

Integrating C/DRR in Education Sector Plans in West and Central Africa

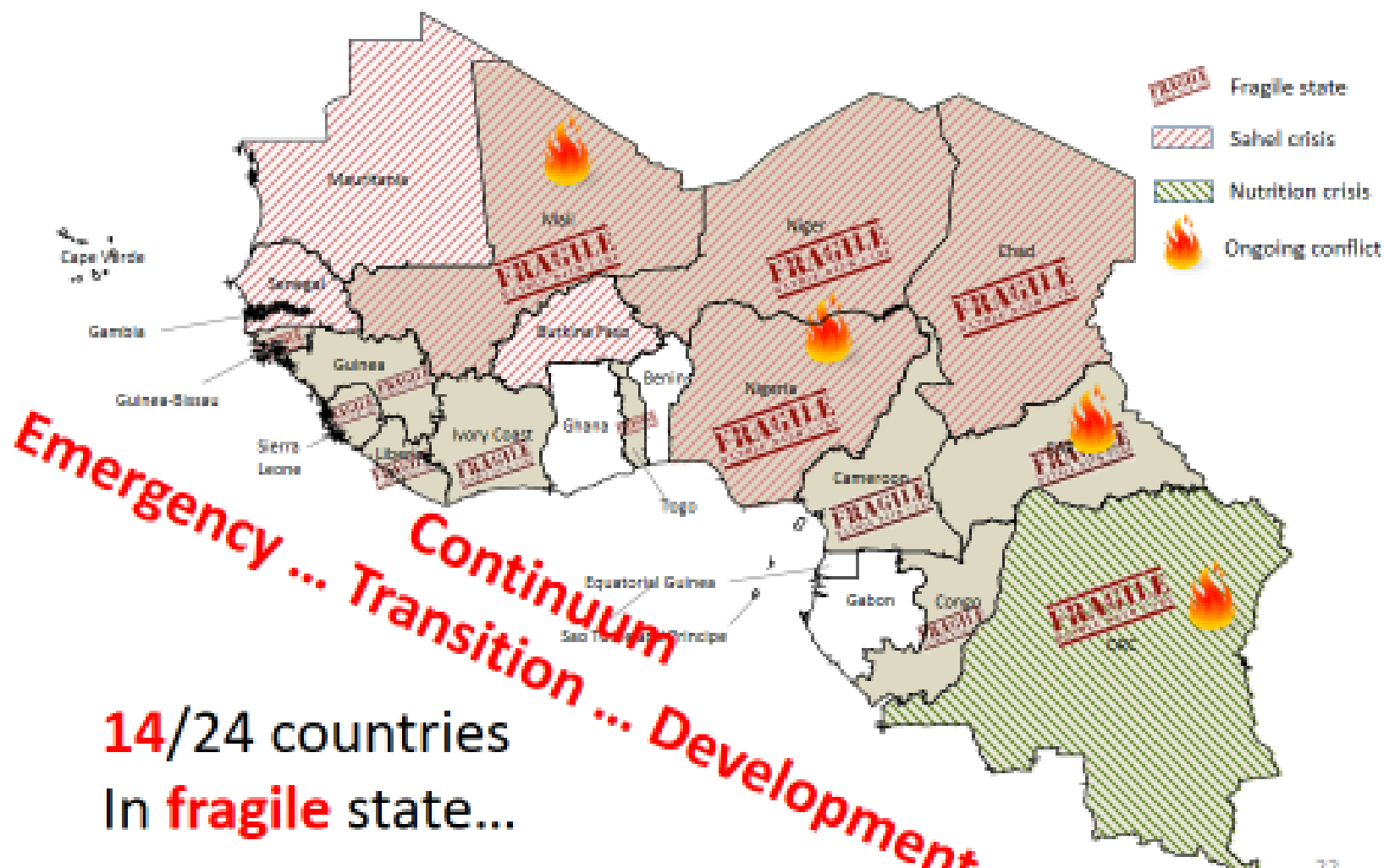


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The West and Central Africa context



