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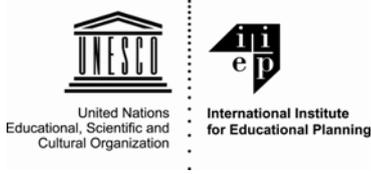
The hidden crisis: Armed conflict and education

Promoting resilience: developing capacity within education systems affected by conflict

Lyndsay Bird

2009

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IIEP-UNESCO

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**Think piece prepared for
Global Monitoring Report 2011**

Prepared by Dr Lyndsay Bird

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Abbreviations and acronyms

AED	Academy for Educational Development
DAC	Development Assistance Committee (OECD)
DFID	Department for International Development, UK
ESSP	Education Sector Strategic Plan (Uganda)
FTI	Fast Track Initiative
GMR	Global Monitoring Report
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome
ICAF	Interagency Conflict Assessment Framework
ICT	Information and Communication Technology
IIEP	International Institute for Education Planning, UNESCO
MDG	Millennium Development Goal
NER	Net enrolment ratio
NGO	Nongovernment organisation
OECD	Organisation for Economic Co-operation and Development
SPF	State and Peacebuilding Fund
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Education Science and Cultural Organization
USIP	United States Institute for Peace
VSAT	Very Small Aperture Satellite

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1.0 Introduction

'...citizens must mobilize and not remain silent any longer; they must become participatory and active in order to foster the transition from an economy of war – 3 billion dollars per day while more than 60,000 human beings die of hunger – to an economy of global sustainable development (renewable energies, food, water, health, environment, transport; echo-shelter...); from a culture of imposition and violence to a culture of dialogue and conciliation; from force to word... It is first and foremost, through education that the values of non-violence, tolerance, democracy, solidarity and justice, which are the very lifeblood of peace, can be passed on to individuals at a very early age.'
(Frederico Mayor cited in Kotite, forthcoming)

Given the potential increase in conflicts and tensions as a result of climate change and rapidly declining resources, there is a growing sense of urgency among the international community to engage in strategies that mitigate conflict and promote peace. To move away from a 'culture of imposition' to a 'culture of dialogue' is particularly essential in countries emerging from civil war. These are countries that typically are not only furthest away from reaching the Millennium Development Goals (MDGs) but are more likely to slip back into further conflict. Donor agencies and the United Nations (UN) have already prepared for and are seeking ways of preventing and resolving violent conflict. For example in 2005 the UN established the Peacebuilding Commission to assist countries in post-conflict transition to consolidate their peacebuilding processes; in December 2008, the UN General Assembly adopted Resolution A/RES/261, strengthening the Department of Political Affairs to reinforce mediation and conflict prevention (Kotite, forthcoming); the European Commission Peacebuilding Partnership (PBP) was established in 2007 to strengthen international and regional capacity to analyse, prevent and respond to violent conflict and disasters, as well as to improve post-conflict and post-disaster recovery¹; and in 2008 the World Bank created a new trust fund known as the State and Peace-Building Fund (SPF) to address the needs of state and local governance, and peace-building in fragile and conflict-prone and conflict-affected situations².

Yet there is limited recognition within these initiatives of the evident role education has to play in assisting nations affected by conflict to recover and emerge as "stronger and prouder nations" (IIEP-UNESCO, 2009). Therefore it is essential to understand how education institutions and the systems that support them can encourage the peaceful transformation of countries affected by conflict into stable and resilient states.

This paper will investigate how positive educational capacity development that is locally owned can promote peaceful state building. As an essential component of capacity development, the paper will review how educational planning might offer opportunities to contribute towards conflict mitigation, and how technology can support planning and capacity development efforts. Such factors touch on the nature of the underlying association between capacity development, education and conflict or peace. It implies ensuring that the internal processes of a state have the capacity to reduce the drivers of conflict while supporting interventions that actively promote peace.

¹ http://ec.europa.eu/external_relations/ifs/pbp_en.htm

² <http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/STRATEGIES/EXTLICUS/0,,contentMDK:21836102~pagePK:64171531~piPK:64171507~theSitePK:511778,00.html>

There is limited evidence or documentation that highlights the potential for the role of capacity development and education in these processes. However, intuitively one can argue that if capacity is limited in these areas, progress towards development and stability is also likely to be limited. The Accra Millennium Review Summit in 2008 for example, promoted a stronger focus on peacebuilding, yet indicated that there is limited guidance to inform decision makers, planners, or practitioners on how to achieve this, particularly in terms of education³.

There are a number of factors that could explain this lack of guidance:

- a) Analysis of the education system is not included in many conflict assessments
- b) Education is rarely contained in peace agreements or peacemaking processes in a way that addresses root causes of conflict connected to education⁴
- c) Conflict or peace is not included in many educational assessments, planning processes or capacity development initiatives

The paper will review some of these issues and try to identify where greater guidance for analysis, policy making and practice could emerge. It is broadly divided into four areas:

1. The role of capacity development in conflict mitigation⁵
2. Education and conflict mitigation
3. Educational planning and conflict mitigation
4. Using technology for educational planning in conflict affected countries

2.0 The role of capacity development in conflict mitigation

Capacity is deeply connected to concepts of legitimacy and governance, which when positive, resilient and responsive to societal need, can form the foundation for a peaceful nation.

Two of the Principles for Good International Engagement in Fragile States and Situations of fragility (OECD-DAC, 2007) emphasise the importance of these relationships:

Principle 3: Focus on State-building as the central objective

- States are fragile when they lack political will or capacity to provide basic functions and to safeguard the security and human rights of their populations;
- International engagement needs to focus on the relationship between state and society: firstly, by supporting the legitimacy and accountability of states, and secondly, by strengthening the capability of states to fulfil their core functions.
- Civil society has a key role in demanding good governance and in service delivery.

