

# Designing educational systems for post-conflict societies: From reconstruction to reconciliation



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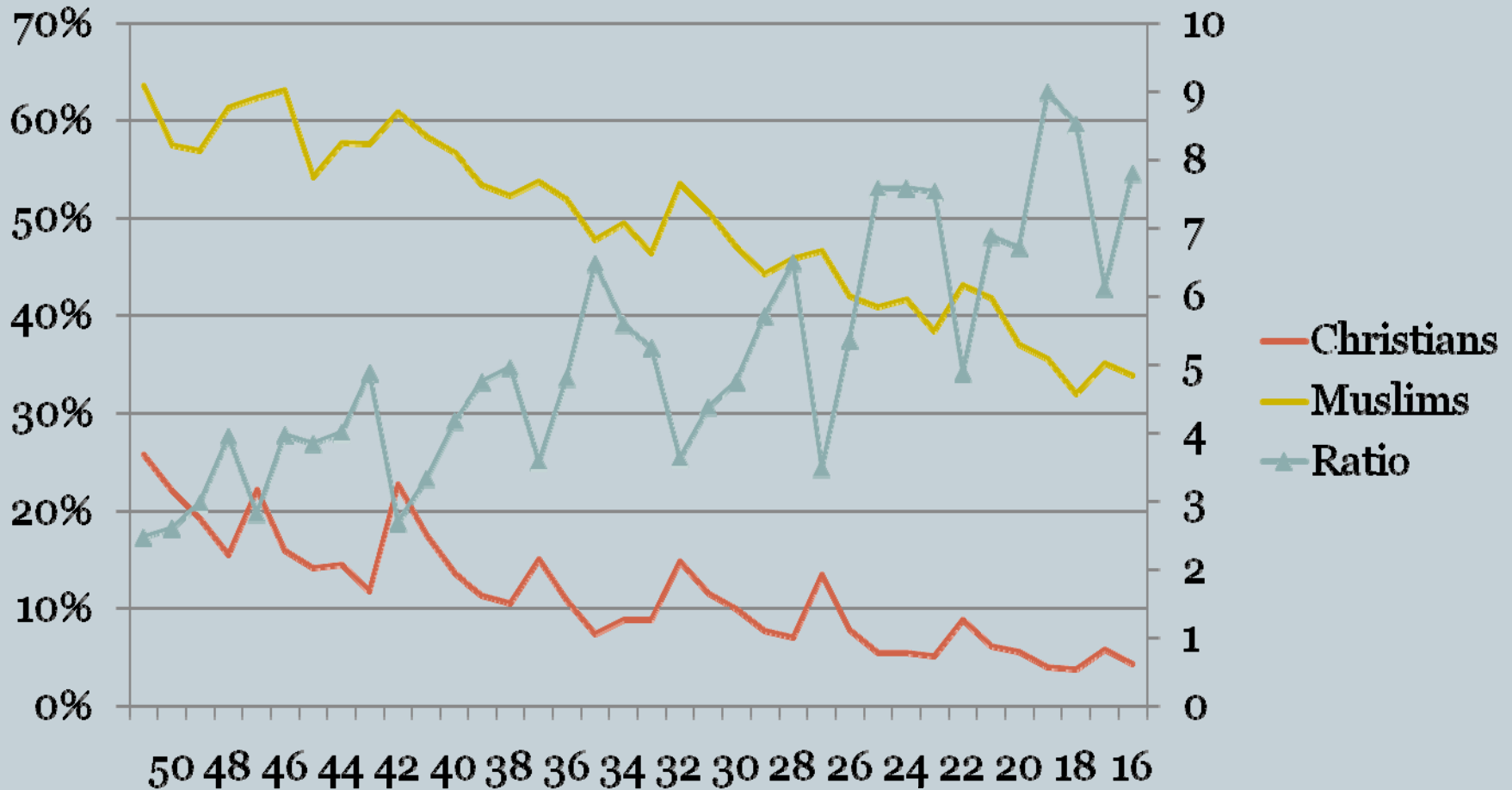


