Understanding education’s role in conflict and maximizing its contribution to peacebuilding
Education and Fragility

Delivery of education services within fragile situations . . .

AND . . .

The myriad of complex ways in which delivery of education may exacerbate or mitigate existing conditions of fragility

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INEE
Inter-Agency Network for Education in Emergencies
Riéseau Inter-Agences pour l’Éducation en Situations d’Urgence
La Red Interagencial para la Educación en Situaciones de Emergencia
Rede Inter-Institucional para a Educação em Situações de Emergência
Background

Ongoing efforts to develop an evidence base and generate knowledge . . .

Situational Analyses of Education and Fragility:
• To provide in-depth analyses of the relationship between education and fragility

Consultative Workshops on Education and Fragility:
• Consult with national-level stakeholders
• Consolidate knowledge related to education delivery in challenging circumstances and strategies for maximizing education’s positive role in development and stability
• Check our framework for education and fragility
Situational Analyses of Education and Fragility: Comparative Lenses of the Synthesis

1. Impact of education on five domains of fragility
2. Education as negative or positive, across a spectrum of impact
3. Policy and programming challenges, dilemmas and lessons learnt
1. Domains of Fragility

**Governance:** political and power interests linked to unequal distribution of resources; widespread corruption; administrative structures along identity lines; lack of trust in government

**Security:** presence of violent groups; inability of state to control violence and violations; corrupt military and policy; legacy of war

**Economic:** youth bulge, inequitable growth, frustrations linked to high unemployment; widespread inequalities in income distribution

**Social:** history of distrust; weak national identity; class-based, ethnic, religious divisions; passivity and vulnerability

**Environmental:** degradation affects the poor; unsustainable exploitation of natural resources
## 2. Spectrum of Impact of Education on Fragility

<table>
<thead>
<tr>
<th>Negative</th>
<th>Positive</th>
</tr>
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<tbody>
<tr>
<td><strong>Education actively or deliberately reinforcing and perpetuating fragility</strong></td>
<td><strong>Education making inroads into fragility</strong></td>
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<td><strong>Education reflecting the status quo</strong></td>
<td><strong>Education enabling people to live with fragility</strong></td>
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<td><strong>Education inadvertently favouring fragility</strong></td>
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الشبكة المشتركة لوكالات التعليم في حالات الطوارئ
3. Policy Challenges, Dilemmas and Lessons Learned

• Access and quality
• Private education provision
• Civil and social relevance
• Economic relevance
• Centralisation and decentralisation
• Funding modalities
# 2. Examples—Spectrum of Impact

<table>
<thead>
<tr>
<th>Afghanistan</th>
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<tr>
<td>Education actively or deliberately perpetuates fragility and reflects existing patterns of division, inequality, violence, corruption</td>
<td>Schools used as sites for voting, Educational provision for girls provoked Taliban attacks</td>
<td>Historically, exclusion in education provoked grievances which were mobilised by key actors</td>
<td>Historically, admissions policies deliberately favoured Americo-Liberians</td>
</tr>
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<td>Schools reflect and reproduce patterns of inequality, violence, corruption, and inefficient bureaucracy</td>
<td>Schools reflect and reproduce patterns of inequality by determining outcomes and employment chances</td>
<td>Schools reflect and reproduce social disparities and divisions, as well as widespread corruption and violence</td>
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<td>Fragmented system, and biased curriculum, textbooks and teacher training designed to maintain ethnic and language divisions</td>
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<td>Back to School campaign pitted Sunni against Shi’a Muslims through culturally insensitive curriculum and textbooks</td>
<td>Dayton agreements left a chaotic legacy for education Donors’ focus on revising biased textbooks and divisive curriculum led to politicisation of discussions and to more entrenched positions</td>
<td>Expansion of education caused rising expectations over employment prospects, resulting in heightened frustrations among graduates</td>
<td>Programs targeting former combatants created grievances among non-recipients</td>
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<td><strong>Education enables people to live with fragility and makes inroads into mitigating fragility</strong></td>
<td>Distance and radio education enable schooling despite insecurity</td>
<td>Secular education in integrated schools in Brcko</td>
<td>Community-based initiatives break the cycle of passivity and strengthen civil engagement, improving governance</td>
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<td>Accountability measures enhance transparency of education and builds trust in government</td>
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<td>Greater central regulation promotes quality and cohesive policies and depoliticization of education reforms</td>
<td>Curriculum focuses on “One Liberia”, promoting social cohesion and national unity</td>
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Consultative Workshops on Education & Fragility

Regional Workshop—Addis Ababa, Ethiopia (October 2010)
   – Pilot workshop for consultation regarding the E&F lens

Country Workshop—Juba, South Sudan (February 2011)
   – Testing, building capacity to use the E&F lens
   – Sector-focused conflict analysis to contribute to education sector planning

Regional Workshop—Sarajevo, Bosnia-Herzegovina (March 2011)
   – Testing, building capacity to use the E&F lens
Reflections on Consultative Workshops

Objectives and outcomes . . .

Generating conflict analysis for the education sector
• Solid methodology?
• To what ends?

Capacity building on conflict sensitivity for the education sector
• With national-level stakeholders

How does this help us contribute to peacebuilding?
For more information on the Working Group on Education and Fragility:

www.ineesite.org/educationandfragility

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