



## THE ROLE OF EDUCATION IN PEACEBUILDING Methodological Framework for Three Country Case Studies

July 2011



## **The Role of Education in Peacebuilding: Methodological Framework for Three Country Case Studies**

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United Nations Children's Fund  
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New York, New York 10017

July 2011

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This report is part of the knowledge generation component of the Education and Emergencies and Post-Crisis Transition (EEPCT) programme – a partnership between UNICEF, the Government of the Netherlands and the European Commission.

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## INTRODUCTION

The purpose of the second phase of the UNICEF Education and Peace-building in Post-Conflict Contexts Research Project is to build upon the current evidence base on the role and potential of education in peacebuilding processes using theoretically informed, empirically driven, multi-country case studies to better inform programming and policy.

The specific objectives for this phase are to:

- Provide guidance on education interventions contributing to peacebuilding based on models and approaches used by UNICEF and its partners to initiate, promote and implement education initiatives in support of peacebuilding;
- Document country-specific education interventions where education has played an important role in contributing to peace or where it has missed the opportunity to do so; and identify theories of change and programme theory (explicit or implicit) and their relationship to peacebuilding;
- Locate peace-building initiatives supported through education programming within broader approaches being undertaken in the case study countries. This should include interrogation of alignment of these initiatives with conflict analysis and country-specific strategic and programmatic frameworks, including UN frameworks;
- Identify strengths, weaknesses and recommendations for UNICEF-supported education programming as it relates to peacebuilding.

Deriving from those broad objectives, the guiding research questions for this phase of the research project are:

1. What are the strengths, weaknesses and gaps of education systems' contribution to peacebuilding in the given country context of a changing and volatile political framework?
2. How does the post-conflict political environment within a country affect the 'success' or 'failure' of education programmes for peacebuilding?
3. What is the practical and pragmatic recommendation for UNICEF's niche (within both the UN and broader context) in education programming that contributes to peacebuilding?

In order to meet these objectives and answer the research questions, the intention of the country case studies is to develop a 'thick description' to understand the nature, extent, efficacy and potential of education and peacebuilding initiatives, with a particular focus on UNICEF's role therein.

The methodological approach builds on the analytical insights of the education and peacebuilding literature review, addresses some broader limitations of contemporary research in the area of education and conflict, and incorporates knowledge exchange opportunities into the approach in order to strengthen in-country stakeholder coordination and policy reflection.

It combines a political economy and conflict analysis approach to the analysis, and explores education and peacebuilding at four analytical levels: national post-conflict environment level, education sector level (and its interaction with other sectors and actors), international actor level (the varied roles, rationales and practices of the international community) and education and peacebuilding programme level. In doing so it seeks to locate education and

peacebuilding initiatives in their full complexity and trace their interactions with local, national and international actors, institutions and structures. The findings of the country case studies will then be synthesized to draw out broader generalizations on the role, nature, evidence and potential of education and peacebuilding in post-conflict reconstruction and UNICEF's role therein.

In order to ensure that research tools and methods are appropriate for the task, a pilot case study was carried out in May 2011 in Sierra Leone. Two further case studies took place in Lebanon and Nepal between July and August 2011. During Phase II of the project, two research workshops will be held in the UK with the core international research team to facilitate the standardization of a coherent data collection and data analysis approach, facilitate collective critique and knowledge production, and exchange and develop preliminary synthesis findings.

This paper begins with a guide to the insights that steer the methodological approach. This is followed by a research framework, the detailed research questions and sub-questions and the methods of data collection and analysis. The concluding part of the paper summarizes the core activities and outputs and presents the project timeline.

## **METHODOLOGICAL APPROACH: INSIGHTS AND GUIDES FOR RESEARCHERS**

### ***Education and Peacebuilding Literature Review: Methodological insights***

The literature review offers us a range of insights and guidance for our research approach, which is presented below and summarized in Table 1.

Firstly, the literature suggests that education is considered a marginal component of contemporary peacebuilding processes. Although the potential of education can be great, we need to develop a methodological approach that can capture both its potential to contribute to peacebuilding and its current position within peacebuilding operations.

Secondly, there is a recognition that context, political will, political dynamics and an understanding of the different motivations of actors involved are all key issues that remain largely absent from research on education and peacebuilding literatures. Therefore, the methodology needs to ensure an approach that goes beyond simply technical understandings of programme efficiency of interventions.

Thirdly, the majority of education and peacebuilding interventions – both explicit and implicit – are in service delivery, whereas the most potentially impactful interventions appear to operate across service delivery, governance and social change processes. Thus the approach should capture the way in which education can contribute across peacebuilding objectives and sectors.