³ Accra 2008

⁴ Dupuy, 2009, Save the Children, 2008

⁵ Conflict mitigation is used here with the recognition that there are various terms that exist to describe the process of reducing, preventing transforming conflict and engaging in peacebuilding initiatives

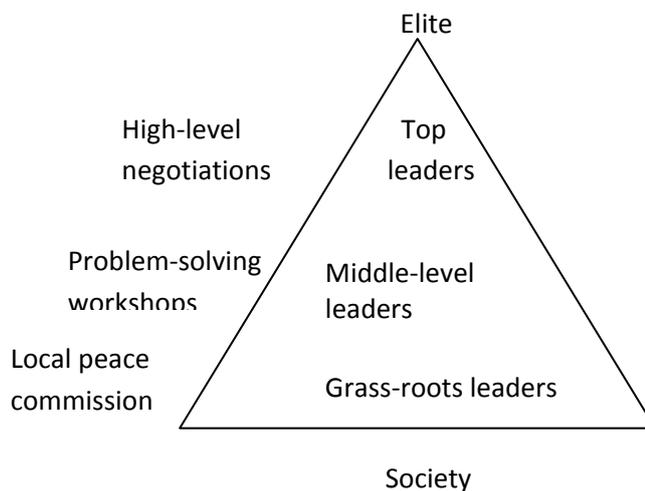
Principle 4: Prioritise Prevention

- International actors must take rapid action where the risk of conflict/instability is highest.
- A greater emphasis on prevention means sharing risks analyses; addressing the root causes of state fragility; strengthening indigenous capacities (especially those of women) to prevent and resolve conflict; supporting the peace-building capabilities of regional organisations, and undertaking joint missions to consider measures to help avert crises.

This paper will focus more in depth on the latter point, which encompasses many of the concepts in this paper that identify the importance of using context analysis to support strengthening local capacities to mitigate conflict. The principle of national ownership in both of these processes has also been similarly recognised, both for capacity development and in the field of conflict mitigation and peace building (Lederach, 1997, Toole, 2006). However, frequently these principles are compromised in the humanitarian rush to provide services and ‘deliver aid’ on a short-term basis. The longer-term perspectives connected with the need for local ownership and sustained capacity development are often at odds with short-term aid delivery goals.

The principle of local ownership is therefore central to both capacity development and conflict mitigation. Often agreements are made (and broken) at the highest level while conflict mitigation or peace building activities can occur in other sometimes more significant ways at the grass-roots level. Jean-Paul Lederach highlights the reality of peace negotiation at different levels.

Figure 2.1: Lederach’s model of peace negotiation



(Lederach, 1997 in Bird, 2006 p. 24)

However it is necessary for all levels to analyse whether there is sufficient capacity ‘in terms of human, institutional, material and financial resources to execute necessary roles [for peacebuilding]’. It is also important to consider how education could contribute towards ‘the development of the necessary capacity for peace and the empowerment of those who have such capacity.’ (Shindooha, N.D. p. 5)

Owned capacity development processes are at the core of both peacebuilding and statebuilding (as well as educational planning). Without such capacity, international interventions towards these goals cannot contribute towards sustained and peaceful development. International intervention must promote preventive action, and build on existing capacities that are by nature contextual. This implies greater adaptation by international actors and increased partnerships with different 'local actors, including civil society and the private sector' (Accra, 2008b). In this regard the capacity development discourse has indeed moved in a more positive direction. This is demonstrated by the shift in terminology from "capacity building" to "capacity development" away from the 1950s perception that countries had no capacity or were operating from an 'imaginary scratch' (De Grauwe, 2009). The scope of capacity development has been also been broadened from individual training components to multi-layered strategies that consider individuals within their context, i.e. the organisation, institution and society. Such notions complement the multi-layered approach necessary for conflict mitigation and peacebuilding as mentioned above.

While there is increasing emphasis on the need for locally owned capacity development, less attention has been paid in this regard to sectors such as education (DFID, 2009c). This is despite the evidence that education has a critical role to play in both peace building and state building. OECD suggests that each year of education of the school age population reduces the risk of conflict by about 20% (OECD, 2008, p 21). Education is a clear indication of a state's commitment to its people and a sign of increased legitimacy, and many donors consider education as a core component necessary to deliver a peace dividend. For example, DFID suggest that much of their support in the Democratic Republic of Congo is aimed at 'delivering a peace dividend' for the poor, which includes education and access to basic services (DFID, 2008).

3.0 Education and conflict mitigation

How does education contribute to mitigating conflict or building peace? Typically when education is associated with conflict mitigation or peacebuilding, it is linked to peace education. While these programmes clearly have value for the individuals concerned, there has been limited systematic analysis of their effect on state building or how they may have contributed to peacebuilding. Neither have education systems been critically analysed for the potential to contribute towards peacebuilding. It appears easier to find evidence where education systems can be manipulated for political or ideological purposes or where education institutions, staff and pupils are targets of attack (Save the Children 2008, O'Malley, 2007).

This lack of recognition of the role that education plays in conflict, and lack of inclusion of any type of education indicator in most of these assessments is quite startling given the potential role of state education to influence politically, to reinforce inequality or to inculcate or indoctrinate through biased curricula⁶.

