A New Agenda for Education in Fragile States

Rebecca Winthrop

Center for Universal Education at Brookings

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Four Reasons:

Why Invest in Education in Fragile Contexts?

1. Economic Development
2. Humanitarian Response
3. Security
4. Disaster Risk Reduction
Four Reasons Operationalized

Four Approaches influence education continuity in fragile contexts:

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<th>Development</th>
<th>Humanitarian</th>
<th>Security</th>
<th>Disaster Risk Reduction</th>
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<td>Reducing Impacts from Disaster</td>
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<td>• Climate Change Education</td>
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<td>• Preparing Schools</td>
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| Low-Income | X | X | X | X |
| Middle-Income | X | X | X | X |
| High-Income | X | X | | X |

Source: Center for Universal Education, 2013.
Field of Education and Fragility: Current Status

• Development of the field (An Intellectual History)
  • 3 phases to date

• Current assets and gaps
  • 4 assets, 4 gaps

• Way Forward?
  • A Fourth Phase Needed (build on assets, address gaps)
Development of the Field: 3 phases

Figure 2: Education and Fragility: An Illustrative Timeline From Proliferation to Collaboration

Phase 1: Proliferation
- WWII
- Cold War
- Marshall Plan (1948)
- Sudan Conflict (1955)
- El Salvador Conflict (1980)
- Liberia Conflict (1998)
- Rwanda Genocide (1994)
- Bosnia-Herzegovina Conflict (1992)
- Kosovo Conflict (1999)
- Haiti earthquake (2010)

Phase 2: Consolidation
- Intra-Borders conflict
- 9/11 attack (2001)
- Iraq War (2003)
- Aceh tsunami (2004)
- Syrian Conflict
- Egyptian Revolution (2011)
- Mali Conflict (2012)

Phase 3: Collaboration
- UNICEF Education and Peacebuilding Program
- Education Cannot Wait
- Global Education First Initiative (2012)
- Intra-state Conflict
- DRC Conflict (1998)
- East Timor Conflict
- Kosovo Conflict (1999)
- Intra-Borders conflict

Milestones for Education and Fragility
- Universal Declaration of Human Rights (1948)
- Graca Machel report (1996)
- MDGs (2000)
- Dakar Framework for Action and EFA
- INEE formed (2001)
- UN Resolution on Education in Emergencies (2010)

Source: Center for Universal Education, 2013.
Current Status of the Field: Assets

- Community Engagement
- Strong Technical Networks
- Robust Technical Tools
- High-level Awareness of Key Issues
Current Status of the Field: Gaps

• Multiple Coordination Gaps
• Limited Policy Prioritization
• Insufficient Financing and Aid Modalities
• Limited Attention to Quality
Multiple Coordination Gaps

Source: Center for Universal Education, 2013.
Problem is...contexts are not mutually exclusive

- Conflict
- State Weakness
- Political Violence
- Impacts from disasters & climate change
- Laying seeds of crisis during stable times
Low Policy Priority

• National Education Plans

• Global policy (especially humanitarian and security)
Insufficient Financing

• 2% Humanitarian Aid
• 14% Peacebuilding Fund
• Aid modalities need rework!
Global Partnership for Education: Possible New Aid Model?

- Conflict/disaster sensitive plans
- Emergency funding with same fund bridging to development
- Flexibly adjust modalities due to:
  - Coup d’état or other unconstitutional government change
  - Situations of large-scale violence or armed conflict within the country, including at sub national levels in federal states, or across borders
  - Situations where the international community has raised serious concerns involving human rights violations
  - Large-scale emergencies as defined by the United Nations Office for the Coordination of Humanitarian Assistance (“OCHA”)
  - Situations where corruption, lack of adherences to international conventions or other issues lead to donor suspension of aid
  - Situations where low administrative capacity calls for a phased approach to supporting education sector activities while gradually building government capacity
Attention to Quality

• Quality, particularly learning outcomes, very low in fragile states

• Limited engagement in global discussions (e.g. Learning Metrics Task Force)
Recommendation for a 4th Phase: Integration

- Scaling up vision
- Scaling up policy priority
- Scaling up financing
- Scaling up quality
- Making smart investments
Moving from collaboration

Figure 3: Collaboration: Approaches and Relationship to Education and Fragility

Source: Center for Universal Education, 2013.
To integration

Figure 5: Integration of Risk and Resilience for Continuity in Education

**Development: Illustrative Actions**
- National Education Plans include conflict/disaster risk reduction
- Education services are delivered equitable across groups
- Government education personnel are prepared to respond to crisis
- Flexible aid modalities allow for adjusted but continued support to education in response to crisis

**Security: Illustrative Actions**
- Include education as a topic in peace negotiations and agreements
- Rapidly restore education services after conflict, but ensure access to services is quickly followed by improved quality
- Education content and process supports peacebuilding, beyond its role in service delivery
- Use flexible strategies for effectively delivering education services (e.g. non-government actors) but ensure the government is ultimately responsible

**Humanitarian: Illustrative Actions**
- Maintain education services, including but beyond its role in child protection
- Track systematically the quality of education interventions
- Increase humanitarian aid for education

**DRR: Illustrative Actions**
- Prepare students and education personnel to respond to disasters
- Build schools that are resilient to disasters
- Build individuals’ and communities’ resilience to an uncertain climatic future with new livelihood skills, mindsets, and critical thinking