Fourthly, there is an absence of literature that demonstrates how education actually contributes to peacebuilding, thus the framework should capture the complexities of the relationship between education and peacebuilding, combining conflict analysis and political economy tools that will facilitate both understanding of education's relationship to the drivers

of conflict and the education systems' embeddedness in complex local, national and international political and economic power relationships.

Fifthly, and linked to the fourth insight, is that there is a lack of theory concerning the relationship between education and the drivers of conflict. The methodology should therefore enable analysis of education's role in social cohesion, economic opportunity, social mobility, disabling social norms, and on equity or social justice – all drivers of conflict in different situations.

**Table 1: An analysis of education and peacebuilding: From problems to solutions**

<i>Methodological problems from the Education and Peace-Building Literature Review</i>	<i>Methodological solutions from the Education and Peacebuilding Literature Review</i>
Clear lack of emphasis on the role of education in peace-building	1. Capture both current initiatives and future possibilities, as the literature review suggests that educational initiatives are under-represented in the literature.
Lack of analysis of the effects of politics and political environment on peace-building and education initiatives	2. Develop a methodology that goes beyond analysis of the technical efficiency of educational interventions to focus on political will, political dynamics and the motivations of different actors working on education and peacebuilding programmes.
Too much emphasis on service delivery role of education	3. Need to focus not just on service delivery but governance and social change processes.
Paucity of theory (at least explicitly) on the relationship between education and peacebuilding	4. Develop a political economy and conflict analysis approach that will seek to build theory relating to education's relationship to the drivers of conflict and the power relations that effect education and peacebuilding initiatives.
Lack of theory on the relationship between education and drivers of conflict: social cohesion/conflict; economic opportunity; social mobility, equity/inequity etc.	5. Develop a framework that seeks to capture education's relationship to drivers of conflict/peace, such as social cohesion, economic opportunity, social mobility, disabling social norms, and on equity or social justice.

***The limitations of education and conflict research: From problems to solutions***

Having laid out the key insights from the education and peacebuilding literature review, this section will develop a broader analysis of the limitations of current research in the field of education and conflict, including the literature on education and peacebuilding. We will develop a list of current limitations (see Table 2 below) and conclude with the proposal for a methodological approach that can analyse education and peacebuilding initiatives by firmly locating them within the broader local, national and global political economy environments within which education programming operates, and attempt to explain this relationship in terms of drivers of conflict analysis (Novelli and Lopes Cardozo 2008).

Firstly, our analysis supports a broader critique of much educational research that it is often too 'educationist' in approach (Dale 1999, 2000, 2005), and seeks to treat the education system as if it is insulated from the broader environment within which it is embedded. This leads education research and researchers to often avoid engaging with the broader social science literature that could enrich insights and critical analysis. This also requires us to

seek out insights on ‘peacebuilding and education’ from a range of other disciplines (e.g., international relations, conflict and security studies, globalization studies, conflict studies, etc.).

Secondly, and in recognition of an increasingly globalized world, we need to challenge the ‘methodological nationalism’ that pervades much research. This requires a move away from approaches that see the research as framed solely within the nation-state and to recognize that conflict and its resolution is shaped by a range of structures, institutions and agents that operate below, around, above and beyond the nation-state (local government, national state, neighbour states, regional agreements, supranational bodies, other nation-states). This is particularly important in the area of education and peacebuilding, which is so influenced by supra-national organizations, bilateral agencies and NGOs.

Thirdly, and related to the second limitation above is the need to overcome a tendency towards ‘Anglo’ and ‘Euro’ centrism within the literature, which continues to identify ‘Western’ nation-states as the model and ‘Western’ social science as the only ‘rational’ paradigm. This necessitates not only seeking out ‘Southern’ academics, literatures and perspectives, but also agents such as local community leaders, educators and local intellectuals so as to broaden out both our framing and understandings of the research problems. This also leads us to seek out national researchers with a good sense of the local political and cultural environment to participate fully in the country case studies.

Fourthly, we need to challenge the a-historic approach to much research and explore the ongoing impact of such phenomena as colonialism on contemporary socio-economic and political relations in post-conflict countries. This would be particularly important in the background literature reviews for the country case studies, but also needs to influence the research design.

Fifthly, there is a need to move away from understanding development interventions as solely technical, and to understand that ‘development’ in its essence is political, as well as about change, and that we therefore need to develop political economy and conflict approaches to analyse these processes to better understand the pressure points, tensions and possibilities.

Finally, much of the literature on education and conflict lacks theoretical reflection and a more critical approach. Therefore there is a need to develop more theoretically informed approaches to exploring education and peacebuilding that better grasp the complex way programmes both function, develop and are embedded in complex social realities.