The Nazi regime is perhaps the most obvious example of this: "The teaching... aimed to encourage a 'consciousness of being German.... In the selection of teaching materials they

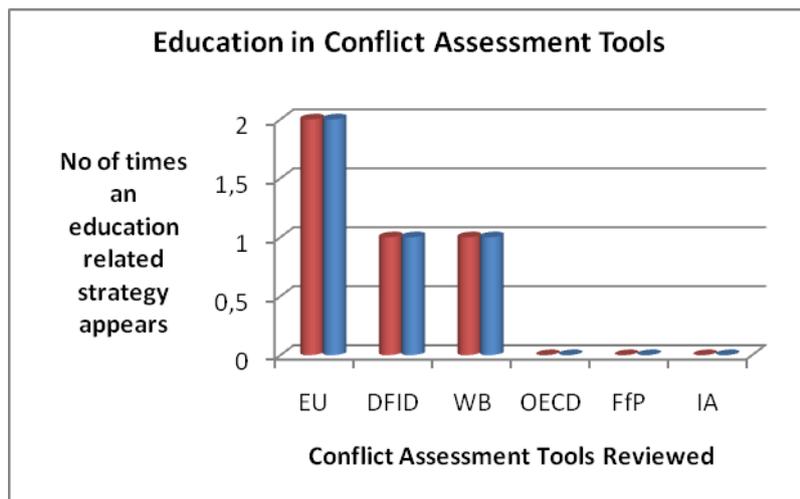
6 DFID 2009s, USIP, 2009

should eschew those works which 'contradict German feelings or paralyze energies necessary for self-assertion' and only those modern works would be selected which 'have an affinity with the spirit of the new Germany'." (Noakes and Pridham, 1990 p. 437). Lack of access to educational opportunities also fuels tensions and has been one of the major causes of social and civil strife in places such as Guatemala, Liberia and Nepal (Save the Children, 2008).

There is less evidence when considering whether education has a direct effect on peace building. This could be because education is rarely considered in either conflict assessments, mitigation strategies or peace building agreements as mentioned above (Dupoy, 2008). The GMR could advocate for education to be included as a key component in conflict assessments. Given that the World Bank's World Development Report will also focus on conflict in 2011, it is an opportunity to develop a common framework in this regard.

The graph below indicates how rarely education strategies or the relationship of education to conflict is considered in the typical conflict assessment tools that are utilised by most donors or agencies⁷:

Figure 3.1 Review of conflict assessment tools



Although the DFID policy paper on building state peace (DFID 2009a) suggests that state-building and peace-building are central to their activities and imply considering the nature of support for delivery of basic services, they still rarely consider education as a systematic component in their conflict assessments. Figure 3.1 illustrates that although DFID supports an active conflict-sensitive approach that takes 'opportunities to reduce the risk of instability and violence.' (DFID 2009a), this approach does not adequately reflect

⁷ The following conflict assessment tools were reviewed: DFID: Conducting conflict assessments; OECD-DAC: Guidelines-helping prevent violent conflict; International Alert: Conflict assessment analysis; the Fund for Peace(FfP): promoting sustainable security; EU: Checklist for root causes of conflict; and the World Bank: Conflict analysis tool. (see Annex 1 for more details)

education. While DFID recognizes the need to design a service delivery programme through a conflict sensitive lens, it is essential to fully consider the relationship of education with conflict and its mitigation.

In addition to the tools reviewed in Figure 3.1, there are specific tools and frameworks available that could be adapted to include educational analysis. For example, the Interagency Conflict Assessment Framework (ICAF)⁸ could be adapted to include education. This tool was developed by USAID for the US Government to offer a step towards more effective and coordinated response to help states prevent, mitigate and recover from violent conflict. It suggests that the two major components in conflict mitigation are ‘conflict diagnosis’ and how this can ‘segue [lead] into planning’. The ICAF also indicates that within a conflict diagnosis it is essential to evaluate the context of conflict, identify drivers of conflict and mitigating factors and describe opportunities for increasing and decreasing conflict. The ICAF further suggests that the findings of the conflict diagnosis should feed into situation analysis and policy formulation steps of the planning process of the US Government Planning Framework.

The Guiding Principles for Stabilization and Reconstruction under section 10 on Social Well-being (United States Institute for Peace (USIP) and the US Military), also put forward some core principles relating to education which could offer guidance to assessment teams. This aims to ensure that teams recognise the need for ‘impartiality for service delivery and the recognition that inappropriate service delivery may actually do harm’ (USIP, 2009). Principles such as: “Assess the context-specific relationship between education and conflict; reduce systemic corruption in the education system; ensure equal access as a mitigator of conflict; and ensure that curricula promote peace and long-term development are only some of the many principles included that relate to education and social well-being (USIP, 2009 p. 175).

In the case of Rwanda for example, had such guidance been available and the principles monitored, education could perhaps have ‘been used ...as a barometer or early warning system for the conflict about to emerge’ (Bird 2006 p.38). However, important though it is, early warning is not always sufficient to prevent conflict as the example from Rwanda indicates. Action and response need to be part of the process, and these need to capture different levels of society. There were repeated warnings issued as early as two years prior to the genocide in Rwanda as well as in the months leading up to the genocide. Lieutenant General (retired) Romeo Dallaire has been vocal in his condemnation of the failure of the international community and the UN Security Council to intervene in the genocide. Haunted by the consequences he created a research initiative, the ‘Will to Intervene (W2I) Project’ with Dr. Frank Chalk, the Senior Fellow and Director of Montreal Institute for Genocide and Human Rights Studies (MIGS). This project aims to operationalise the principles of the Responsibility to Protect, and emerged from the UN Secretary-General Ban Ki-moon’s report entitled ‘Implementing the Responsibility to Protect (RtoP)’. The report states that an ‘individual State has the responsibility to protect its populations from genocide, war crimes, ethnic cleansing and crimes against humanity’. They agreed, in addition ‘that the international community should assist States in exercising that responsibility and in building their protection capacities’ (UN, 2009, p. 1).

