

Opportunities for Development Related Research in Education

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United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair in Education for Pluralism,
Human Rights and Democracy
Northern Ireland



The UNESCO Chair at Ulster

- Established 1999 after the peace agreement in Northern Ireland
 - Focused on challenges of pluralism, human rights and democracy
 - £7 million in external research funding from sources including Atlantic Philanthropies, Nuffield Foundation, ESRC, DFID, GiZ, Norad, European Union, UNESCO, UNICEF and the World Bank
 - Staff includes 5 full-time postdoctoral researchers, a communications coordinator, administrative support plus PhD students and interns
 - 45 projects completed related to local issues such as integrated and segregated schooling and citizenship education; plus international research related to education, conflict and peacebuilding
 - The Chair was advisor to the EFA Global Monitoring Report (2011) and currently technical advisor to the UNICEF Peacebuilding Education and Advocacy (PBEA) programme (2010-15)
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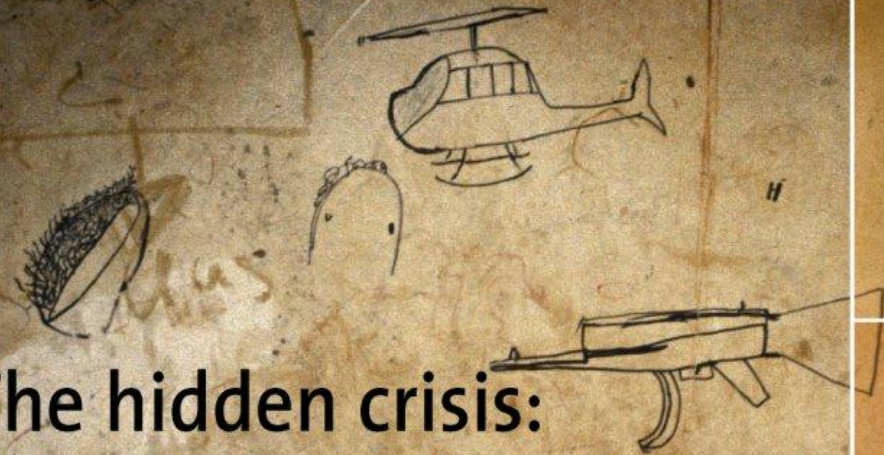
Religious Segregation and the Environment in Integrated Schools in Northern Ireland

Education in Northern Ireland: National identity?

A Human Rights-Based Approach to
EDUCATION



The hidden crisis: Armed conflict and education



Education for All

February 2003



Conflict and
Development
Humanitarian Initiatives

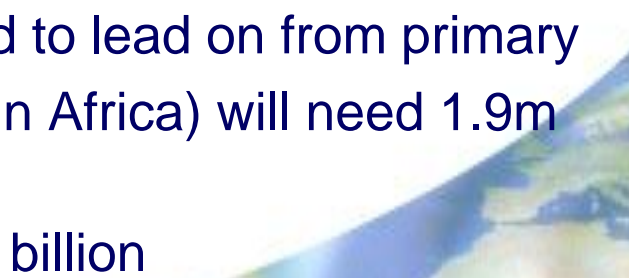


MDGs – gains and post-2015 challenges

Gains such as:

- Number of children out of school reduced by 37m since 1999
- More girls now in school than ever, but 55% out of school still girls
- In 70 out of 110 countries public spending on education increased

But:

- Momentum tailing off, still 56m out of school by 2015
 - Inequalities in access still huge challenge for poorest, linguistic and cultural minorities, disabled
 - Literacy and quality of education most neglected (796m adults illiterate, 2/3 of these are women)
 - In 22 countries, 30% leave with less than 4 years schooling
 - Secondary education unevenly developed to lead on from primary
 - Teacher shortages, 99 countries (mostly in Africa) will need 1.9m more teachers by 2015
 - Funding gap to meet EFA by 2015 is \$16 billion
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Goal 3: Education



3. Provide Quality Education and Lifelong Learning

3a. Increase by x% the proportion of children able to access and complete pre-primary education ²

3b. Ensure every child, regardless of circumstance, completes primary education able to read, write and count well enough to meet minimum learning standards ^{1, 2}

3c. Ensure every child, regardless of circumstance, has access to lower secondary education and increase the proportion of adolescents who achieve recognized and measurable learning outcomes to x% ^{1, 2}