The West and Central Africa context (2)

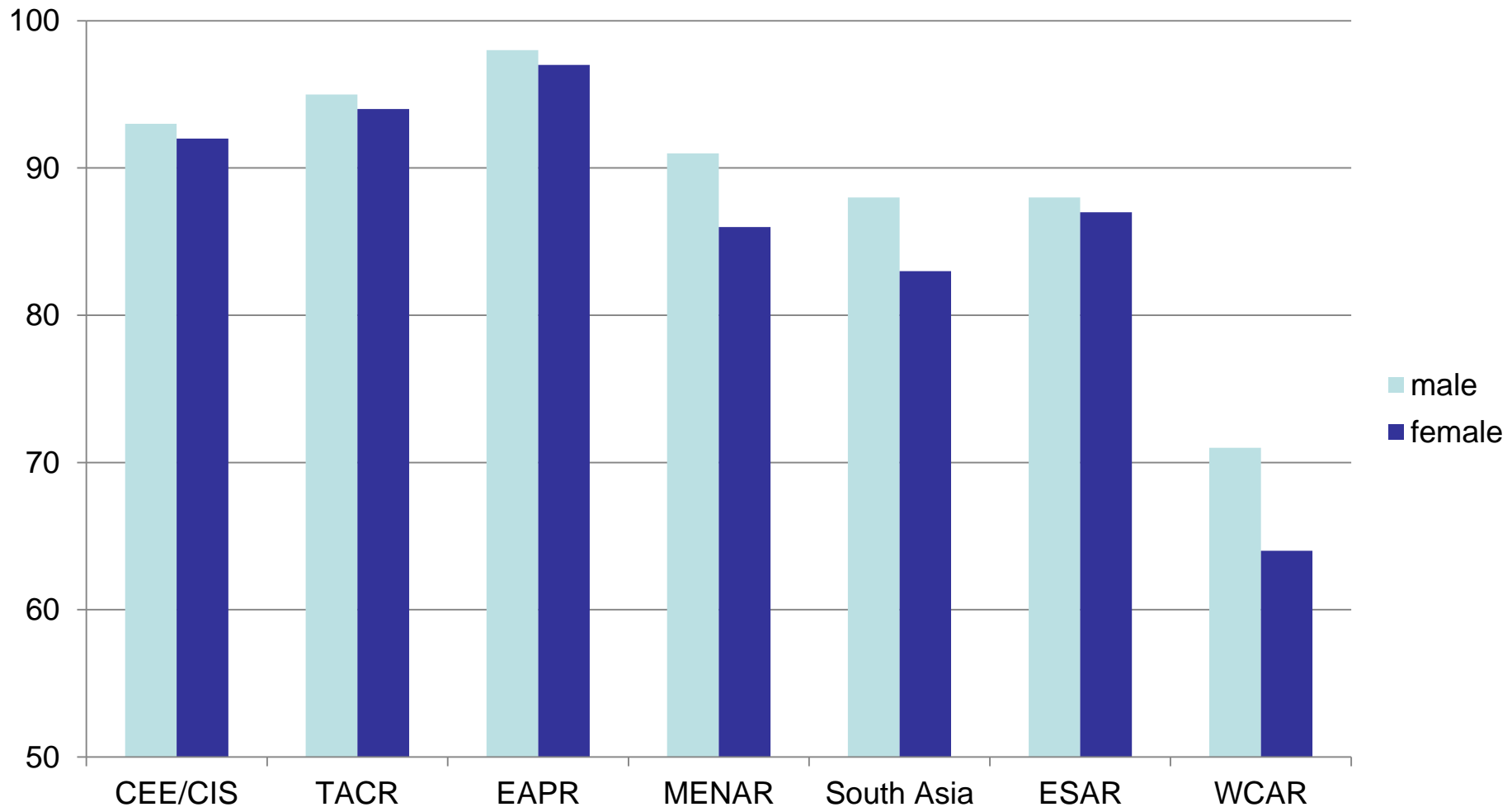
Risks	Conflict drivers
Food and nutrition crisis: <i>9 Sahel countries</i>	Inequality and social injustice
Flooding <i>Coastal and Sahel countries</i>	Ethnic and religious divisions
Epidemics <i>Cholera, Ebola</i>	Marginalization and instrumentalization of youth
Armed conflict <i>CAR, DRC, Nigeria</i>	Land disputes
Community conflict <i>Almost all countries</i>	Control over natural resources
Political instability <i>Guinea Bissau, Burkina Faso</i>	Poor governance
Csq: displacement <i>CAR+, Mali+, Nigeria+</i>	Regional dynamics