**Table 2: An analysis of education and conflict: From problems to solutions**

<i>Methodological problems in the field of education and conflict</i>	<i>Methodological solutions in the field of education and conflict</i>
Methodologically nationalist	1. Develop a multi-level analysis that recognizes both external and internal factors and their dynamic inter-relationship in the production and resolution of conflict.
Euro/Anglo-centric perspectives	2. Incorporate different voices, local informants and scholars, and local researchers.
De-politicized	3. Develop research tools to capture the dynamics of

	education and peace-building interventions. An approach that recognizes development is not merely a technical process, but a political one, with divergent interests and practices.
Educationist	4. Engage with other fields of social science research, which can complement educational insights. Develop an interdisciplinary approach.
A-historic	5. Incorporate an understanding of the importance of history in shaping the current terms of engagement in education and peacebuilding initiatives. Need for a grounded historical analysis to base contemporary research.
Thin theoretical analysis	6. Develop a more critical and theoretically informed research approach to education, conflict and programme evaluation, which better grasps the complex way programmes function, develop and are embedded in complex social realities.

## THE RESEARCH FRAMEWORK: A PROPOSAL

Having laid out the broad insights derived from both the Education and Peacebuilding Literature Review and the broader research in the field of education and conflict, we now turn to the research framework, which seeks to incorporate these different insights in order to answer the research questions. This section will then be followed by an explanation of how we intend to organize, gather and then analyse the data collected.

### ***Multi-level political economy and conflict analytical framework***

The research approach draws on a range of political economy and conflict analysis approaches produced by international development agencies to frame the analysis (See Appendices 1 and 2 for a list of literature relating to tools/approaches for both political economy and conflict). Detailed guidance and background reading on how to carry out this approach will be provided for the researchers during the pre-departure workshop, but below we provide a succinct summary of the use of conflict and political economy approaches:

#### **Conflict analysis approach**

The rationale for a conflict analysis approach is based on the assumption that carrying out interventions in post-conflict environments requires specific care and attention (World Bank 2006; Goodhand et al. 2002). In this research the assumption is that an understanding of the relationship between the education system and the post-conflict environment is necessary for successful education and peace-building interventions (UNDP 2003). In order to achieve this, we need to understand what were/are the core drivers of the conflict and the ways in which education might have been implicated in exacerbating or mediating these drivers. Similarly, we need to understand the dynamics of how the conflict has changed over time and how education and peace-building initiatives relate to these changing dynamics. In this analysis we seek to pay particular attention to religious, ethnic, class and geographical dynamics and their relationship to enabling/undermining peacebuilding activities. We will also explore the gendered dimensions of education and peacebuilding, recognizing that men and women often experience these processes in differing ways and that it is therefore necessary to build in sensitivity to these dynamics in the research framework (UNDP 2006).



Analytically, most conflict analysis approaches identify security, political, economic and social factors as key drivers:

- **Security factors** might include the power and legitimacy of the national army, presence of non-state armed actors, role of the police, levels of military spending, stable/unstable regional context, levels of violent crime, and human rights abuses.
- **Political factors** might include the representativeness of the political system, levels of government legitimacy, corruption and patronage, presence/absence of media and freedom of expression, lack of independent judiciary, electoral transparency, etc.
- **Economic factors** might include growth trends, levels of inequality – gini co-efficient, regional economic inequality, particularly when based around ethnicity – levels of unemployment, inflation, food security, external debt and investment patterns presence of parallel economy and/or war economy.
- **Social factors** might include social class and ethnic conflict, tensions regarding language and identity, presence/absence of civil society actors; dynamics of social cohesion/conflict, and cross- and inter-group solidarity and empathy.

In developing this for the research project, we will seek to analyze country-specific conflict analysis documents (where available), as well as augment these with insights from our own primary data collection and analysis (see Appendix 4 for a list of tools and frameworks). Importantly, while exploring the conflict drivers in each country, we will seek to link them to the role of different actors through a political economy approach, which we will outline below.

### **Political economy approaches**

The rationale for a political economy approach to education and peace-building interventions stems from a recognition that educational projects and interventions succeed or fail not only on the basis of their technical quality but also because of a range of political and economic factors (DFID 2004). Educational interventions do not exist in isolation from other peace-building initiatives and broader social processes and are embedded in complex and unequal social relations, which affect their potential and shape their content and scope. As a result, we need to understand the key actors, agencies and institutions, as well as their power relations and relationship to education and peace-building interventions in each country. This includes the practices of international actors in their different forms. Most political economy approaches seek to separate structural factors, institutions and actors/agents in their analysis.

**Structures** are seen as long-term factors that shape the terrain upon which actors operate within. Examples might be social class stratification, natural resource location or population demographics. These are factors that while not static, change slowly over time and often provide the backdrop for different actors' activities.