3d. Increase the number of young and adult women and men with the skills, including technical and vocational, needed for work by x% ^{2, 3}

BROOKINGS

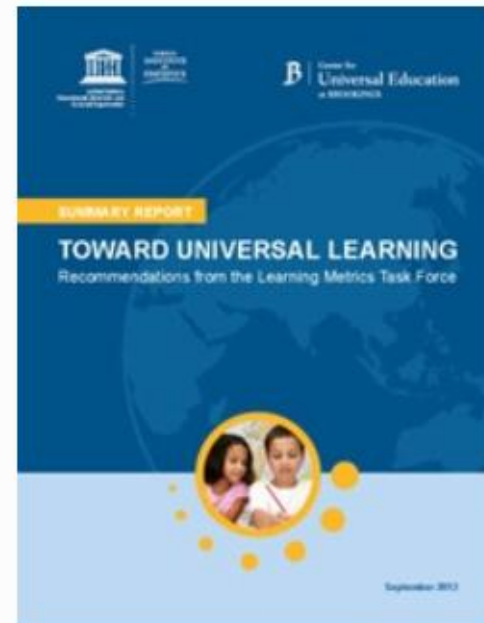
RESEARCH ▾

EVENTS

EXPERTS

ABOUT ▾

B | CENTER FOR UNIVERSAL EDUCATION



▶ *RECOMMENDATIONS FROM THE LEARNING METRICS TASK FORCE*, Summary Report

Five Transformative Shifts Post-2015

Prioritise. We believe **five transformative shifts** can create the conditions – and build the momentum – to meet our ambitions.

- *Leave No One Behind.* We must ensure that no person – regardless of ethnicity, gender, geography, disability, race or other status – is denied basic economic opportunities and human rights.
- *Put Sustainable Development at the Core.* We must make a rapid shift to sustainable patterns of production and consumption, with developed countries in the lead. We must act now to slow the alarming pace of climate change and environmental degradation, which pose unprecedented threats to humanity.
- *Transform Economies for Jobs and Inclusive Growth.* A profound economic transformation can end extreme poverty and promote sustainable development, improving livelihoods, by harnessing innovation, technology, and the potential of business. More diversified economies, with equal opportunities for all, can drive social inclusion, especially for young people, and foster respect for the environment.
- *Build Peace and Effective, Open and Accountable Institutions for All.* Freedom from violence, conflict, and oppression is essential to human existence, and the foundation for building peaceful and prosperous societies. We are calling for a fundamental shift – to recognize peace and good governance as a core element of wellbeing, not an optional extra.
- *Forge a New Global Partnership.* A new spirit of solidarity, cooperation, and mutual accountability must underpin the post-2015 agenda. This new partnership should be built on our shared humanity, and based on mutual respect and mutual benefit.

Multidisciplinary goals

UNIVERSAL GOALS, NATIONAL TARGETS

- ¹ Candidates for global minimum standards, including 'zero' goals.
² Indicators to be disaggregated.
³ Targets require further technical work to find appropriate indicators.