The Education Reality in WCAR

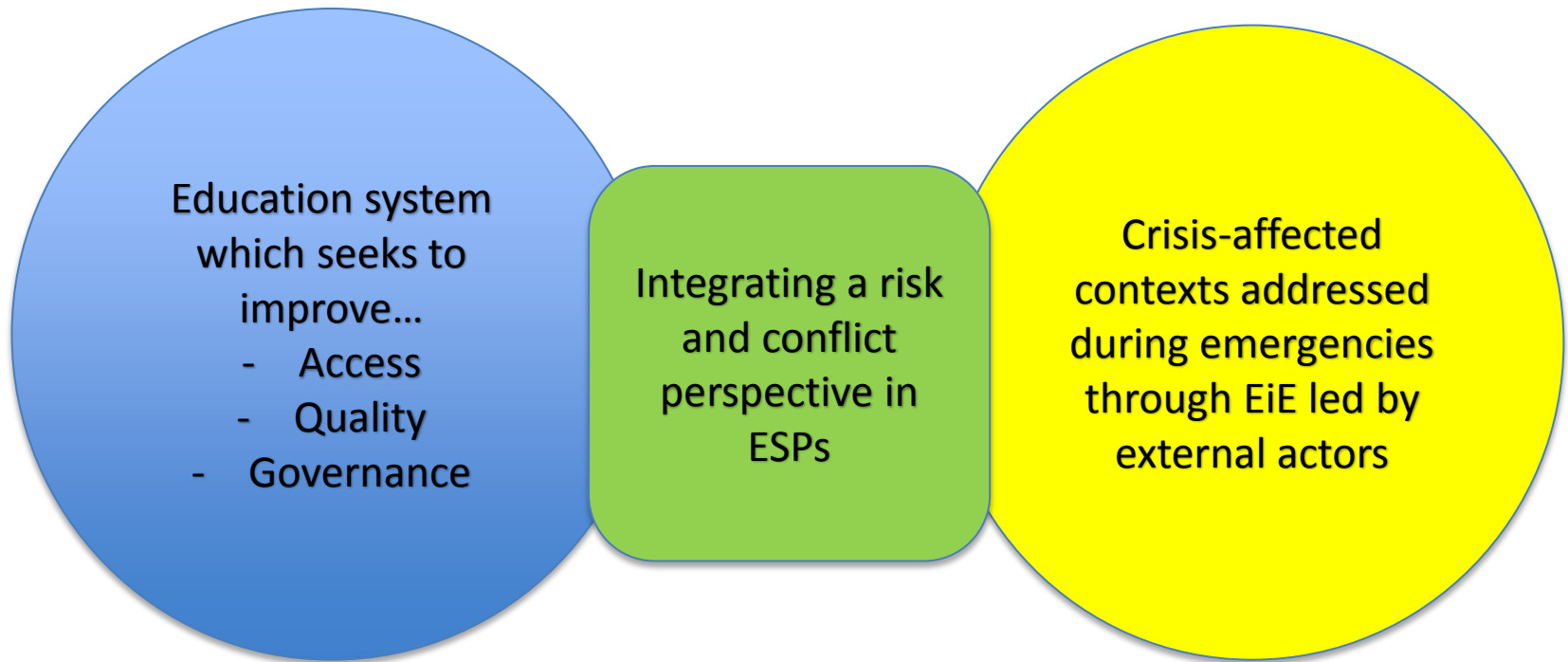
- Low enrolment in primary education
- Evident and pronounced disparity: gender, urban-rural, economic quintile, ethnic groups, religions, emergencies
- 36% of the world's out-of-school children are in the region
- Quality of education faces many challenges, especially in learning achievement
- Education governance challenges



