



Research Consortium on Education and Peacebuilding

The Role of Education in Peacebuilding

A Synthesis on Findings from Myanmar, Pakistan, South Africa and Uganda

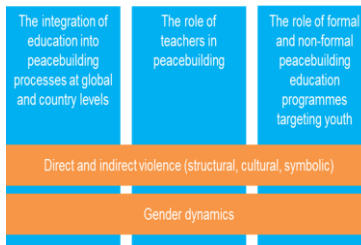
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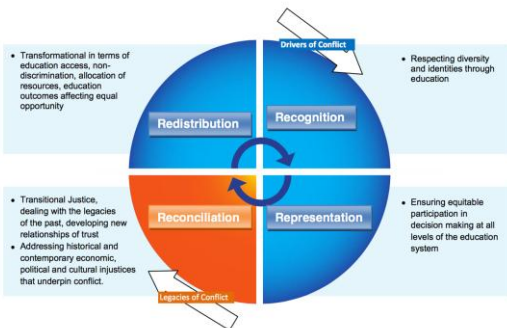
Introducing the Research Consortium on Education and Peacebuilding

➤ Partnership (July 2014 - June 2016) between UNICEF (PBEA) and the University of Amsterdam, the University of Sussex, Ulster University and in-country partners: Myanmar, Pakistan, South Africa and Uganda

➤ Research focused on **three thematic areas** and **two transversal themes**



The 4R's Analytical Framework Novelli, Lopes Cardozo & Smith (Journal on Education in Emergencies, Vol. 3, No 1, 2017)



Methodology

4 in-depth country case studies: Myanmar, Pakistan, South Africa, Uganda



Desk Review:

Existing literature and research studies, government and donor policy documents, relevant education policies, curricula, textbooks, etc

In-Country Data Collection:

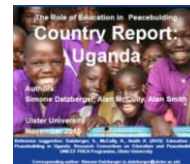
2-3 months research stays in collaboration with local researchers and research teams, semi-structured interviews with a wide range of actors, Focus Group Discussions, questionnaires.



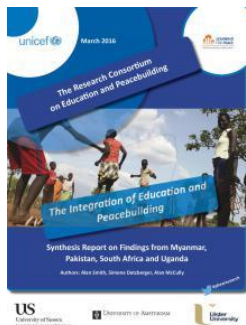
Methodology

Country	Number of Interviews	Number of FGDs
Myanmar	180	20
Pakistan	68	17
South Africa	105	13
Uganda	60	13

Research Consortium on Education and Peacebuilding Country Reports



**Research Consortium on Education and Peacebuilding
Synthesis Report**



Case Study Context

Context of Case Studies				
	Myanmar	Pakistan	South Africa	Uganda
Fragile State Index (2015)	No 27 'Alert'	No 13 'High Alert'	No 113 'Low Warning'	No 23 'Alert'
Multi-Dimensional Poverty Index (see OPHI.org.uk)	0.154	0.237	0.044	0.359
Mean years of schooling	4.1	4.7	9.9	5.4
School drop-out (primary)	25.2%	37.8%	23.0%	75.2%
Financing for Education	2.1% of GDP 2.0% of ODA GPE: no funding but strong WB support	2.5% of GDP 13.0% of ODA GPE: two regional grants (\$66 million) 2015-17 (\$34 million), 2015-17	6.0% of GDP 4.0% of ODA GPE: no funding	2.2% of GDP 6.0% of ODA GPE: received grants totalling \$100 million.

Myanmar figures from 2009 as no recent data available

Research Questions

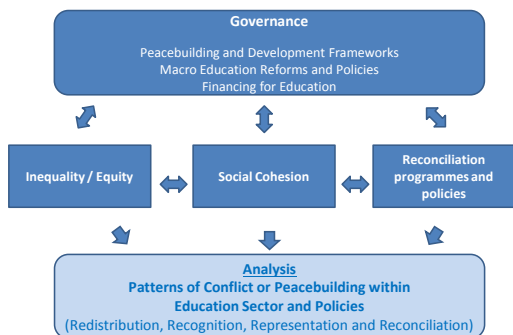
RQ1: How and to what extent is education integrated into broader peacebuilding policies and practices?

RQ2: How and to what extent is peacebuilding integrated into education programmes and policies?