	1. End Poverty	<p>1a. Bring the number of people living on less than \$1.25 a day to zero and reduce by x% the share of people living below their country's 2015 national poverty line ^{1,2}</p> <p>1b. Increase by x% the share of women and men, communities, and businesses with secure rights to land, property, and other assets ^{1,2}</p> <p>1c. Cover x% of people who are poor and vulnerable with social protection systems ^{1,2,3}</p> <p>1d. Build resilience and reduce deaths from natural disasters by x% ³</p>
	2. Empower Girls and Women and Achieve Gender Equality	<p>2a. Prevent and eliminate all forms of violence against girls and women ^{1,2,3}</p> <p>2b. End child marriage ^{1,2}</p> <p>2c. Ensure equal right of women to own and inherit property, sign a contract, register a business and open a bank account ^{1,2}</p> <p>2d. Eliminate discrimination against women in political, economic, and public life ^{1,2,3}</p>
	3. Provide Quality Education and Lifelong Learning	<p>3a. Increase by x% the proportion of children able to access and complete pre-primary education ²</p> <p>3b. Ensure every child, regardless of circumstance, completes primary education able to read, write and count well enough to meet minimum learning standards ^{1,2}</p> <p>3c. Ensure every child, regardless of circumstance, has access to lower secondary education and increase the proportion of adolescents who achieve recognized and measurable learning outcomes to x% ^{1,2}</p> <p>3d. Increase the number of young and adult women and men with the skills, including technical and vocational, needed for work by x% ^{1,2}</p>
	4. Ensure Healthy Lives	<p>4a. End preventable infant and under-5 deaths ^{1,2}</p> <p>4b. Increase by x% the proportion of children, adolescents, at-risk adults and older people that are fully vaccinated ^{1,2}</p> <p>4c. Decrease the maternal mortality ratio to no more than x per 100,000 ^{1,2}</p> <p>4d. Ensure universal sexual and reproductive health and rights ^{1,2}</p> <p>4e. Reduce the burden of disease from HIV/AIDS, tuberculosis, malaria, neglected tropical diseases and priority non-communicable diseases ²</p>
	5. Ensure Food Security and Good Nutrition	<p>5a. End hunger and protect the right of everyone to have access to sufficient, safe, affordable, and nutritious food ^{1,2}</p> <p>5b. Reduce stunting by x%, wasting by y%, and anemia by z% for all children under five ^{1,2}</p> <p>5c. Increase agricultural productivity by x%, with a focus on sustainably increasing smallholder yields and access to irrigation ³</p> <p>5d. Adopt sustainable agricultural, ocean and freshwater fishery practices and rebuild designated fish stocks to sustainable levels ¹</p> <p>5e. Reduce postharvest loss and food waste by x% ³</p>
	6. Achieve Universal Access to Water and Sanitation	<p>6a. Provide universal access to safe drinking water at home, and in schools, health centers, and refugee camps ^{1,2}</p> <p>6b. End open defecation and ensure universal access to sanitation at school and work, and increase access to sanitation at home by x% ^{1,2}</p> <p>6c. Bring freshwater withdrawals in line with supply and increase water efficiency in agriculture by x%, industry by y% and urban areas by z% ³</p> <p>6d. Recycle or treat all municipal and industrial wastewater prior to discharge ^{1,3}</p>

7. Secure Sustainable Energy

- 7a. Double the share of renewable energy in the global energy mix
- 7b. Ensure universal access to modern energy services ^{1,2}
- 7c. Double the global rate of improvement in energy efficiency in buildings, industry, agriculture and transport
- 7d. Phase out inefficient fossil fuel subsidies that encourage wasteful consumption ^{1,3}

8. Create Jobs, Sustainable Livelihoods, and Equitable Growth

- 8a. Increase the number of good and decent jobs and livelihoods by x ²
- 8b. Decrease the number of young people not in education, employment or training by x% ²
- 8c. Strengthen productive capacity by providing universal access to financial services and infrastructure such as transportation and ICT ^{1,2,3}
- 8d. Increase new start-ups by x and value added from new products by y through creating an enabling business environment and boosting entrepreneurship ^{2,3}

9. Manage Natural Resource Assets Sustainably

- 9a. Publish and use economic, social and environmental accounts in all governments and major companies ¹
- 9b. Increase consideration of sustainability in x% of government procurements ²
- 9c. Safeguard ecosystems, species and genetic diversity
- 9d. Reduce deforestation by x% and increase reforestation by y%
- 9e. Improve soil quality, reduce soil erosion by x tonnes and combat desertification

10. Ensure Good Governance and Effective Institutions

- 10a. Provide free and universal legal identity, such as birth registrations ^{1,2}
- 10b. Ensure people enjoy freedom of speech, association, peaceful protest and access to independent media and information ^{1,3}
- 10c. Increase public participation in political processes and civic engagement at all levels ^{2,3}
- 10d. Guarantee the public's right to information and access to government data ¹
- 10e. Reduce bribery and corruption and ensure officials can be held accountable ³

11. Ensure Stable and Peaceful Societies

- 11a. Reduce violent deaths per 100,000 by x and eliminate all forms of violence against children ^{1,2,3}
- 11b. Ensure justice institutions are accessible, independent, well-resourced and respect due-process rights ^{1,2,3}
- 11c. Stem the external stressors that lead to conflict, including those related to organized crime ²
- 11d. Enhance the capacity, professionalism and accountability of the security forces, police and judiciary ³