WCAR has the lowest access to basic education among all regions with the highest gender gap



Integrating a risk and conflict perspective into ESPs



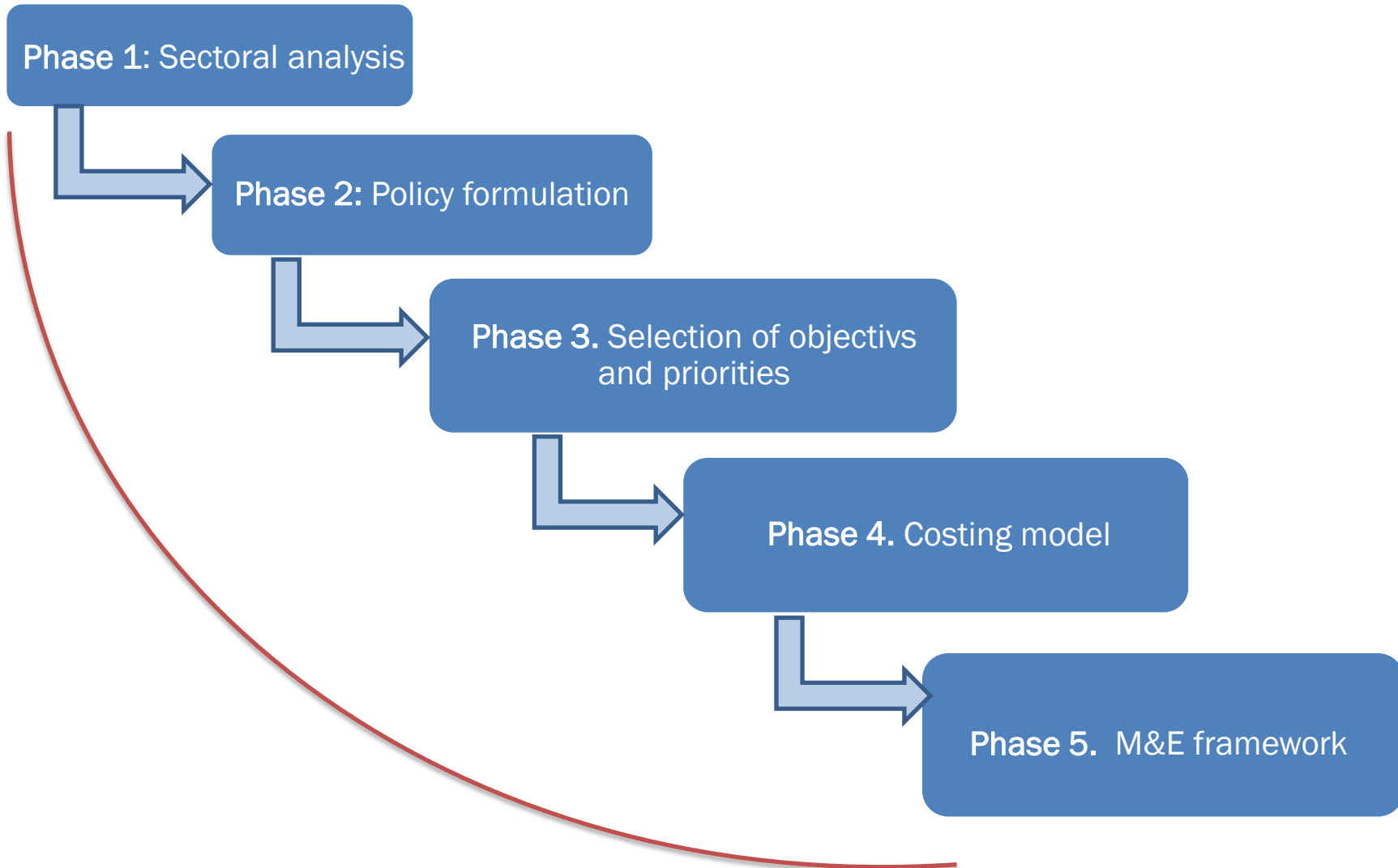
Education Sector Plans as an entry point