**Institutions** can be both formal and informal. An example of a formal institution would be laws, national constitutions, treaties and agreements that govern actors' participation in different issues. Informal institutions refer to less-codified modes of behavior, such as religious, political and social norms.

**Agents** refer to actors such as politicians, political parties, trade unions, civil servants, national and international NGOs, bilateral donors, etc., which act in a context defined by structures and institutions.

Political economy analysis seeks to analyze the interaction between structures, institutions and agents to understand the dynamics of societal change and inertia and how these relationships impact on particular policy processes – in our case, education and peace-building programmes.

Combining a conflict and political economy approach for analyzing the role of education and peacebuilding allows us a way to open up both the drivers of conflict aspects and the structures and power relations that exist within post-conflict environments. While complex, this type of approach is more likely to deliver a comprehensive and realistic picture of the potentials and pitfalls of UNICEF education and peace-building initiatives and the possibility for their expansion.

Having laid out the underpinnings of the framework, we now turn to the particular levels of analysis that will be targeted for this approach in order to address the research questions. The framework seeks firstly to analyze the national level to understand the general drivers of conflict and the political economy relationships that shape the national environment. Secondly, the framework then explores the national education sector, seeking to similarly explore how and in what ways education is linked to the drivers of conflict, the political economy dynamics within the sector and between the sector and other national sectors. The third analytical level is to explore the involvement of the international community, in its different formats (UN, bilaterals, NGOs, etc.) in the country and in education and peacebuilding specifically, and how this relates to both drivers of conflict and political economy dynamics. Finally, the framework explores how specific education and peace-building programmes are implemented, with a view to understanding how they relate to the drivers of conflict, how political economy factors affect these initiatives, what the particular focus of the projects is and what the theories of change that these projects seek to deploy are – both explicitly and implicitly.

### 1) National-level conflict and political economy analysis

At this level we seek to draw together an analysis of the roots of the conflict and the political and economic relationships in each country and explore how these have evolved into the post-conflict period. Such analysis will include the role of international actors in the conflict, which will already have been partially carried out in the country background papers (see Appendix 3 for the TOR) and will be adapted as the research progresses. Particular attention will be paid to the historical roots of the conflict and their current manifestations in the present. Depending on country availability, we will draw on already existing agency prepared reports (see Appendix 4) and on the expertise of the contracted national researcher. The matrix in Table 3 below will serve as a guide to framing this analysis.

**Table 3: National-level matrix**

<b>Drivers of conflict dimensions</b>	<b>Political economy categories</b>	<b>Factors</b>
<b>Security</b>	Structural features Institutions Actors	
<b>Political</b>	Structural features Institutions Actors	

<b>Economic</b>	Structural features Institutions Actors	
<b>Social</b>	Structural features Institutions Actors	

## 2) Education-sector conflict and political economy analysis

This will provide a picture of how the education system is linked to the conflict and to the way it has developed historically. We will pay particular attention to the structures, agencies and actors that operate within the education sector and their inter-relationship with other sectors and agencies; how political and economic factors affect the implementation of education programming; and how this may have implications for peace-building within its national context. The analysis will examine the intra-working of the education sector, its political and economic environment, and its inter-relationship with other sectors and with the international community. This analysis thus seeks to understand the complex political economy of the governance of education in each country; the local, national and international pressures and tensions; and also the possibilities for better coordination, delivery and expansion of education and peace-building interventions. We will also analyse the data to identify where improvements might be made, and what strategies appear fruitful for different actors and agents. The Tables below provide a schematic framework for addressing both the drivers of the conflict and their relationship to education (Table 4), as well as the historical and contemporary dynamics of the education sector and its relationship and potential contribution to peacebuilding.

**Table 4: Conflict and education**

Drivers of conflict dimensions	Educational system factors
Security	
Political	
Economic	
Social	

**Table 5: The political economy of the education sector**

Political economy of national education sector	Structural features	Factors
- History	Institutions	Factors
- Demographics	Actors	Factors
- Challenges		

## 3) International actors

The next level focuses on the particular activities of the international community in each country's education sector. Much political economy and conflict research focuses on the programme, sector and the national levels but avoids the role, motivation and impact of international agencies. In this approach, we seek to understand the motivations and forms of

involvement; concepts of peacebuilding used by international agencies; their vision of what peace would look like; and where education fits in. We also seek a better understanding of the intra-agency and inter-agency tensions and commonalities in their work in education and peacebuilding. Are international actors coordinating their interventions and have common agendas, or are there tensions and contradictions among themselves and with national stakeholders? Furthermore, we will also capture the perceptions and perceived impact of international involvement by a range of local stakeholders. Central to this analysis will be the role of the UN Peacebuilding Fund and UNICEF’s role in education and peace-building therein. As in the other two sections, we will analyse the data to identify where improvements might be made, and what strategies appear fruitful for different actors and agents. Specific tools will be developed to facilitate the process of categorizing these complex relationships, which will be piloted in the Sierra Leone case study and presented in the Pre-Fieldwork Methodology Workshop. The tables below provide a framework for exploring these issues.