⁸ <http://www.crs.state.gov/index.cfm?fuseaction=public.display&shortcut=C6WW>

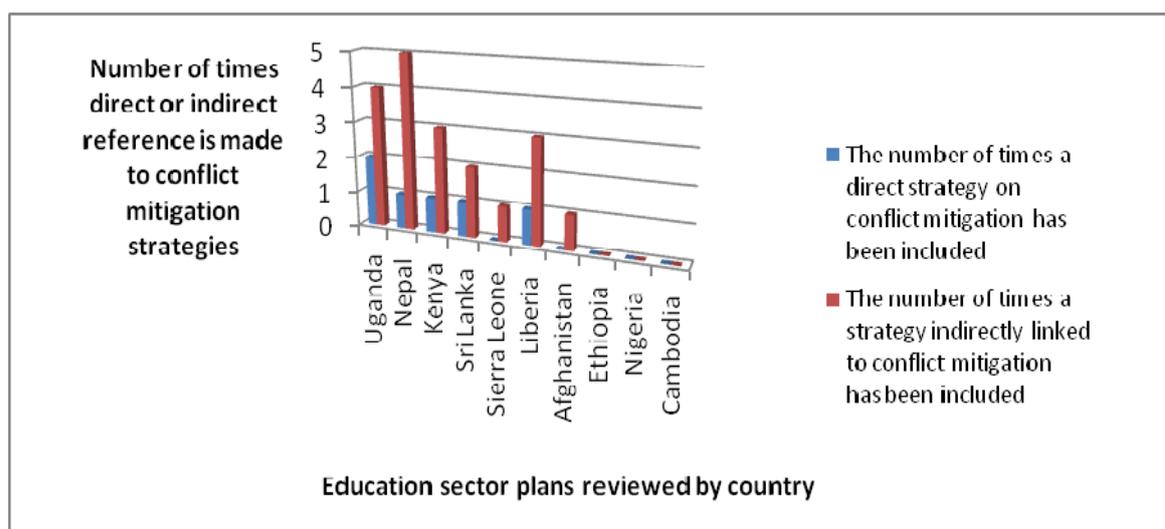
4.0 Educational planning and conflict mitigation

Education planning is an important step towards developing policies and strategies that can contribute towards conflict mitigation efforts. It is also a cost-effective option. To prevent conflict is much less expensive than the cost of reconstruction. For example in 2008 global military expenditure was estimated at 1.4 trillion USD. For every dollar used for prevention, 2000 USD is utilized on weapons and military costs. (SIPRI and the East West Institute, Stiglitz and Bilmes in Kotite, forthcoming). Through comprehensive analysis of the context of the conflict situation and examining the threats to peace, it is possible to develop strategies that can help prevent conflict and to incorporate such strategies into education sector planning processes.

In the same way that conflict assessments rarely consider education, it is also the case that conflict affected states rarely have educational policies that reflect peacebuilding or mitigation processes to support education as a tool for conflict mitigation (see Figure 4.1 below). When conflict affected countries do have an education sector plan it typically deals with building short-term access and delivery of education. Also there is a dearth in research analyzing plans and education policy in conflict-affected states. Yet education should be designed and delivered to support prevention of conflict as well as post-conflict reconstruction (Thyne in Tebbe, 2009b).

This paper reviewed ten education sector plans⁹ from the conflict-affected fragile states list as mentioned by UNESCO (2007). Of these only five had specific strategies or preparedness for conflict included in their plans, and of the five, the number of strategies was limited to less than two. Given the type and level of conflict in these countries, it is astounding that most plans do not address the issues of conflict in a comprehensive way.

Figure 4.1 Review of education sector plans



⁹ Afghanistan, Cambodia, Ethiopia, Kenya, Liberia, Nepal, Nigeria, Sierra Leone, Sri Lanka and Uganda. For more on education plans, refer to www.planipolis.iiep.unesco.org

There is greater reference in the plans to policies or programme strategies such as inclusion, or capacity development for teachers and administration, which indirectly could contribute to greater stabilisation. While these are policies and strategies that could apply to any developing country, they are important indicators of the ‘health’ of the education system. Non-inclusive, discriminatory systems without quality education provision are more likely to lead to grievances.

The fact that most plans do not build in specific strategies to mitigate the conflict implies that perhaps the planning process take place in isolation from full consideration of the context and the effect on education. A plan should represent an indication of a state’s commitment and willingness a) to address the educational issues affecting a country in or emerging from conflict and b) to address the conflict issues that are impacted by education.

The Nepal Three Year Interim Plan (2007-2010) is an indication of how a country emerging from conflict is trying to address the issues challenging its country and sets out a strong road map for its reconstruction. Within that process, the education sector reform paper (the closest document currently available to an education sector plan for Nepal) ensures that previously under-represented groups are given access to educational opportunities, a factor which contributed to the civil war. The paper states: “National standards for inclusion will be set and local governments will be responsible for meeting national goals for inclusion within a specific period of time”¹⁰.

The Uganda Education Sector Strategic Plan (ESSP) (2004-2015)¹¹ has attempted to address the conflict in the north of the country through its approach which aims “to support, guide...quality education...for national integration, individual and national development”. One of the strategies to achieve this is through fee-free universal primary education programmes targeted to disadvantaged children and children in conflict areas. The ESSP extends Ministry resources to programs serving conflict areas.