ESPs are the starting point for everything related to education in countries in the region:

- Education systems are weak and therefore call for solid education sector plans.
- GPE requests « credible Education Sector Plans » for countries to access GPE funding
- Centralized education systems

 Integrate conflict and disaster perspectives at the same time because ESP are developed every 5 to 10 years...

The five education sector planning steps



Tools and Resources exist... but no blueprint

Tools	Limitations
Guidance Notes on integrating C/DRR in Education Sector Plans (UNESCO IIEP & UNICEF WCARO 2009)	Helpful tool to raise awareness but need more operational guidance
Guide for Education Sector Analysis (World Bank, UNICEF & UNESCO 2014)	Briefly mentions that integrating a conflict and risk analysis into wider Education Sector Analysis is important but does not say how
“Integrating Conflict and Fragility Analysis into Education Sector Analysis: A Proposed Methodology (GPE & USAID 2013)	Is a companion document to the above but based mainly on the interpretation of existing education data from a conflict perspective
Booklets on Crisis-Sensitive Education Planning (UNESCO IIEP / PEIC 2014)	

Integrating risk and conflict analysis in education sector analysis (Chad and DRC)

- Conflict and Risk Analysis part of the TOR for the education sector analysis, a year-long process with the MoE in partnership with Pole de Dakar / UNESCO IIEP and UNICEF
- Integration of key information on the humanitarian context in Chapter 1 on Country Context
- Development of a new chapter on risk and conflict analysis in the education system:
 - Impact of crises on education
 - Role of education v-a-v conflict

Integrating risk and conflict analysis in education sector analysis (Chad and DRC)

- **It is possible! But no single way:**
 - Chad: retrospective survey on crises and education in 2012/2013
 - DRC: correlation of education indicators and ranking of districts according to risk levels
- **Limitations:**
 - Quantitative focus and data availability
 - Emphasis on risk analysis (impact of disasters and conflicts based on vulnerabilities) rather than on conflict analysis (root causes of conflict)

Some lessons learnt

- Capacity-building on EiE, CSE, C/DRR, PB, etc. is a prerequisite.
- Partnerships are key - in particular between UNICEF, UNESCO-IIEP (Pole de Dakar), World Bank, and bilaterals.
- Commitment and leadership from MoE is required
- Documentation of experiences will be as important as the development of guidance

Limitations of focusing on ESPs in WCAR

- ESPs are mostly focused on formal public education
- Even the best ESPs need to pass the implementation test
- A focus on ESP often emphasizes the technical aspects (how do we integrate conflict and risk issues?) over the vision for the education system (what is it that we want to achieve in and through education?)

Integrating resilience in ESPs is at the heart of larger debates about education

1. Building the *resilience of education systems* so that they fulfill children's right to education including in emergencies and post-conflict situations

- Vision: all children should learn, which calls for safety and protection measures as well as learning continuity in crises
- Application: an integration of conflict and disaster risk reduction (C/DRR), with emphasis on preparedness, mitigation, and prevention
- Analysis and measurement: internal efficiency of the education system: access, retention, completion and academic achievement

Integrating resilience in ESPs is at the heart of larger debates about education

2. Building education systems that contribute to the *resilience of individuals and their communities*

- Vision: education provides knowledge, skills and attitudes en so that children can transform the conditions of adversity they are facing and be agents of change in their communities
- Application: an integration of Peacebuilding and CCA
- Analysis and measurement: external efficiency of the education system: contributions of education to social cohesion (internal, vertical, and horizontal), to peacebuilding (Alan's 4Rs), to environment preservation, etc.

Thank you for your attention