**Table 6: Conflict, education and the international community**

Drivers of conflict dimensions	Factors in the international involvement in the educational system and peace-building
Security	
Political	
Economic	
Social	

**Table 7: The political economy of international involvement in the education sector**

Political economy of international involvement in the education sector	Structural features	Factors
	Institutions	Factors
	Actors	Factors

- History  
- Extent  
- Challenges

#### 4) Programme-level analysis

At this level, we will analyse education and peacebuilding programmes in terms of their intent, underlying programme theories and the evidence of their impact. We will gather data about the perceptions of stakeholders on the success or problems of education and peacebuilding in each country. We will map the range of actors involved in education and peacebuilding in each country, the extent of their involvement, their periods of involvement, the range of projects and programmes, and the successes and obstacles. We will then focus on specific UNICEF initiatives.

We will also build on the insights from the Education and Peacebuilding Literature Review, categorizing projects in terms of education service delivery; education sector governance and policy reform and drawing on the range of programme theories, or theories of change that underpin educational interventions (see Appendices 5, 6 and 7). Analysis of education programming will be carried out in terms of evidence of impact of various forms of education programme and the political economy and conflict dynamics that have both shaped their design and influenced their outcomes.

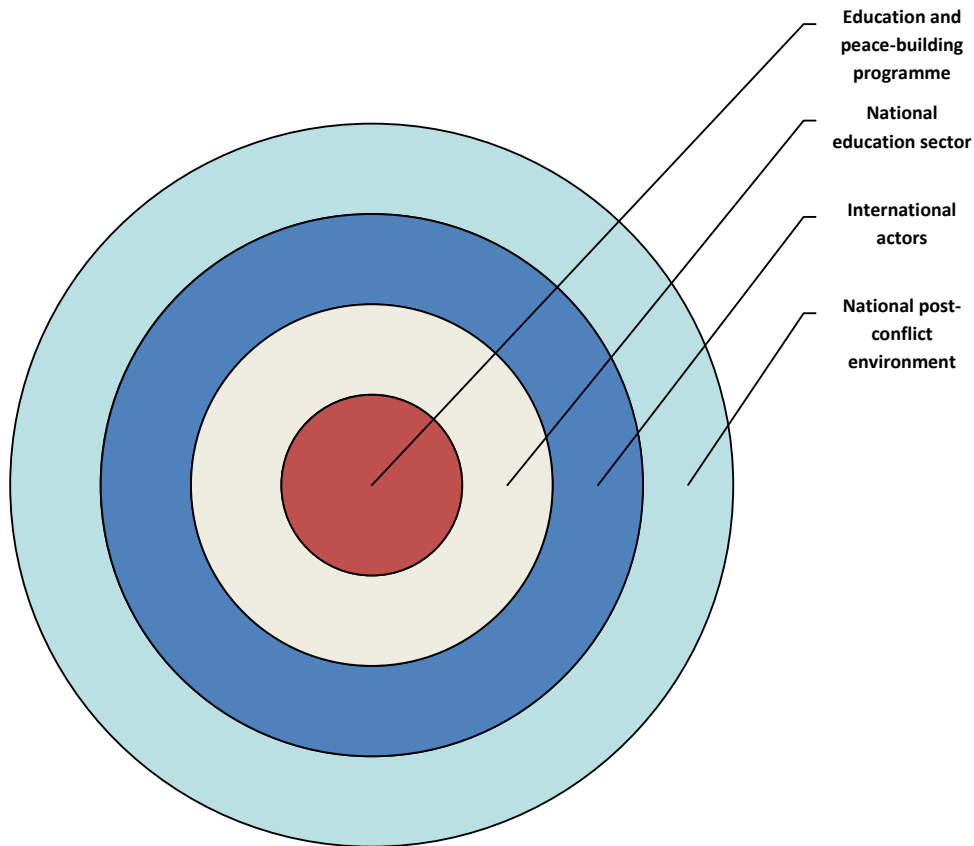
**Table 8: Education and peacebuilding programmes, rationales and dynamics**

Local drivers of conflict dimensions	Education and peace-building programmes/initiatives focus on	Type of programme	Theory of change	Political economy dynamics of programmes
Security				Structural features Institutions Actors
Political				Structural features Institutions Actors
Economic				Structural features Institutions Actors
Social				Structural features Institutions Actors