In addition the ESSP proposes that one of its strategies is to “design and help teachers use curricula and instruction appropriate for pupils in conflict areas”. It also mentions that although the barriers to teaching literacy in local languages in Uganda are considerable (producing written materials, persuading parents, and resolving political problems surrounding languages of instruction), the Ministry will aim to provide sufficient quantities of reading materials in local languages, both by procuring and distributing them and by helping teachers develop their own reading materials. Such policies can help to overcome feelings of alienation and exclusion that are often accompanied by policies that do not address issues of mother tongue instruction.

The Sierra Leone Education Sector Plan (2007-2015) highlights the complexity of developing a peacebuilding strategy and calls on the development institutions for guidance: “One area on which this document is relatively silent is that of education during times of crisis and emergencies. Planning for the unexpected is difficult at the best of times but given the volatile nature of the sub-region and the tendency for problems in one country to spill over and affect neighbouring countries, there is a need to put a strategy in place. At the time of preparing this document, the two agencies leading in this area are UNICEF and Save the Children. It is proposed that these two entities, working together with designated senior officers of [the Ministry of Education, Science and Technology],

¹⁰ http://planipolis.iiep.unesco.org/upload/Nepal/Nepal_School_Sector_Reform_2008.pdf

¹¹ http://planipolis.iiep.unesco.org/upload/Uganda/Uganda_ESSP_2004_2015.pdf

produce a strategy to be scrutinised and endorsed by the Steering Committee for the implementation of the ESP before approval by the Government of Sierra Leone”¹². It might be interesting for the GMR to explore whether such a strategy has in fact been put in place since the development of the plan and if it has contributed in any way to the stabilisation of the country. It also related to one of the recommendations of this paper, i.e. to advocate for further guidance for educational actors in analysing their educational system with a conflict sensitive lens and devising strategies to address potential grievances that could lead to conflict.

As mentioned in section 1.0 in order to reduce tensions and build sustained peace, it is necessary to build capacity of concerned actors to recognise and reduce the drivers of conflict and support interventions that actively promote peace. This applies equally to education, where the successful implementation of policies, strategies and programmes in any education plan depends largely on the capacities of planners, administrators and the local authorities. This is particularly so in situations of conflict, where educational systems are undermined, destroyed, or captured politically or ideologically.

Educational policy makers therefore need to be supported to develop greater understanding of the complex dynamics of education in conflict-affected contexts and to investigate the effectiveness of educational policies and programs in reducing conflict in a proactive rather than reactive way. Currently there is limited guidance to support ministries of education and education policy makers to do this.

However, in its work on capacity development in a number of conflict affected countries the IIEP supports a comprehensive process of sector diagnosis and policy formulation for educational planning, which may have the potential to examine and address the root causes of tensions within an education system. This type of planning process requires long-term engagement, is a collaborative process that builds consensus and ownership around the plan. It allows for planners and managers to work together with their provincial and local counterparts and to instil a sense of dignity and pride in planning for their own education system. Consciously or unconsciously this can help to build an enabling environment that is likely to foster conflict mitigation approaches.

As part of its work in with the capacity development initiative of the IASC’s Global Education Cluster, IIEP is working with both Kenya and Chad to integrate disaster preparedness and emergency response measures into education sector planning processes.

In Kenya, ministry officials are currently working to developing specific context-based indicators that will be integrated into the Education Management Information System (EMIS). This process requires identifying needs with regards to disaster preparedness and emergency response, setting objectives and developing appropriate indicators by which progress towards these objectives can be measured.

In Chad, the Ministry of Education has been working on developing action plans for regions affected by conflict and disaster. With support from IIEP and UNICEF, these actions plans will then be integrated into the 10-year plan which is currently in

¹² Government of Sierra Leone Ministry of Education, Science and Technology. (2007). Education Sector Plan 2007-2015. p. 11. http://planipolis.iiep.unesco.org/upload/Sierra%20Leone/Sierra_Leone_ESP.pdf

development, or the Plan Décennal de Développement de l'Éducation et l'Alphabétisation (PDDEA).

This approach has been used in Afghanistan where two decades of conflict has made delivery of education a challenging task. Yet despite extreme difficulties Afghanistan has managed to develop two education sector plans over the last ten years to provide a framework for service delivery and harmonize external support. The Afghans take pride in their education achievements and continue to build on them.

The IIEP has been providing technical support to the Afghanistan Ministry of Education since 2002. Such long-term engagement with the Afghanistan Ministry of Education has brought about a marked difference in the thinking process of the Government to work on conflict mitigation issues. If one compares the previous Education Strategic Plan for Afghanistan (2002-2007) with the most recently developed plan the National Education Strategic Plan (still in draft form) there are a number of differences. For example in the 2002-2007 plan, the emphasis was more on rebuilding the system rather than reforming it.

