Novelli and Smith (2012) PBEA Research Strategy, UNICEF, New York.

Online at: Learning for Peace
Also: Peace Direct

Education working with other sectors

- **Security**: Underpinning the transformation to a safe and secure society, for example, reforms to policing, legal and justice systems.

- **Political**: Educating communities on political structures, processes for participation in decision-making as an alternative to violence.

- **Economic**: Education which contributes to building an economy that provides equitable and sustainable livelihoods.

- **Environment and Natural Resources**: Education for equitable and sustainable ways of managing the environment, natural resources

- **Social, Cultural:** Education that supports social relations that respect diversity and lead to more trust, equity, inclusion, and commitment to non-violence.

'Peace with Justice' an alternative to liberal peacebuilding

1. 'Peace with justice' - a more sustainable model of peace building than the current UN 'liberal peace' model?

2. Education has a significant contribution to make to 'peace with justice' by contributing to security, political, economic, environmental, social and cultural 'transformations' within conflict affected societies

3. 'Transformation' is defined in terms of education policies and programmes that promote redistribution (equity), recognition (of diversity), representation (engagement) and reconciliation (dealing with past grievances and legacies of conflict)

Peace with Justice (the 4 Rs)

• Equity in terms of education access, non-discrimination, allocation of resources, education outcomes affecting equal opportunity

• Recognition of diversity and the identity in conflict transformation

REDISTRIBUTION   **RECOGNITION**

RECONCILIATION   **REPRESENTATION**

• Transitional justice, dealing with the past, social cohesion, developing new relationships of trust

• Ensuring equitable participation In decision making

An Analytic Framework

	Research question: To what extent is education contributing towards 'a just peace' (defined in terms of the 4Rs)? (potential 'indicators', mixed methods)
Redistribution (addressing inequalities)	• Quantitative analysis of existing data to examine vertical and horizontal inequalities relevant to education inputs, resources and outcomes • Analysis of macro education reforms or policies to see if they are redistributive, for example, the impact of decentralisation, privatisation, how they impact different groups and affect conflict dynamics
Recognition (respecting difference)	• Language of instruction polices • Recognition of cultural diversity through curriculum • Place of religious identity in the education system • Citizenship and civic education as a means of statebuilding
Representation (encouraging participation)	• Analysis of political control and representation through the administration of education • School governance, school based management, involvement in decision making (teachers, parents, students) • Extent to which education system supports fundamental freedoms.
Reconciliation (dealing with past, present and future injustices)	• Analysis of how education contributes to integration and segregation (social cohesion, shared or separate institutions) • Teaching about the past and its relevance to the present and future. • Levels of trust – vertical (trust in schools and the education system) and horizontal (trust between different identity-based groups)

A 'Conflict Sensitive' Checklist?

1. Governance, administration of education (centralised, decentralised; political economy within the sector; political interference in administration, appointments, procurement; control of schools; accountability to children, parents)

2. Access to education (distribution and type of schools - shared, separate; public, private)

3. Identity factors (gender, language, religion, ethnicity)

4. Teaching and learning

    - school environment (ethos, discipline policies, participation, community involvement)

    - curriculum (knowledge, skills, values and attitudes)

    - textbooks (content, concepts, vocabulary; single texts, multiple resources)

    - pedagogy (didactic, enquiry-based)

    - assessment of learning, examinations

5. Teachers (recruitment, education and training, deployment, professional development, ethics and standards)

6. Youth (risk or resource; pacification or engagement?)

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