12. Create a Global Enabling Environment and Catalyse Long-Term Finance

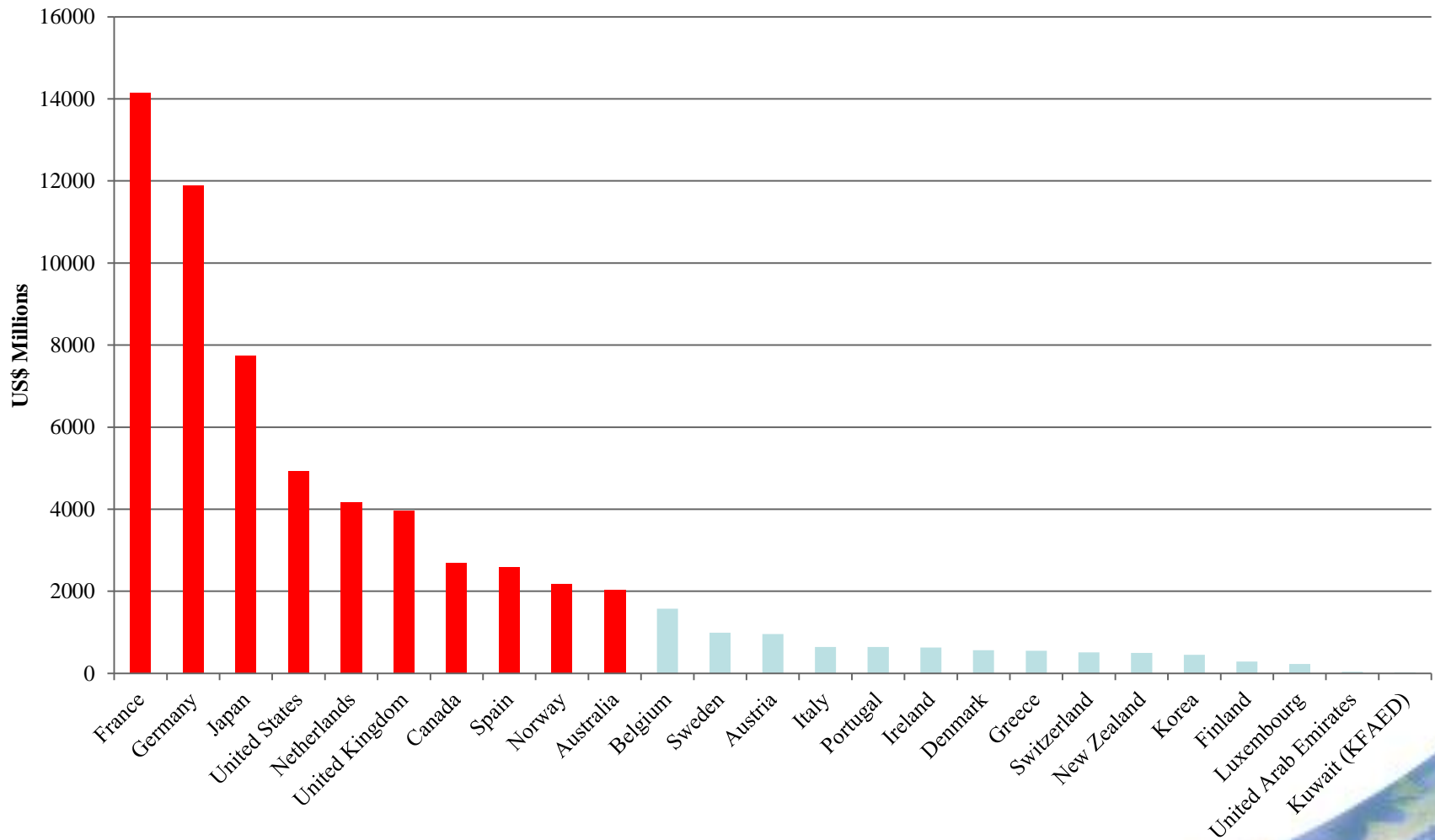
- 12a. Support an open, fair and development-friendly trading system, substantially reducing trade-distorting measures, including agricultural subsidies, while improving market access of developing country products ²
- 12b. Implement reforms to ensure stability of the global financial system and encourage stable, long-term private foreign investment ³
- 12c. Hold the increase in global average temperature below 2°C above pre-industrial levels, in line with international agreements
- 12d. Developed countries that have not done so to make concrete efforts towards the target of 0.7% of gross national product (GNP) as official development assistance to developing countries and 0.15 to 0.20% of GNP of developed countries to least developed countries; other countries should move toward voluntary targets for complementary financial assistance
- 12e. Reduce illicit flows and tax evasion and increase stolen-asset recovery by \$x ²
- 12f. Promote collaboration on and access to science, technology, innovation, and development data ²