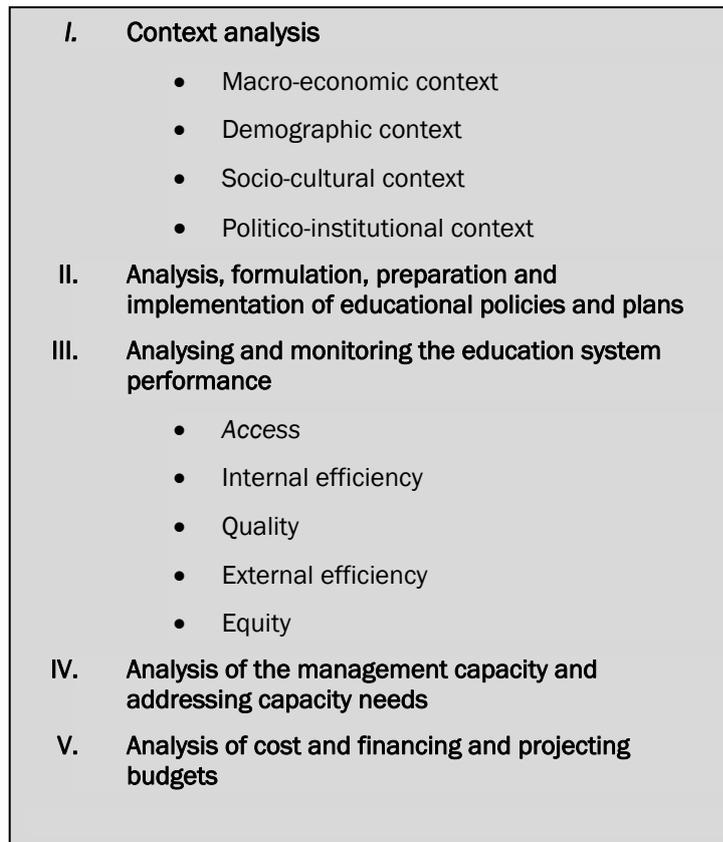
Even in this plan, efforts were made to develop a more inclusive approach to education irrespective of gender, faith or ethnicity, which may have an indirect effect on conflict mitigation. This policy had a large impact on increasing the numbers of children accessing education from 2.3 million in 2002 to 6.2 million students (36% females) in 2008. However this policy also resulted in an increase in attacks on girls and female teachers, which indicates the need for comprehensive strategies to deal with consequences of policies which may run counter to cultural or political pressures.

The new Afghan National Education Strategic Plan (2010-2014), contains many more references to school protection, community participation and human rights, and suggests that peace messages should be mainstreamed both in the national curriculum and in teacher training: “cross cutting issues such as peace education, human rights, elimination of violation of children and women’s rights, environmental protection, counter-narcotics, and HIV will be addressed in the textbooks” (Afghan National Education Strategic Plan, p.5). It also aims to incorporate children in emergencies and insecure areas in its strategy to improve access. A special unit will be established in the Basic Education Department that will be responsible for coordinating education in emergencies for children in insecure areas. This will be conducted in collaboration with local elders and community leaders, which gives it more potential to succeed and ensure protection of education institutions than in the previous plan.

Such developments indicate the increased capacity of the ministry of education to recognise and address the issue of conflict within their education sector plan. The question remains whether the implementation of the plan will indeed promote increased security and help to mitigate the conflict.

In order to ensure that countries such as Afghanistan have the necessary capacity to develop an education plan that accounts for the nature of the conflict, not only does the process have to include the typical steps involved in a planning cycle (see Figure 4.2), but each of these steps must consider the relationship of education to the potential or reality of conflict.

Figure 4.2 Process for educational planning



The IIEP uses an approach to support plan development that involves coaching, mentoring as a ‘learning by doing’ process that aims to ensure that the plan is locally owned. As awareness of the importance of embedding conflict mitigation strategies into the national processes increases, such an approach is not only a mechanism for ensuring that conflict mitigation strategies are monitored and budgeted for, but it is also a critical capacity development exercise. It allows planners in a safe environment to review their countries’ tensions and how education might contribute to these, and to design practical, locally appropriate strategies to overcome them. The GMR could review how a simple conflict analysis framework could support planners and education actors during an education diagnosis and planning process.

There are a number of tools available to support the development of some straightforward guidance to educational actors e.g. the Save the Children Fragility Barometer¹³, INEE Analytic Framework (not published), USAID Education and Fragility Assessment Tool¹⁴ among others already mentioned. These tools could be used to produce common guidance (along similar lines to the ICAF) to assist education actors incorporate issues relating to conflict prevention or mitigation in education plans and policies. Such guidance supports a proactive approach to conflict mitigation and peacebuilding.

¹³ <http://www.cfbt.com/evidenceforeducation/pdf/The%20fragility%20barometer.pdf>,

¹⁴ http://www.ineesite.org/toolkit/docs/doc_1_89_education_and_fragility_assessment-tool.pdf

5.0 Using technology for educational planning in conflict affected countries

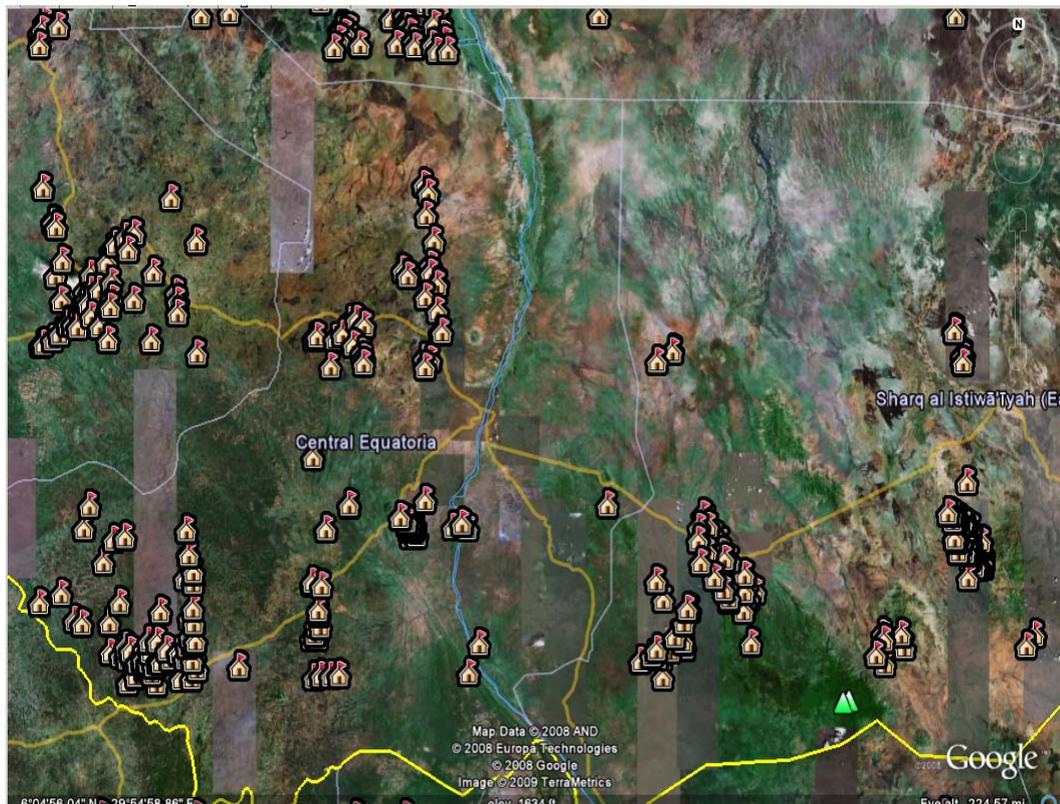
Technology is already being used both for teaching and learning, as well as for data collection and management in a number of conflict or post-conflict situations. It has been and can also be used to support policy planning where there is a need to integrate national, regional and local information. For example, data ‘about demographics, input and teacher allocation, services production and student performance, broken down by relevant jurisdictions and sex and age groups [can be used] to produce useful policy suggestions and design relevant plans’ (Alvarado, 2009 p. 3). Visualisation of data through simply technology can also assist decision makers to advocate more easily for policy reform. For example StatPlanet, is a data visualisation tool which includes up-to-date statistics on demography, economy, education, environment & energy, gender and health for most countries in the world¹⁵ (van Capelle, 2009).

