

# Education and Violent Conflict

## EFA Global Monitoring Report 2011

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# Themes for consideration

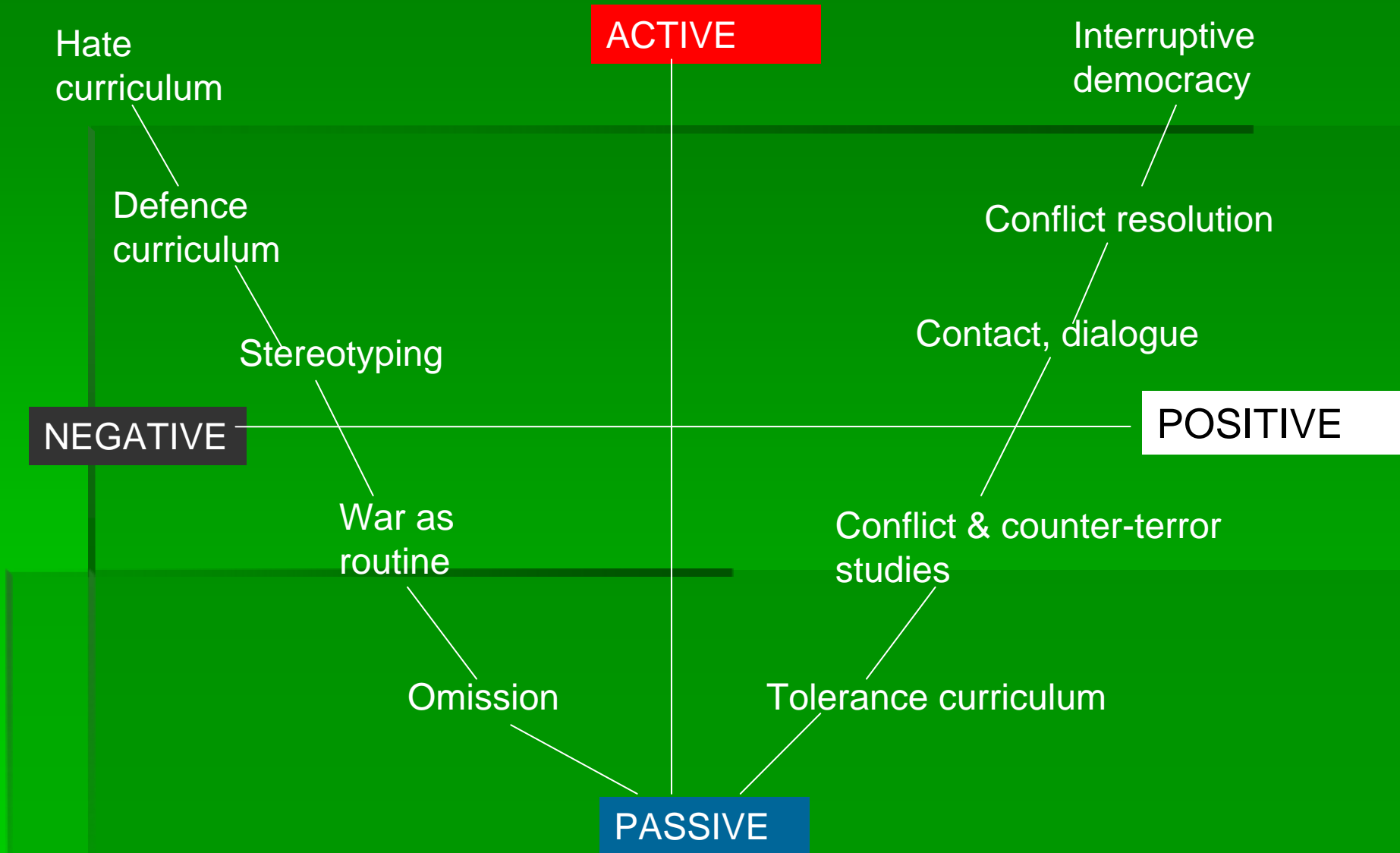
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- Learning sites
- Specific groups in conflict
- Cross-cutting/contentious themes
- Education policy and donor intervention
- The role of research

# Learning sites 1: violent schools

- Types of physical and symbolic violence, curriculum, weapons training, structural violence against girls
- Responses of people to attempts to rewrite history or 'sanitise' the past
- Impact of textbooks
- Instigate 'Textbook Watch'? Monitor change and absence of change?

# Typology of teaching about conflict



# Learning sites 2: Learning to Live Together

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- Impact of peace education
- Civic education in divided societies
- Human rights education as international, secular value framework
- Encounters and the contact hypothesis
- Schools as a weapon of war
- Attacks on schools as a war crime?

