

Education, Conflict and Peacebuilding

Alan Smith

University of Ulster

a.smith@ulster.ac.uk

Manila

4 Nov 2014



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair in Education for Pluralism,
Human Rights and Democracy
Northern Ireland



Global Challenges

- Wider economic gap, increased poverty
- Increased technology, reduced privacy
- Cost of water increases, deforestation, environmental deterioration
- Economic growth through knowledge, but conflict over natural resources
- Migration from poor to rich areas
- Genetic engineering, ethical questions
- Increased conflict within and between developed and developing countries

(Parker, Ninomiya and Cogan, 1999)



Changing citizenship in the modern world?

- Most states no longer monolithic
- Concept of nation state based on common ethnic or cultural identity challenged
- Emergence of supra national and regional entities, such as EU, transcending states
- Relationship between church and state being redefined (e.g. in relation to responsibility for education)
- Diversity of origins, cultures and beliefs - citizens have multiple group loyalties - challenge is to create unity despite diversity



What type of citizens should education systems be producing?

Citizens with capacity to:

- conceive of problems in local and global terms
- work with others in a cooperative way and take responsibility for actions
- understand, accept, appreciate and tolerate cultural differences, defend human rights
- think in systematic, critical and constructive ways
- resolve conflict in non-violent ways
- participate in politics, be willing to adjust lifestyle



Three inter-related discourses

Associated Concepts

DRR

- Education in emergencies (humanitarian response)

- Conflict sensitive education (do no harm)

C

- Education and peacebuilding (conflict transformation)

- **RESILIENCE**

- **SOCIAL COHESION**

- **SOCIAL JUSTICE**



Resilience

- Used by different disciplines (sciences, psychology, social sciences)
- Common ideas:
 - Recover recovering from shocks, 'fragility'/conflict/disaster
 - Succeed despite adversity
 - Resilience of individuals, communities, institutions, systems, countries,
 - Role of education: resilience education for *individuals* (teachers, students > citizens), *institutions* (schools), education *systems*
- Advocates of this link? WB, USAID (UNICEF, UNESCO, INEE)
- Concept has strong ties to humanitarian discourse (EiE)
- Criticised as a neoliberal concept that shifts emphasis from governments as duty bearers to communities and individuals - see for example, Joseph (2013) 'Resilience as embedded neoliberalism'
- Attractive to agencies that frame education as a-political?