# There is no blank slate...



- **Education as a cause of conflict:**
  - As a creator, and sustainer, of social inequalities
    - ✦ Expansion of education can also be inequitable
    - ✦ To do with choices as well as opportunities
  - As a form of cultural repression
  - As a realm of radicalization and mobilization
  - As an often inflammatory policy arena
- **Education as a weapon in conflict:**
  - Particularly in secessionism conflicts, educational establishments can be seen by insurgents at the forefront of ideological conflict and 'indoctrination', and targeted as such (Aceh, Pattani)

# Mindanao – Proportion of age cohorts without formal education, 1970



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# Two dimensions of education



- **Form**

- Accessibility and coverage
- Rural areas are typically hardest hit; social infrastructure destroyed and simply getting to school can be dangerous
- Enrolment rates typically suffer in conflict – recovery rates...
- Segregated or inclusive – there are pros and cons to both...

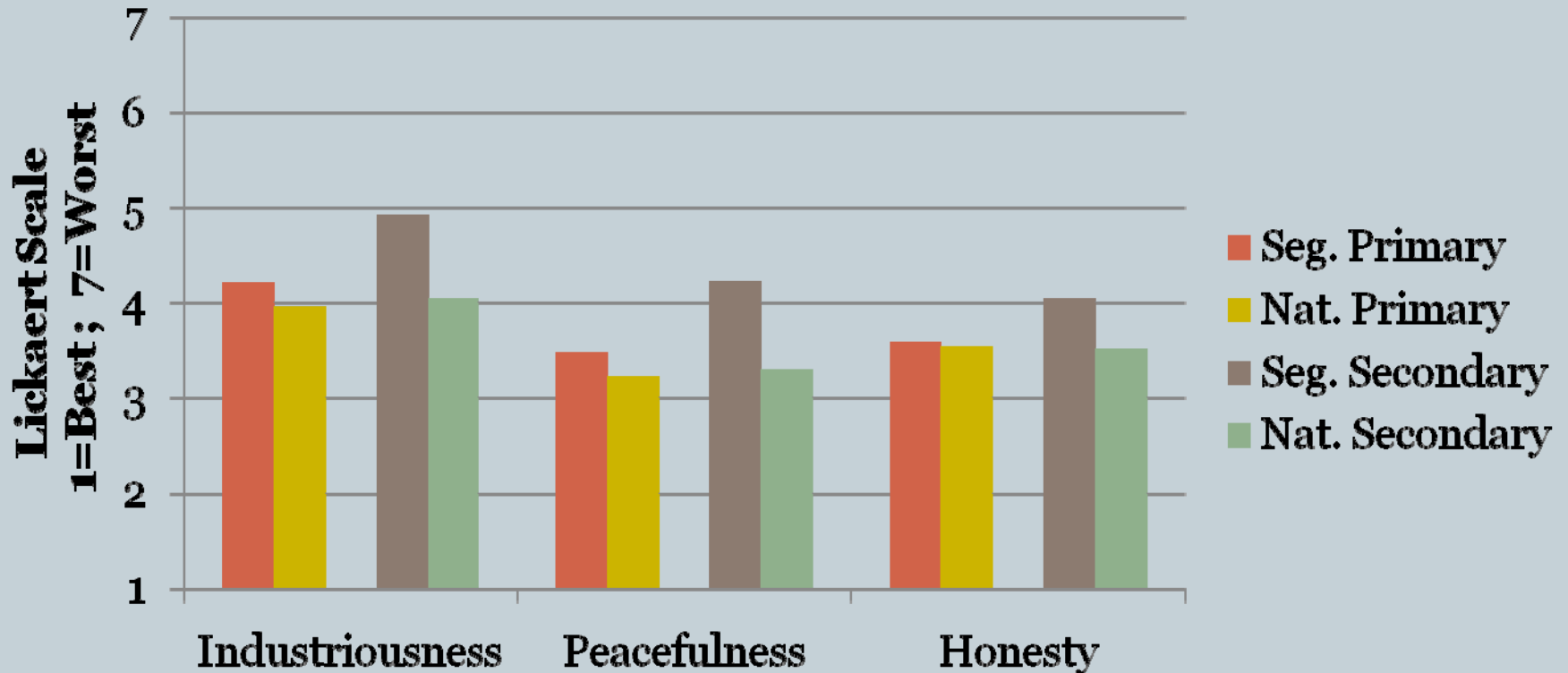
- **Content**

- ‘Peacebuilding’ curricula often adopted in deeply divided societies (e.g. South Africa, Cyprus); exclusionary nationalistic curricula equally prevalent in other societies
- While the former is obviously preferable to the latter, little serious study of how effective these curricula can be