# Specific groups

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- Gender, masculinity, militarization, women's roles in conflict and extremism
- Languages and language rights, displaced populations, 'national' languages, Roma
- Refugee education/exclusion
- Child soldiers, ex-combatants

# Cross-cutting/contentious themes

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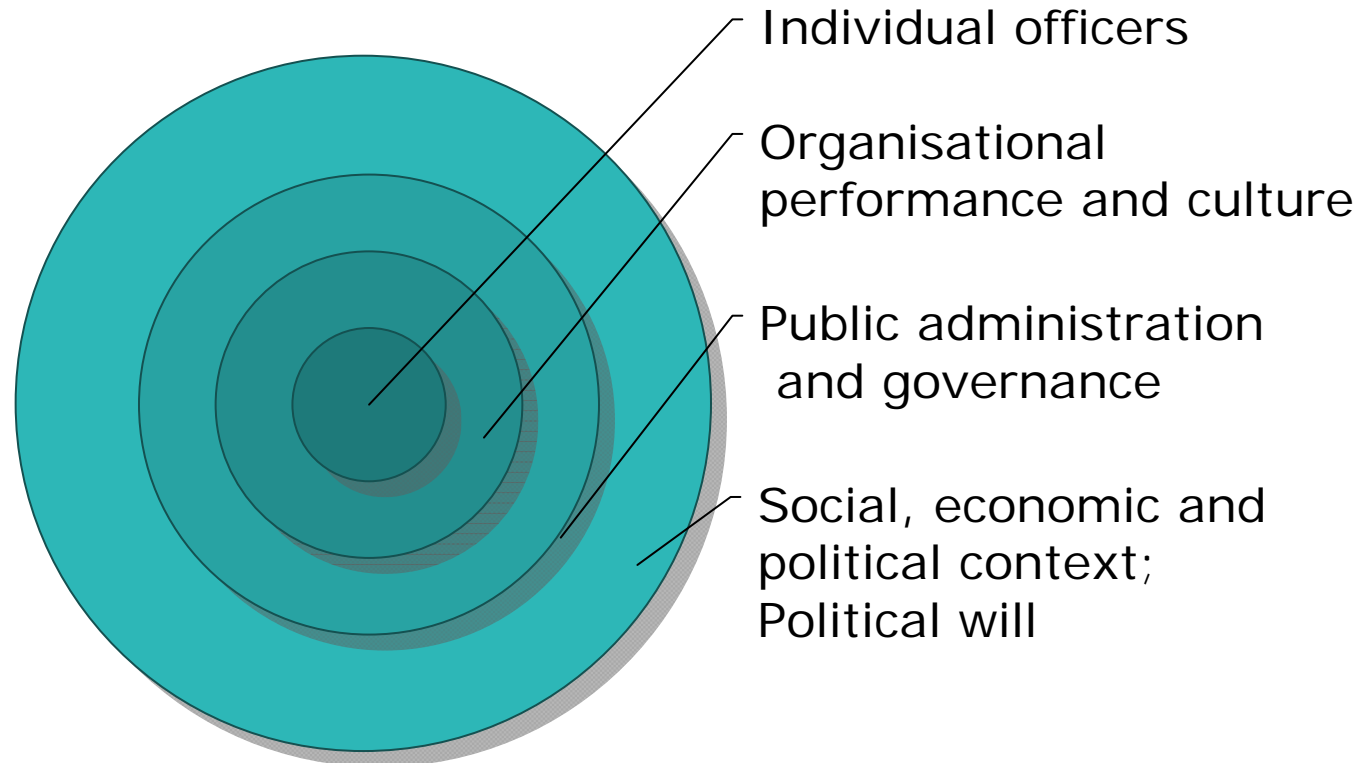
- Identity and nation-building
- Access to employment, vocationalism because of frustrated 'youth bulge'
- Extremism and radicalisation, faith schools, madrassas, freedom of speech
- Corruption in education and corruption education

# Policy and lessons learned

- Reconstruction and 'building back better'
- Existing modes of resilience
- Continuing policy mistakes (Dayton? Decentralisation? Privatisation? Markets?)
- Ignoring political context surrounding capacity development in fragile and post-conflict states

# Dimensions of Capacity Development 'improvement'

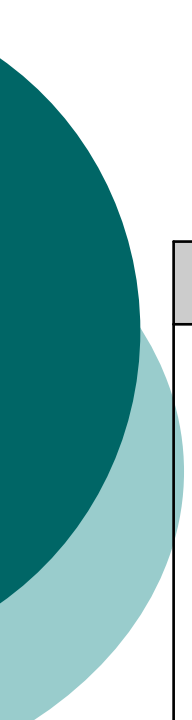
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# Donor intervention

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- Types of fragility
- Timing post-emergency
- Funding channels (governments, NGOs, pooled funding, alignments)
- Who to fund? Alliances and trade-offs (Maoists, Taleban)



Category	Scenario	
Declining	Arrested development	Prolonged crisis or impasse; stagnation with low levels of effectiveness and legitimacy
	Deterioration	Declining levels of governance effectiveness leading to lower legitimacy, rising risk of violence or collapse
Stabilising	Post-conflict transition	Low levels of effectiveness, transitory legitimacy, recent violence, humanitarian crisis
	Early recovery	Gradual improvement; rising levels of effectiveness and legitimacy, declining aid needs, emergence from conflict or other crises

# Research and analysis

- Who researches? Whose views? Whose notions of childhood?
- Importance of learner agency, not seeing children always as victims of conflict
- How do young people see government violence?
- What do young people want post-conflict?

# Context versus comparative data

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- Ethos: Indicators of violence in education?
- Curriculum: International standards for civic education, critical thinking?
- Learning materials: Textbook Watch?
- On-line student 'citizen democracy' to monitor change and stability?

‘Our teacher is very good. He only hits us if we don’t learn’