The analytic framework has four levels of analysis: national post-conflict environment, national education sector, international actors, and education and peacebuilding programme level. While we have separated the levels for analytical purposes, they are interlinked and need to be integrated back into a more holistic understanding of the interaction between

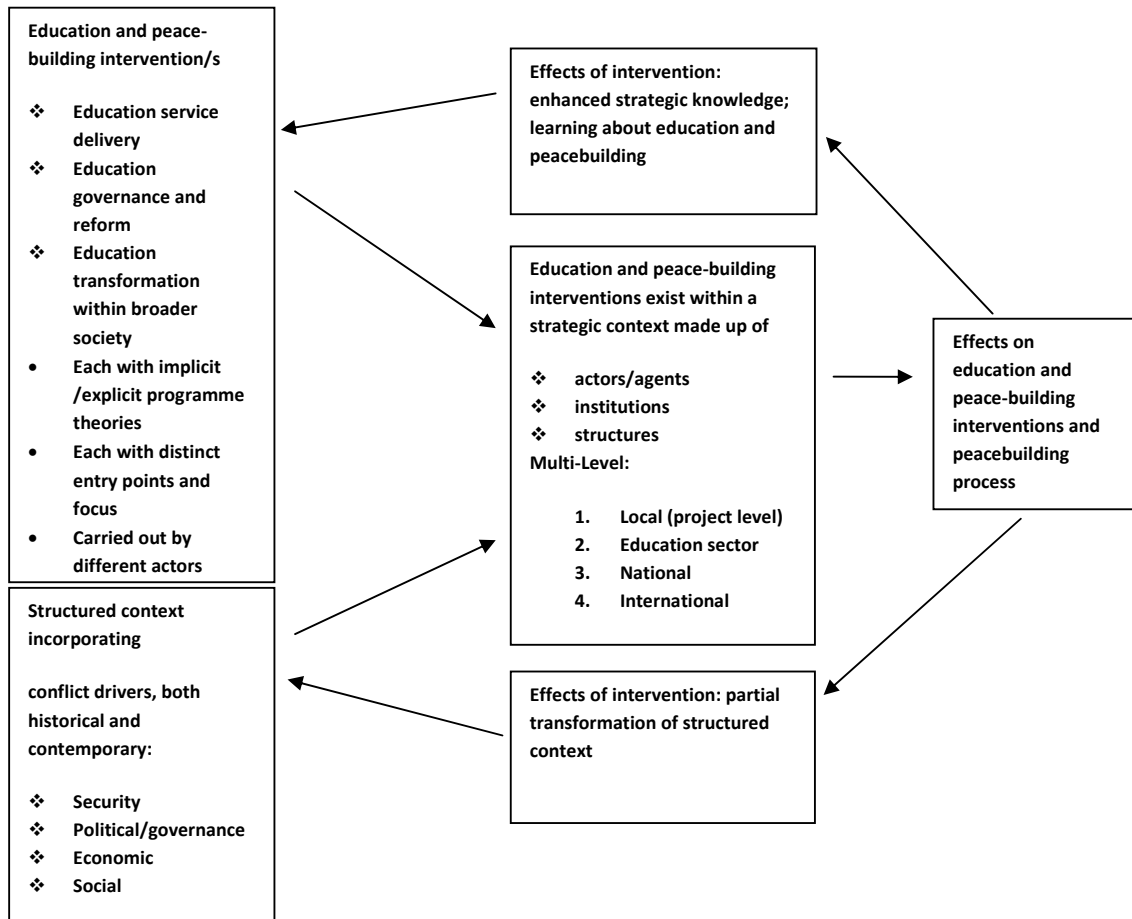
programmes, sector, national and international activities and agendas in peace-building education. Figure 1 below highlights this embedded relationship.

**Figure 1: The levels of analysis**



While Figure 1 depicts the way in which education and peace-building programmes are embedded in a complex local, national and international environment, Figure 2 below seeks to present this more dynamically. Figure 2 visualizes the way education and peace-building programmes both affect and are affected by local, national and international political economy dynamics and conflict drivers. We are able to get a sense of the strategic nature of interventions and the way they both develop over time and have impact, as well as how UNICEF and other actors will simultaneously learn about their efficacy.

**Figure 2: Conceptual framework for understanding the dynamics of education and peace-building interventions**



### **Core and sub-research questions**

Having laid out the multi-level analytical framework for the research, this section identifies the three core research questions and sample sub-research questions.