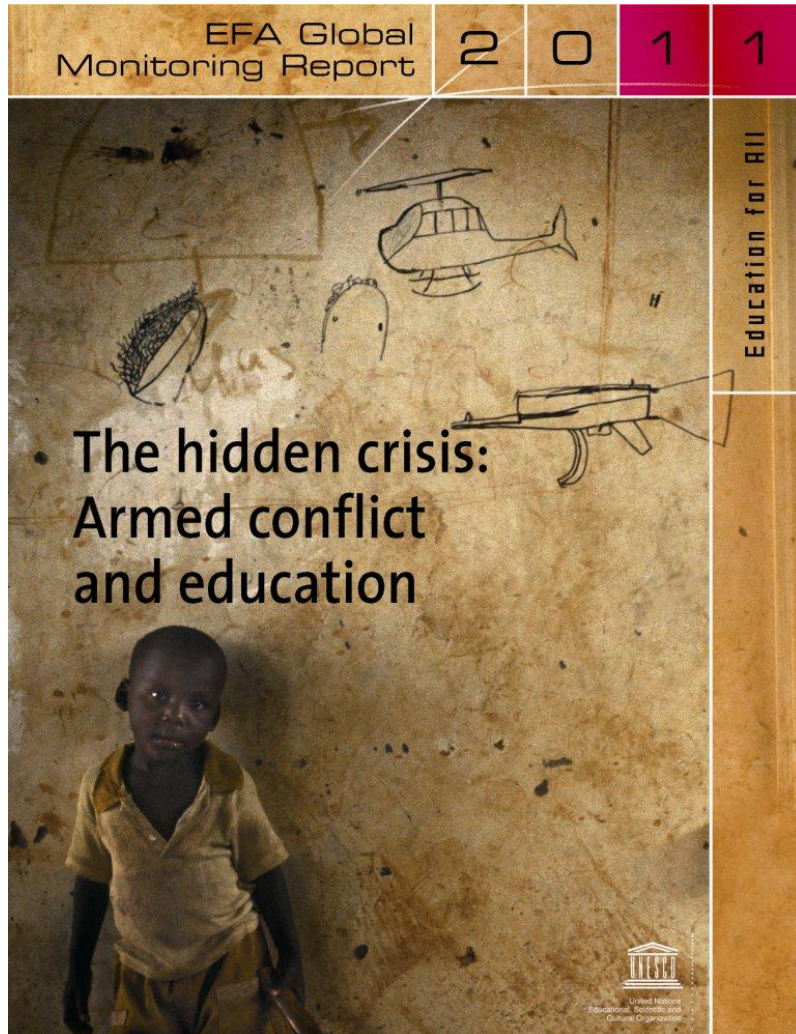
Social cohesion

- Often referred to as the 'glue' that binds societies, bonds within groups (internal); links between groups (horizontal); trust in state institutions and access to power (vertical)
- Common ideas:
 - Identified with social capital, civic and political participation, trust in institutions, ethnic harmony, personal and national security and peace.
- Role of education often connected to multicultural/citizenship education; educational policies for inclusion of (immigrant, linguistic, ethnic) minorities; 'integration' through education
- Advocates of this link? OECD, WB, EU
- Concept has strong ties to CSE and Peacebuilding discourses
- Of interest to governments concerned with managing diversity (at home and elsewhere), e.g. plural democracies
- Criticised for placing 'social order' above 'social justice', attractive because potentially measurable

Conflict transformation/social justice

- Emphasis on transformation and change, builds on Galtung and Lederach, addressing causes (positive peace) as well as symptoms (negative peace)
- Social Justice implies movement towards greater equality. Safe/secure, political, economic, social and environmental development may necessitate
 - Redistribution (e.g. of wealth, access to power, decision-making)
 - Recognition (e.g. of previously excluded and marginalised populations)
 - Representation (e.g. in terms of politics and governance)
- Common ideas
 - Addressing underlying causes of conflict, structural inequalities, transformation change
- Role of education: education system reform, protection from violence, non-formal education all related to political, social and economic change
- Advocates of this link? Specialised PB agencies, NGOs
- Concept has strong ties with the peacebuilding discourse
- Attractive to agencies involved in broader UN peacebuilding interventions, but seen as political, challenging to elites

EFA Global Monitoring Report (2011)



- Conflict is a major barrier to achieving Education for All
- Half of all out of school children live in conflict affected countries (28.5 out of 57 million)

Protecting Education from Attack



Global Coalition to Protect Education from Attack

[WHO WE ARE](#) [THE PROBLEM](#) [MAP](#) [GOALS & RECOMMENDATIONS](#) [INITIATIVES](#) [RESOURCES](#) [GET INVOLVED](#) [MULTIMEDIA](#) [NEWS](#) [CONTACT](#)

» *The Global Coalition to Protect Education from Attack is a unique inter-agency coalition formed in 2010 to address the problem of targeted attacks on education during armed conflict.*



STRENGTHENING MONITORING AND REPORTING OF ATTACKS ON EDUCATION

Timely and accurate monitoring and reporting of attacks on education is crucial for responding to attacks, holding perpetrators accountable, and



PROGRAMMATIC MEASURES FOR PREVENTION AND PROTECTION

Field based practitioners, communities and government officials in affected countries have developed a range of programmatic measures to



RESTRICTING MILITARY USE AND OCCUPATION

The use of education institutions by armed forces and armed groups during situations of conflict and insecurity can disrupt or completely deny access to

The Six Grave Violations

In 2005, the Security Council established a Monitoring and Reporting Mechanism (MRM)

- Killing and maiming of children
- Recruitment or use of children as soldiers
- Sexual violence against children
- Attacks against schools or hospitals
- Denial of humanitarian access for children
- Abduction of children





Children, Not Soldiers

The 2014 annual report of the Secretary-General on children and armed conflict presents information about grave violations committed against children in 23 country situations.