# Does segregation make a difference? (I)



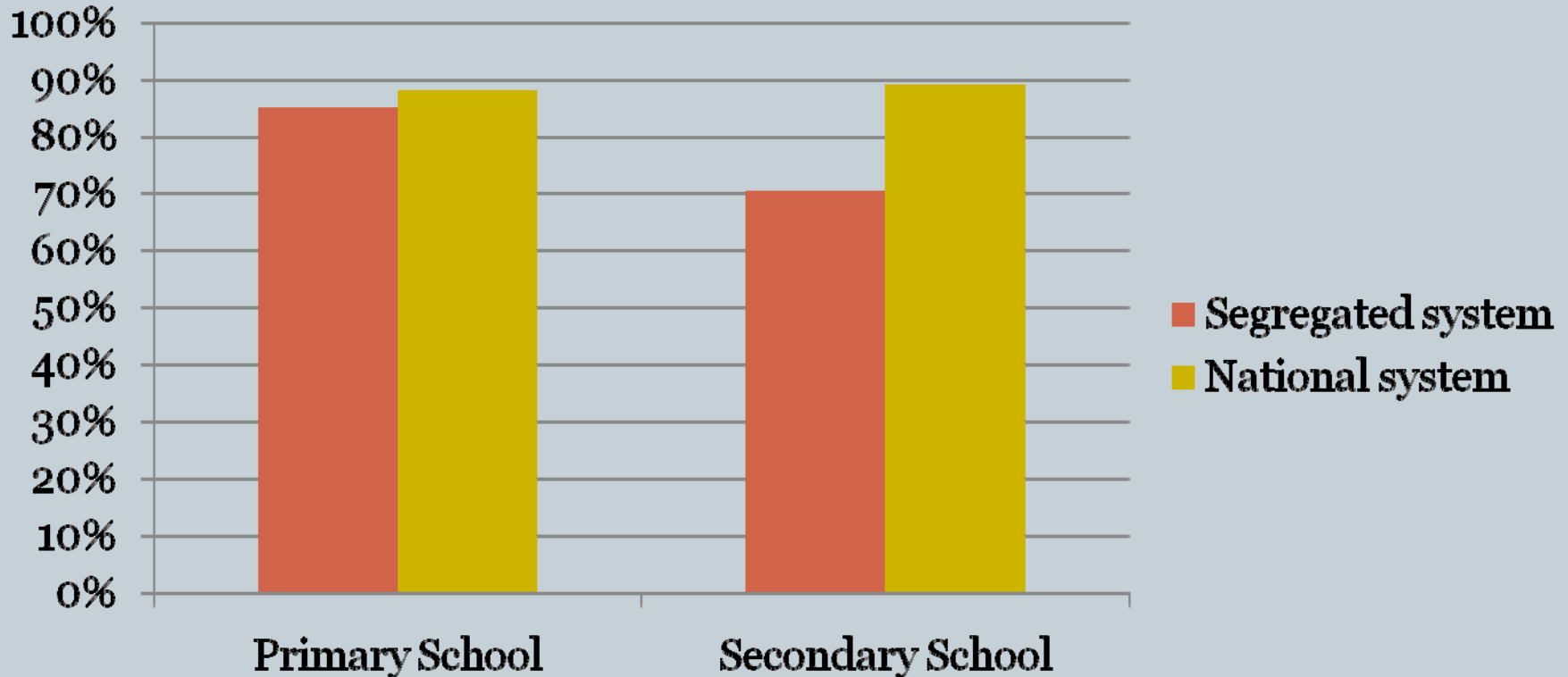
## Non-Malay perceptions of Malays, by schooling system



# Does segregation make a difference? (II)



## Proportion of non-Malays willing to vote for a Malay parliamentary candidate



# Does level of education make a difference?

