This briefing outlines the Theoretical and Analytical Framework which will be employed by the Research Consortium on Education and Peacebuilding during its research into three themes relating to education and peacebuilding:

1. The integration of peacebuilding into education (and vice versa)
2. The role of teachers in peacebuilding
3. The role of formal and non-formal peacebuilding initiatives focusing on youth

THE LIMITATIONS OF LIBERAL PEACEBUILDING

Recent UNICEF country case studies (Novelli and Smith, 2012; Zakharia, 2011; Novelli, 2011; Smith et al, 2011; Vaux, 2011) reported on evidence that the major international actors involved in peacebuilding have prioritised addressing ‘security’ issues, particularly in the early to medium post conflict phase, at the expense of social sector spending. Security is perceived as the foundation upon which development can occur. Whilst security in post conflict situations is clearly important, it is not a sufficient condition to reach a positive peace and to support the social transformations necessary to ensure that peace is sustained (Novelli and Smith, 2012). This security first agenda is closely linked to the implementation of what Paris (2004) calls the ‘liberal peace thesis’, which is an approach to peacebuilding that prioritises security and the rule of law, democratic elections and the promotion of a free market economy.

Research findings by consortium members over the last decade (Novell and Smith, 2012; Smith et al, 2010) has recommended an approach to the role of education and peacebuilding which seeks to address a series of policy challenges, including the prioritisation of security at the expense of social sector spending in the early stages of post conflict contexts; greater integration between those working in the area of peacebuilding and conflict and those working as education advisors and practitioners; and the need to address ‘state centric’ and silo creating practices at international and national levels.

A Liberal Peace and Security agenda frames much of the international discourse on peacebuilding. This can help us to understand why investment in social services – health, education and welfare – in UN peacebuilding programmes lags behind investment in security and democracy promotion.

The same research highlighted the prevailing perception of education by humanitarian, development and security actors as a long term goal, rather than a short term imperative, in post conflict contexts. It also pointed to a need to investigate the priority given within the international education community to educational concerns related to economic productivity and efficiency rather than the promotion of social cohesion and reconciliation.
THE ANALYTIC FRAMEWORK (‘4 RS’)
REDISTRIBUTION, RECOGNITION, REPRESENTATION, RECONCILIATION

Our Theoretical framework contends that

1. A sustainable approach to peacebuilding places more emphasis on social development and addresses underlying causes of conflict such as political, economic and social inequalities and injustices.

2. Education has a significant contribution to make to sustainable peacebuilding by contributing to greater security, as well as political, economic, social and cultural ‘transformations’ within conflict affected societies.

3. ‘Transformation’ is defined in terms of the extent to which education policies, individual and institutional agency, and development programmes promote redistribution, recognition, representation and reconciliation.

There are multiple interpretations of the term ‘peacebuilding’, but the research consortium has developed a framework based on what we consider to be core transformations that may contribute to post-conflict societies moving towards sustainable peace. We claim that the key post-conflict transformations necessary to produce sustainable peace involve redistribution, recognition and representation, to bring about greater social justice as suggested by the work of Fraser (2005), together with post conflict issues of reconciliation to produce a ‘4Rs framework’ which provides the analytic framework for our research.

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

• Respecting diversity and identities through education

Redistribution
(addressing inequalities)

Recognition
(respecting difference)

Reconciliation
(dealing with past, present and future injustices)

Representation
(encouraging participation)

• Ensuring equitable participation in decision making at all levels of the education system

• Transitional Justice, dealing with the past, developing new relationships of trust

• Addressing historical and contemporary economic, political and cultural injustices that underpin conflict
Our research uses each country-specific context as the starting point, making use of existing conflict analyses and their relevance to the role of education in peacebuilding. The dynamics of conflict are considered at the geopolitical, national and sub-national levels. Political economy and conflict analysis helps us understand power relationships that operate on, and within the education sector, including the influence of culturally imbedded practices. In addition, we argue that for conflict affected and post conflict contexts there is a need for processes of reconciliation, so that historic and present tensions, grievances and injustices are dealt with to build a more sustainable and peaceful society.

**Working with Other Sectors**
Education which contributes to building systems based on this analytic framework influence and shape transformations across all sectors, for example:

- **Security**: Education can play a role in underpinning peacebuilding processes in post conflict societies involving the transformation to a safe and secure society, for example, reforms to the policing, legal and justice systems.
- **Political**: Educating communities on securing credible political structures and 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**: An education system which responds to, and provides equitable and sustainable ways of managing, the environment and natural resources.
- **Social, Cultural**: Education can play a transformative role in building social relations that respect diversity and lead to more trust, equity, inclusion, and commitment to non-violence.

The ‘4R’ framework provides a useful tool to analyse the extent to which education can support cross sectoral programming for conflict transformation in terms of redistribution, recognition, representation and reconciliation. It can also be used as an analytical tool within the Education sector, as outlined below.

**Working within the Education Sector**

| Reducing Inequalities | 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. |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Representing Participation | Extent to which education policy and reforms are produced through participation (local, national, global) | 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. |
| Reconciling Injustices | Addressing historical and contemporary economic, political and cultural injustices that underpin conflict. | Analysis of how education contributes to integration and segregation (social cohesion, common 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). |
The Research Consortium on Education and Peacebuilding

#pbearesearch

‘Learning for Peace’, the four-year Peacebuilding, Education and Advocacy Programme, is a partnership between UNICEF, the Government of the Netherlands, the national governments of 14 participating countries and other key supporters. It is an innovative, cross-sectoral programme focusing on education and peacebuilding. The stated goal of the Learning for Peace programme is to strengthen resilience, social cohesion and human security in conflict-affected contexts, including countries at risk of, or experiencing and recovering from, conflict.

Between July 2014 and December 2015 the Research Consortium on Education and Peacebuilding, a partnership between UNICEF and the University of Amsterdam, the University of Sussex and the University of Ulster, will address one of the key objectives for the Programme – ‘contributing to the generation and use of evidence and knowledge in policies and programming related to education, conflict and peacebuilding’.

The Consortium will carry out research in five PBEA countries; Liberia, Myanmar, Pakistan, Sierra Leone and Uganda.

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