



Ushirika wa Maendeleo ya Elimu Barani Afrika
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Association for the Development of Education in Africa
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**Promoting critical knowledge, skills and qualifications for
sustainable development in Africa: How to design and
implement an effective response by education and
training systems**

Sub-theme 1

**Common core skills for lifelong
learning and sustainable
development in Africa**

Education in Reconstruction: Promising Practices and Challenges in Four Post-Crisis Countries

by Angela Arnott with the ADEA WGEMPS Team

ABSTRACT

Working Document

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1. ABSTRACT

1. Within the framework of the theme of *Common Core skills for lifelong learning and sustainable development in Africa*, this research on the theme of *Education Reconstruction in Post Crisis Countries* is informed by two broad development agendas. The first is the ADEA Holistic Approach to Education, which advocates that all diverse forms of education are recognized, irrespective of their target audiences, delivery mode, sub-sector in which they are placed¹. The second is the ADEA's Inter-Country Quality Node (ICQN) on Peace Education, formed in 2010 as a forum for countries facing education reconstruction in post-crisis circumstances. Its purpose is "to utilize our education systems as agencies and forces for re-building, conflict prevention, conflict resolution and nation building"². The establishment of this ICQN provides a platform for African Ministers of Education to share lessons learnt across national boundaries to inform future initiatives and strategies dealing with offering a holistic responses to education in crisis. This study, generated out of the ICQN concerns, deepens the ADEA goal of achieving creative, African-led responses to tackling the major challenges facing educational development in Africa.

2. The present synthesis is based on current literature review on education reconstruction dynamics, particularly with regard to the impact education can have on mitigating or worsening country fragility. It also rests on four national studies, undertaken by the ADEA Working Group on Education Management Policy Support team, in Kenya, Liberia, Democratic Republic of the Congo (DRC) and Zimbabwe. The studies examine the capacity of role players and systems in a country to be responsive to diverse education needs in managing education recovery in conflict-affected or fragile situations. The focus of these studies, and that of this synthesis, is to highlight the role education management plays in reconstructing a country emerging out of emergency and fragility, and in particular to argue for the primary necessity of investing resources and energy into the education planning, management and finance capabilities of a government.

3. Research indicates that strengthening education management of governments is essential in underpinning education reform. If the system of education planning and management has broken down or is weak, then it becomes increasingly difficult to achieve sustainable improvements in other areas. Capacity building that strengthens planning and governance structures from the earliest phase can accelerate further development in the education sector³. This study seeks to identify conditions facilitating positive education transformation and reconstruction, deriving promising practices in policy, planning, service delivery, resource mobilization and monitoring systems. The lessons learnt will inform national consultation with local stakeholders as well as further dialogue among states on promising practices and common challenges facing education reconstruction in fragile and post conflict situations.

¹ ADEA Working Group on Non Formal Education (Nov 2010) *Concept Note* Harare: Zimbabwe

² ADEA (2010) *Inter-Country Quality Node Peace Education*.

³ IIEP (2009) Eds Nicolai: p53