At a country level, technology also provides an increasing range of opportunities for policy makers and planners. For example it is expected that over 90% of schools in southern Sudan will have been mapped using digital technology and Google Earth over the next year (see Image 5.1). Despite the two civil wars and remaining insecurity, Southern Sudan has committed to providing universal primary education to all its children. Given the ongoing tensions, the presence of hundreds of thousands of over age children and the fact that vast tracts of the country remain unmapped in terms of resources, technology offers an opportunity to reach the least accessible. Some organizations like the Academy for Educational Development (AED) have been using technology like the VSAT (Very Small Aperture Satellite) dishes to counter such issues of inequity. These dishes have been used to link all of the central ministries in the capital, Juba to its ten state ministries, as well as for communication dependent projects such as Education Management Information Systems.

The data collection opportunities that this system offers as well as visual images of the location and condition of the schools can overcome issues of distance and security. They can also provide accurate comparative data to alert planners where there are inequities. Image 5.2 indicates clear disparities between different states in Central Equatoria. The small blue circles indicate a school.

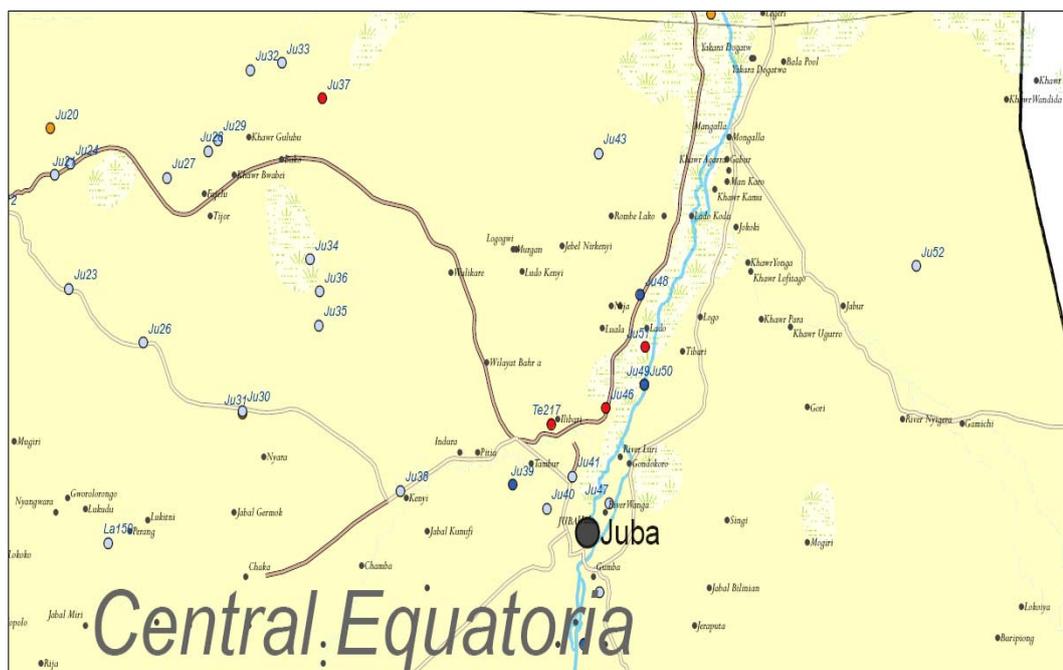
¹⁵ <http://www.sacmeq.org/statplanet/index.html>

Image 5.1 School mapping through remote sensing



Source: Moses, 2009

Image 5.2 Disparity of support for education in different states in Central Equatoria, Southern Sudan



Source: Moses, 2009

In Palestine, technology has also been used in a number of ways. During the second Palestinian Intifada (uprising), most Palestinian schools and universities experienced various degrees and durations of closures and curfews. To overcome the barriers to access and constant disruption, one of the famous university's of Palestine used the internet to create an online portal. Students and teachers could communicate, teachers could upload lecture notes and coursework, and students could upload their assignments and participate in online discussion groups and mailing lists. This was called 'Ritaj' meaning the 'Great Portal' ('Ritaj', The Great Portal Opens Access to Birzeit University, 2002). (Newby, 2009). The Palestinian Ministry of Education has taken several steps to mainstream such practices into their policies (Education Development Strategic Plan 2008-2012). The Palestinian Education Initiative has been set up to utilize Information and Communication Technology (ICT) in education and includes ICT as a means of e-learning for students and training teachers and supervisors at provincial level.