<b>Core research questions</b>	<b>Possible sub-questions to be developed in more detail by country researchers</b>
1. What are the strengths, weaknesses and gaps of education system's contribution to peacebuilding in the given country	<ul style="list-style-type: none"> <li>a) What types of education and peace-building interventions exist in country X?</li> <li>b) What are the strengths of these projects?</li> <li>c) What are some of the weaknesses of current education and peace-building projects?</li> <li>d) To what extent are the programme interventions gendered in their approach?</li> <li>e) Do they address particular groups? (youth, women, the unemployed, particular religious or ethnic groups)</li> <li>f) To what extent do these projects address the underlying causes/drivers of conflict?</li> <li>g) What theories of change do the particular education projects explicitly or implicitly</li> </ul>

<p>context of a changing and volatile political framework?</p>	<p>contain in relation to the role of education in post-conflict environments?</p> <ul style="list-style-type: none"> <li>h) What does a successful project look like? To what extent do different actors have a very different understanding of what a successful education and peace-building intervention looks like?</li> <li>i) What is the sustainability of education and peace-building interventions?</li> <li>j) Are there temporal factors that determine the particularities of education and peace-building interventions? (Curriculum reform might be a longer-term strategy than, say, educating ex-child combatants?)</li> <li>k) Can we see any evidence of long-term effects on the drivers of conflict? (social cohesion, inequality, equity, ethnic integration)</li> <li>l) To what extent are project interventions in the area of education and peacebuilding complementing or contradicting other peace-building initiatives – both education and non-education initiatives?</li> </ul>
<p>2. How does the post-conflict political environment within a country affect the 'success' or 'failure' of education programmes for peacebuilding?</p>	<ul style="list-style-type: none"> <li>a) Who are the major stakeholders involved in education and peacebuilding in country X?</li> <li>b) What is the difference in the level and history of involvement in education and peacebuilding in country X?</li> <li>c) What political factors promote or hinder education and peace-building interventions?</li> <li>d) To what extent do educational interventions reflect particular local political power relations?</li> <li>e) What are the roles of UN institutions in peace-building education? In what ways do these institutions facilitate or hinder successful peace-building education?</li> <li>f) What are the UN intra-institutional factors that facilitate or hinder successful peace-building education?</li> <li>g) What are the UN inter-institutional factors that facilitate or hinder successful peace-building education?</li> <li>h) What are the roles of other international actors and agencies in peace-building education? In what ways do these institutions facilitate or hinder successful peace-building education?</li> <li>i) What are the international actors' and agencies' intra-institutional factors that facilitate or hinder successful peace-building education? (USAID, Save the Children, etc.)</li> <li>j) What are the international actors' and agencies' extra-institutional factors that facilitate or hinder successful peace-building education? (e.g., between USAID and Save the Children)</li> <li>k) What are the roles of national and local actors in peace-building education? In what ways do these institutions facilitate or hinder successful peace-building education?</li> <li>l) What are the local and national actors' and agencies' intra-institutional and inter-institutional factors that facilitate or hinder successful peace-building education? (e.g., inside the Ministry of Education)</li> <li>m) What are the modes of interaction and coordination between UN, other international agencies and national stakeholders? In what ways do these institutions facilitate or hinder successful peace-building education?</li> </ul>
<p>3. What is the practical and pragmatic recommendation</p>	<ul style="list-style-type: none"> <li>a) What would an ideal education and peace-building programme look like?</li> <li>b) What would be the different components of education for peacebuilding?</li> <li>c) In what ways could education better contribute to peacebuilding?</li> <li>d) What changes would this require for UN agencies, international organizations and</li> </ul>



<p>for UNICEF's niche (within both the UN and broader context) in education programming that contributes to peacebuilding?</p>	<p>national stakeholders?</p> <p>e) What are the main obstacles to an increased role for education in UN peace-building operations?</p> <p>f) What steps would be needed in order for education and peace-building to be better integrated into the UN presence?</p> <p>g) What role might UNICEF play in this process?</p>
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### ***The research team for country case studies***

It is envisaged that for each country case study, a team of two researchers will carry out the data collection, analysis and write-up; one will be an international researcher/consultant and the other a national researcher/consultant. The international researcher will be experienced in the field of education and conflict/peace-building and will be required to lead the case study. The national researcher/consultant will be a national of the case study country, with experience in social science research, and if possible a good knowledge of education and peacebuilding in the country. The national researcher/consultant will participate fully in the data collection, analysis and write-up, depending on his or her capacity. The national researcher will work alongside the international researcher, acting as co-researcher, but also as a cultural guide, providing local knowledge and historical context as well as facilitating contact with key informants. The fieldwork period for each country cases study will be about four weeks.

### ***Data collection methods***

Deriving from the methodological approach, the multi-level analytical framework and the objective of organizing an event to promote knowledge exchange between key stakeholders in each country, the data collection methods are varied and include participatory workshop methods, interviews, focus groups and documentary analysis of grey literature. Furthermore, while the broad research approach will be similar in each case study country, the findings of the initial country background reports will allow for country-specific adaptations of the methodology where appropriate.