Lucens Guidelines



**Global Coalition to
Protect Education from Attack**

Search the site

WHO WE ARE THE PROBLEM MAP GOALS & RECOMMENDATIONS INITIATIVES RESOURCES GET INVOLVED NEWS CONTACT JOBS

[Home](#), [Initiatives](#),

Protecting Schools and Universities from Military Use



A billboard on a school in Toribio, Cauca, warns armed persons to stay away from the school property

© 2009 Stephen Ferry

THE PROBLEM



WHAT IS AN ATTACK ON EDUCATION?

Attacks on education are any intentional threat or use of force—carried out for political, military, ideological, sectarian, ethnic, religious, or criminal reasons—against students, educators, and education institutions.

[Learn more »](#)

Refugees, IDPs, Asylum Seekers

**UNHCR**
The UN Refugee Agency

advanced search

enter search

[DONATE NOW](#)

[• GET INVOLVED •](#)

[• STAY INFORMED •](#)

Browse by country

GO

[Home](#) > [Who We Help](#) > [Children](#)

Children

Internally Displaced People Figures

Asylum-Seekers


Young and In
children who are refugees, and children assisted and protected all children of its concern. To About two-thirds of the world's forcibly





Conflict sensitive education

INEE

An international network for
education in emergencies

Promoting access to quality, safe, and relevant education for all persons affected by emergencies

About ▾ Thematic Areas ▾ Jobs & Events ▾ Tools & Resources ▾

News Blog Jobs



Latest news

Stay up-to-date

Panamá: Estrategia Nacional de Reducción de...

El Ministerio de Educación de Panamá (MEDUCA) el día 5 de Marzo 2013, con el apoyo...

30 schools suspend class in quake-hit SW...

04 Mar 2013—About 30 primary and middle schools

En | Fr | Es | Pt | عربي

INEE GUIDANCE NOTE ON CONFLICT SENSITIVE EDUCATION



INEE

An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Uma rede internacional para a educação em situações de emergência
الشبكة الدولية للتعليم في حالات الطوارئ

Is the Education System Promoting Shared or Separate Development?

- **Assimilation**, unitary institutions organised around dominant values
- **Separate development**, a plurality of institutions (organised around essentialist identities)
- **Cohesion and Integration**
 - Conservative pluralism (similarity)
 - Liberal pluralism (difference)
 - Critical pluralism (power relations)



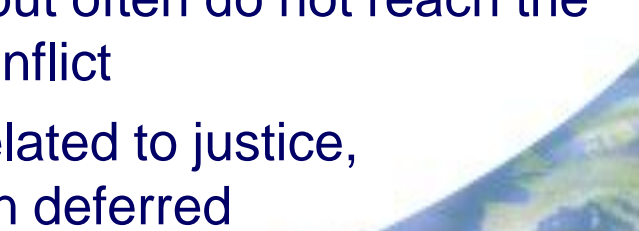
'Conflict Sensitive Education' Checklist (entry points)

1. Governance, administration of education (centralised, decentralised; political economy within the sector; political influence on 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. Parent, community involvement, non-formal education
7. Youth (risk or resource; pacification or engagement?)
8. Violence and gender as extremely important cross cutting issues

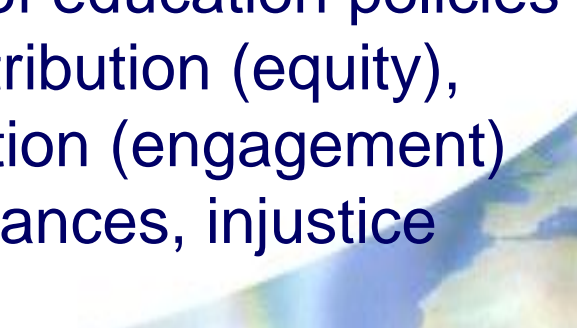
Education and Peacebuilding

- Conflicts mainly 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...

limitations include:

- Security prioritized, addresses symptoms not causes ('negative peace')
 - Political (agreements accommodate elites, multiparty elections)
 - Economic (free market reforms driven by global, multinational interests)
 - Environmental issues, natural resources often key neglected 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
- 

A more sustainable approach?