Education working with other sectors

- **Security:** Underpinning the transformation to a safe and secure society, for example, reforms to policing, legal and justice systems.
- **Political:** Educating communities on political structures, processes for participation in decision-making as an alternative to violence.
- **Economic:** Education which contributes to building an economy that provides equitable and sustainable livelihoods.
- **Environment and Natural Resources:** Education for equitable and sustainable ways of managing the environment, natural resources
- **Social, Cultural:** Education that supports social relations that respect diversity and lead to more trust, equity, inclusion, and commitment to non-violence.



Bilateral Education ODA (total 2002-2010)

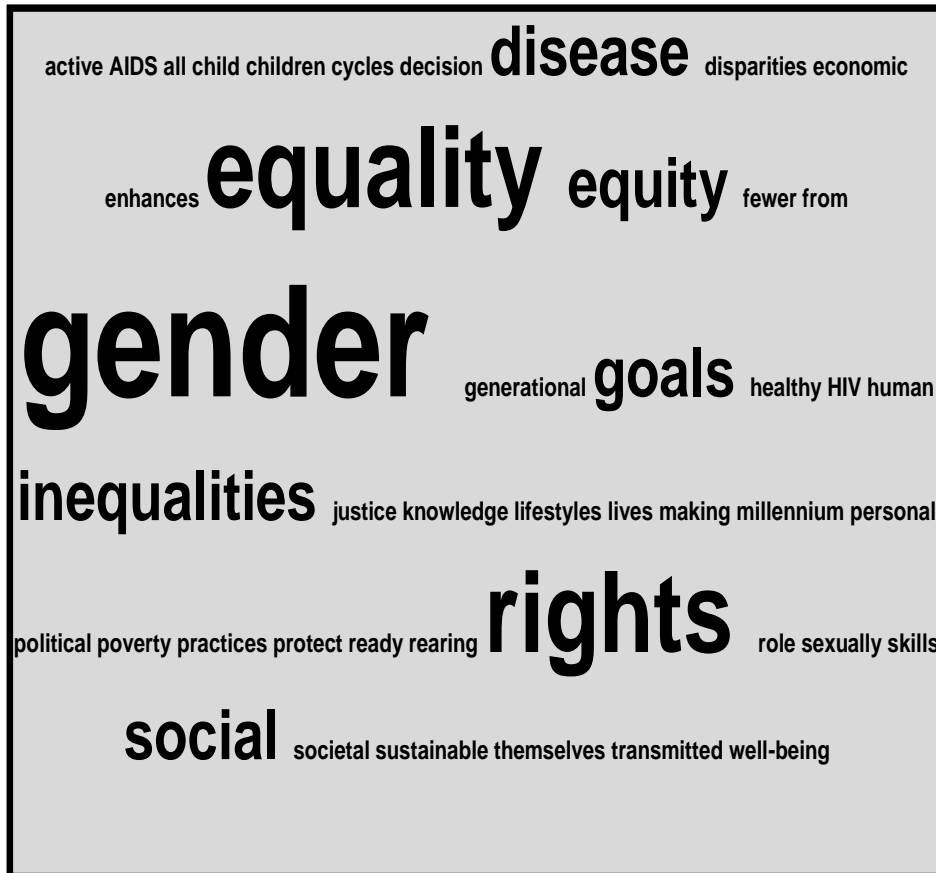


Content analysis of donor education strategies (Marks, 2014)

Word Frequencies in Education Rationale

UNICEF

World Bank



Peacebuilding and broader development discourses

Human rights, equality

- Emphasis on intrinsic value of education
- Necessary to fulfill other rights (political, economic, social etc)
- Responsibility of duty bearers to remove economic barriers, structural inequalities

'Qualified' discourses post Washington consensus

- Poverty (social capital v human capital)
- Politics (democratic/civil society v governance/fragility)
- Security (human safety v state security)
- Knowledge (knowledge society v knowledge economy)
- Environment (competing concepts of sustainable development)