Various other international organizations and NGOs have also been contributing to Palestinian education through the introduction of ICT. For example the Support to Palestinian Education Programme is an UNDP run project which aims to develop a process where the school becomes able to self-evaluate itself in terms of quality of education (learning and teaching) through the use of ICT such as software, videogames, and learning objects (Pacetti, ND¹⁶).

The use of technology in these contexts demonstrates that it is possible to use technology in a strategic way, according to the context and is particularly useful where there are few or no teachers because of security concerns, or because schools are situated in remote locations. Professor Sugata Mitra's Hole in the Wall project demonstrates this¹⁷. His research findings suggest that "It is in remote areas, at the "bottom of the pyramid", that alternative learning methods may improve the quality of education in schools that are remote from urban centres." (Mitra, 2009)

6.0 Conclusion and recommendations

There is an evident role that education can play in either mitigating or exacerbating conflict that has not been examined sufficiently either in the literature or in practice. Unless the factors within education systems that can exacerbate or mitigate conflict are recognised, examined and addressed as part of an overall conflict mitigation strategy in countries affected by or prone to conflict, then the situation will not change. It is essential to ensure that within the regular processes of educational planning, the potential for conflict is considered. It is equally critical that during the process of conducting conflict analysis or undertaking peacebuilding initiatives, education is considered as a core element of analysis. There are a number of ways that the GMR could advocate for this:

1. Review donor conflict assessments in depth and analyse whether these have made a difference in programming and how education has or has not been included e.g. World Bank, DFID and EU.

¹⁶ http://ftp.informatik.rwth-aachen.de/Publications/CEUR-WS/Vol-398/S3_Pacetti.pdf

¹⁷ http://en.wikipedia.org/wiki/Minimally_Invasive_Education

2. Investigate in more depth how plans in countries where conflict mitigation strategies are included (or proposed), such as Nepal, Uganda, Sierra Leone, have contributed (or not) to peacebuilding. Such in depth analysis could give an indication as to how the planning process and implementation has contributed to conflict mitigation.
3. Advocate for further guidance for educational actors in analysing their educational system with a conflict sensitive lens and devising strategies to address potential tensions. This could be undertaken through the review of existing tools and frameworks and by suggesting more concrete guidance for planners.
4. Review the potential use of technology in conflict or post-conflict situations for a range of purposes: teaching and learning, data collection and analysis for planning purposes, monitoring indicators relating to conflict for example attacks on schools.

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ANNEX I

Conflict Assessment Tools

Many formal fragility or conflict assessment tools were developed by single entities like DFID or UNDP to inform internal decisions related to development of programs or projects or to guide aid delivery mechanisms. However assessments are now also being used across agencies, ministries, UN systems, the whole government etc as interagency tools to work in a coordinated and informed approach in country contexts. The US Government's Interagency Conflict Assessment Framework is such an example of a larger consensus building and planning exercise.

In this section, however, we are trying to attempt to show whether these assessment frameworks address education in any way. In our analysis we took six different assessment tools and compared them to see which of them addresses education in their assessment criteria. The tools that we referred to are:

1. DFID: Conducting conflict assessments.
2. OECD-DAC: Guidelines- helping prevent violent conflict.
3. International Alert: Conflict assessment analysis.
4. The fund for peace: Failed States Index
5. EU: Checklist for root causes of conflict.
6. World Bank: Conflict analysis tool.

1. Conducting Conflict Assessment: Guidance Notes- DFID

Mentions education under 'developing strategies and options' in the social component (pg 29).

“Enhancing a peacebuilding focus in education: cross cultural training; exchange programmes for overcoming stereotypes; reducing educational deficits between ethnic groups”.

2. DAC Guidelines: Helping prevent violent conflict-OECD

The document has a section on strategic framework for assistance in conflict, but does not mention education as a strategy for preventing violent conflict.

3. International Alert: Peace and conflict-sensitive approaches to development, A briefing for the OECD DAC Task Force on Conflict, Peace and Development Cooperation and the Conflict Prevention and Reconstruction Network (CPRN), 2000. IDRC/CRDI

No mention.

4. The Fund for peace- Promoting sustainable security. H:\Education and conflict GMR 2011\Conflict Assessment Tools\The Fund for Peace - Failed States Index.mht

No mention of education in the twelve indicators

5. European Commission checklist for root causes of conflict-EU

Mentions education twice in the checklist. They are under:

1. Respect for fundamental rights:
Are religious and cultural rights respected?
Punition by law of religious, ethnic or cultural discrimination, **recognition of minority languages e.g. in education**, definition of the state with no reference to a dominant religious/cultural identity
2. How are social inequalities tackled:
Trend for poverty and marginalization (especially in absolute terms), vulnerability of least-favored segments of society, **fairness of access to education**, health care, jobs, economic opportunities (including women and minorities), existence of public policies addressing inequalities among communities through land reform, quota systems, social programmes or others

6. Conflict Assessment Framework (CAF), Draft April 11, 2005, Conflict Prevention and Reconstruction Team (CPR), Social Development Department, World Bank

Mentions education in its assessment framework under differential social opportunities. Under this variable they mention that limited access to or exclusion from education is an indicator of warning.