1. A more sustainable approach to peace building places an emphasis on social development that addresses underlying causes of conflict such as political, economic and social inequalities and injustices.
 2. Education has a significant contribution to make to sustainable peace building by contributing to 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 grievances, injustice and legacies of conflict)
- 

Sustainable Peacebuilding: an analytic framework (the 4 Rs)

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

REDISTRIBUTION

- Recognition of diversity in the structures, processes and content of education in terms of gender, language, politics, religion, ethnicity, culture and ability in conflict transformation

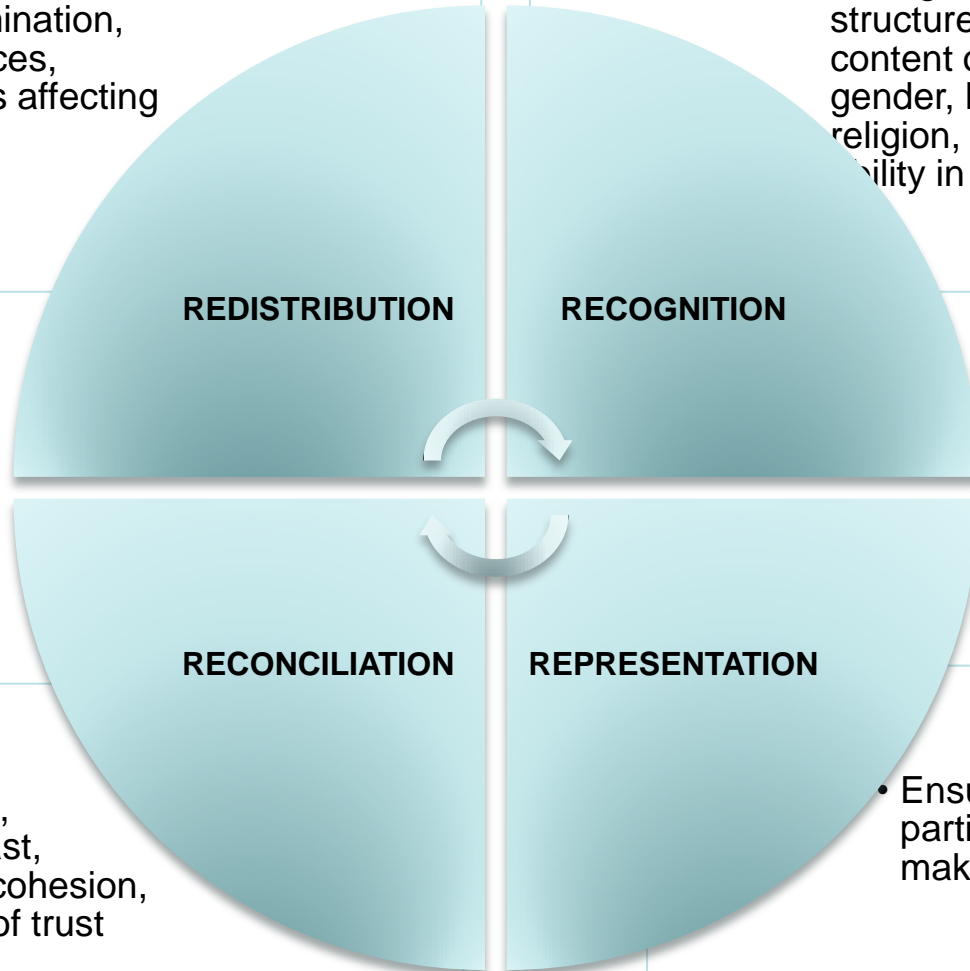
RECOGNITION

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

RECONCILIATION

REPRESENTATION

- Ensuring equitable participation in decision making



Using the Analytic Framework: within the education sector

	To what extent is education contributing towards 'sustainable peacebuilding' (defined in terms of the 4Rs)? (potential 'indicators', mixed methods)
Redistribution (addressing inequalities)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Language of instruction policies 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)

Thank You

Alan Smith
University of Ulster
a.smith@ulster.ac.uk

Manila
4 Nov 2014



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair in Education for Pluralism,
Human Rights and Democracy
Northern Ireland