Implicit and Explicit Peacebuilding

Peacebuilding and Education Nexus	
Explicit <i>(Examples)</i>	Implicit <i>(Examples)</i>
<ul style="list-style-type: none"> Peace Education which can different forms and emphases such as conflict resolution skills, values education, inter-group contact Peace Initiatives in schools (e.g.: huts, clubs) Peacebuilding training for teachers and personnel Addressing the legacy of past and present conflicts in school curricula, textbooks and/or non-formal education programmes Rebuilding schools and educational infrastructures in conflict-affected regions 	<ul style="list-style-type: none"> Equity in education (in terms of access, quality, redistribution of resources, learning outcomes) Equal representation in decision-making processes affecting the education sector Education system fosters processes of integration and not social, cultural or religious segregation Inclusive decentralisation within and through education systems Improve service delivery of education

Structure of the Report



Findings: The role of education in PB and development frameworks

- No matter the degree of state fragility and concomitant peacebuilding process, education is in the main equated with aspects of redistribution.
- Underlying assumption that processes of recognition, representation and reconciliation will automatically occur once issues of redistribution in education are tackled.
- Education as a means towards economic development and employment generation.
- Two main elements could be strengthened in all four country contexts:
 - Agency and voice*
 - Processes of social change*

Findings: The role of PB within education sector plans and macro reforms

- National macro-education policies and reforms prioritise aspects of redistribution
- Education sector plans place strong emphasis on access to free education (in particular Myanmar and Uganda) or portray education as a key ingredient towards economic growth (see for instance Pakistan and South Africa).
- Aspects of inequalities in education dominate the language of policies and reforms in all four countries.
- Inequalities in education are not related to aspects of social cohesion, representation or how grievances are deeply rooted in the history of state formation.

Findings: Education Governance

- Political-Economy Context matters

A more transformative approach towards implicit and explicit PB through education may be complicated by the following factors:

- Elite domination (political capture)
- Issues of representation
- Decentralisation:
 - Positive: Increased local representation in central governments.
 - Negative: Politicisation, capacity and infrastructure deficiencies, 'over-decentralisation', 'centralised' decentralisation systems
- (Semi-)Privatisation: role of non-state actors
- Lack of coherence in implementation of education policies that foster implicit and explicit peacebuilding in the longer term.

Findings: Education Policies relevant to Social Cohesion

Two commonalities:

- Growing segregation in education based on wealth and social background
- National unity vs. cultural diversity
- Language of instruction policies
- School curricula
- Non-formal education programmes
- Refugees and IDPs
- Religion

Findings: Financing for Education

Financing for Education					
	Myanmar	Pakistan	South Africa	Uganda	
GDP (%) ¹	2.1	2.5	6.0	2.2	
Government Spending (%) ² in 2013	N/A	11.6	19.2	12.9	
ODA (%) ³	2.0	13.0	4.0	6.0	
GPE (Global Partnership for Education)	No funding but strong WB support	Two implementation grants in 2014, one grant for the Sindh government (\$66 million), 2015-2017 one grant for the Balochistan government (\$34 million), 2015-2017	No funding	Received grants totalling \$100 million.	

¹ Source: <http://www.imf.org/external/tables/financingforeducation>, accessed 9 January 2016
² Source: <http://data.worldbank.org/indicator/SH.UV.CD>, accessed 9 January 2016
³ Source: <http://www.pefed.org/financingforeducation>, accessed 9 January 2016

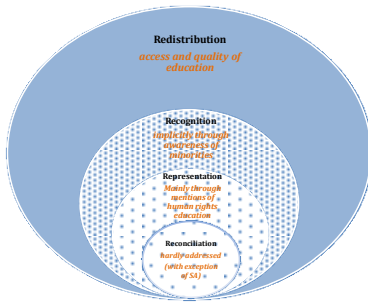
Findings: Addressing inequalities in education

- Poor quality education and segregation based on social class or wealth thwarts equal opportunity and social transformation in all of our four case studies.
- Children from poorest households are more likely to be out of school (be it primary or secondary) compared to those from the richest households. In Myanmar, Pakistan and Uganda school dropout rates are much higher in regions that are affected by conflict and/or national disasters.
- The interplay of gender, education and peacebuilding requires approaches that go far beyond providing equal access to educational services.
- More research needed on how both social cohesion and inequality in education are closely intertwined.

Findings: Reconciliation

- The use of education to address issues of truth and reconciliation is extremely limited in Myanmar, Pakistan and Uganda.
- With the exception of SA, education is not perceived as a means to create space for and co-create a 'social truth' that acknowledges multiple experiences, narratives, perspectives and interpretations of past and present conflicts – based on the fear to revive past tensions.
- Crucial to secure political commitment from various actors.
- Need to move away from a strict 'peace education' approach (e.g. sole emphasis on attitudes of peace at the individual level or within school or community environments).
- Attention should be given to multiple experiences, perspectives and interpretations of past and present conflicts and grievances.

Weight of 4Rs within PB and Education



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Thank You!

Twitter: #pbearsearch

Websites:

<https://educationanddevelopment.wordpress.com/rp/research-consortium-education-and-peacebuilding/>