Economic growth

- Education instrumental to economic growth
- Neoliberal policies based on market economies, privatising public goods, less emphasis on state
- Focus on labour market skills, cost benefits etc

Norway

UNICEF

Japan

USAID,

(knowledge)

AUSAID

Canada

Netherlands

Germany

UK

(rights-security)

(skills)

(security)

WB

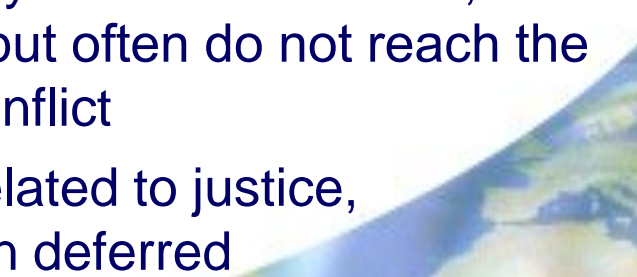


'Liberal Peace'


critiques of the current UN approach

- Conflicts are now within, rather than between states with an average duration of 12 years, but relapses are frequent
- UN Secretary General established a Peacebuilding Commission and a \$360m Peacebuilding Fund (PBF) in 2006, but..

Limitations include:

- Security prioritized, addresses symptoms not causes ('negative peace')
 - Political (quick move to multiparty elections, accommodates elites)
 - Economic (free market reforms driven by global, multinational interests)
 - Environmental issues, natural resources often key issues
 - Social development not given as much priority as macro-reforms, 'peace dividends' supposed to trickle down, but often do not reach the most deprived and those most affected by conflict
 - Cultural issues often neglected and issues related to justice, truth, 'dealing with the past' and reconciliation deferred
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'Peace with Justice'

1. 'Peace with justice' - a more sustainable model of peace building than the 'liberal peace' model?
 2. Education has a significant contribution to make to sustainable peacebuilding by contributing to security, political, economic, environmental, social and cultural 'transformations' within conflict affected societies
 3. 'Transformation' is defined in terms of education policies and programmes that promote redistribution (equity), recognition (of diversity), representation (engagement) and reconciliation (dealing with past grievances and legacies of conflict)
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Peace with Justice (the 4 Rs)

- Equity in terms of education access, non-discrimination, allocation of resources, education outcomes affecting equal opportunity

- Recognition of diversity and the identity in conflict transformation

REDISTRIBUTION

RECOGNITION

RECONCILIATION

REPRESENTATION

- Transitional justice, dealing with the past, social cohesion, developing new relationships of trust

- Ensuring equitable participation In decision making



An Analytic Framework

	Research question: To what extent is education contributing towards 'a just peace' (defined in terms of the 4Rs)? (potential 'indicators', mixed methods)
Redistribution (addressing inequalities)	<ul style="list-style-type: none">• Quantitative analysis of existing data to examine vertical and horizontal inequalities relevant to education inputs, resources and outcomes• Analysis of macro education reforms or policies to see if they are redistributive, for example, the impact of decentralisation, privatisation, how they impact different groups and affect conflict dynamics
Recognition (respecting difference)	<ul style="list-style-type: none">• Language of instruction policies• Recognition of cultural diversity through curriculum• Place of religious identity in the education system• Citizenship and civic education as a means of statebuilding
Representation (encouraging participation)	<ul style="list-style-type: none">• Analysis of political control and representation through the administration of education• School governance, school based management, involvement in decision making (teachers, parents, students)• Extent to which education system supports fundamental freedoms.
Reconciliation (dealing with past, present and future injustices)	<ul style="list-style-type: none">• Analysis of how education contributes to integration and segregation (social cohesion, shared or separate institutions)• Teaching about the past and its relevance to the present and future.• Levels of trust – vertical (trust in schools and the education system) and horizontal (trust between different identity-based groups)

Some questions for discussion?

1. The post 2015 development goals are likely to place a greater focus on the quality of education that children receive (not just access). What do you understand by quality education and how it might be measured?
 2. The merger with Rio+20 sustainable development goals highlights that most of the most pressing development challenges are interdisciplinary (rather than sector based). How can education research work with other sectors in a much more interdisciplinary approach?
 3. Given Ireland's experience of violent conflict and subsequent peace process, how might we contribute to research on the role of education in peacebuilding?
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