An initial preparatory workshop will be held in the UK at the end of June 2011 to prepare all international researchers for the data collection phase, standardize data collection methods and de-brief on the initial findings of the pilot study. A further workshop will be held for the international researchers at defining stages of the research. The second meeting will take place when draft country chapters are ready (early September 2011) (to allow for critical engagement with country findings and to develop the framework for the synthesis findings).

Data collection at each country level will be carried out during a period of three to four weeks. Each case study will include:

1. Interviews with key stakeholders (local, national and international stakeholders and informants).
2. A two-day in-country consultation with key stakeholders (local, national and international) on the role of education in peacebuilding in the assigned country.

Depending on the researchers and in consultation with staff at the local UNICEF country office, the two days could be split and targeted at specific groups. In the Sierra Leone pilot study, day 1 was focused on the national government and international agency and international NGO representatives, while day 2 focused on national civil-society representatives.

3. Field visits to particular education and peace-building interventions. These will be tailored according to the country-specific characteristics of education and peace-building interventions, but are likely to include structured observation of projects and interviews/focus groups.
4. Gathering of key documents, including grey literatures.

### ***Data analysis methods***

Data collection methods 1–4 will produce a wide range of outputs that will be critically analysed and the data utilized for the final country case study reports. To ensure standardization across country case studies, the pre-fieldwork research workshop will prepare all of the international researchers for the data analysis techniques. Data analysis will involve mapping and stakeholder analysis, documentary analysis and triangulation:

#### *1) Mapping of actors, activities and relationships in education and peacebuilding:*

Drawing on the data gathered during the two-day in-country participatory workshop and triangulating from data gathered and coded from interviews and grey literature, the researchers will draw up a detailed mapping of key education and peacebuilding interventions and the range of actors and institutions involved in the education sector. Maps will be developed to visually represent the variety of education and peacebuilding interventions, the actors and agencies involved, and the relationships therein. Training will be given to researchers during the pre-fieldwork workshop on a range of mapping techniques and options.

#### *2) Documentary analysis*

All interviews, written texts and visual materials will be treated as texts and analysed. To different degrees, each of the document types will be evaluated under criteria recognizing the role of bias and the possibility that facts and figures may be distorted or inaccurate, and that each may offer only partial insights to the situation under investigation. This includes the researchers' own field notes. There will be different points of focus for different documents according to the research aims, however, it is important to state that documents will not be taken at face value, but critically analysed. Likewise, interview documentation will be analysed in relation to recognition of the subject positionality of the respondents.

All texts are 'socially constructed' and it is important to locate those texts in the context in which they were produced, and the intended audience. In this process, aspects of Norman Fairclough's work on discourse analysis (1995, 2003) will be used as a guide. Fairclough's method of discourse analysis derives from the belief that language is a form of social practice. This provides an initial means of analysing the competing discourses of the actors involved in education and peace-building and recognizes that the 'micro' text is linked to broader processes, structures and strategies in social formations.

Fairclough highlights the relationship between discourse, ideology and power and investigates these links through an examination of how processes of text production, distribution and consumption are related to events (instances of sociocultural practice) and

texts (made up of already produced texts) and also to wider social and cultural structures, relationships and processes. He has a three-dimensional model that views discourse as a spoken or written text, as a discourse practice, and as a sociocultural practice. Furthermore, he sees the role of discourse analysis as having the task of describing, interpreting and explaining. Within this framework, it is crucial to understand language as a 'socially constructed' phenomenon that seeks to perform a function of gathering support for specific social projects or actions.

Texts will be coded using a series of common key words that will be shared among participants, after being developed during the pilot study. Training for this mode of textual analysis will be provided for both the pre-fieldwork and post-fieldwork research training workshops for the international researchers to ensure that they are comfortable and competent in the techniques.

### 3) *Triangulation*

The different data sources will be triangulated as a mechanism to compare and contrast findings, ensuring the increased robustness of the research. Triangulation seeks to address a research question from a range of angles and directions in order to challenge interpretation and ensure the inclusion and validity of multiple perspectives. Triangulation will take place both in terms of comparing and contrasting the responses of different actors – national and international, state and civil society, etc. – but also different modes of data – interviews, observation, grey literature, etc. All of these forms of triangulation are means to assess the robustness of findings and to enhance the quality of the research.

## ACTIVITIES, OUTPUTS AND TIMELINES

In practical terms, this will mean the following series of activities, outputs and timelines:

### **Activities**

- Four-week pilot study of Sierra Leone (May 2011)
- Pre-Fieldwork Methodology Workshop in the UK for international researchers (two days, June 2011). The UNICEF New York team will also engage in parts of the meeting via Skype.
  - Prepare researchers:
    - For methodological approach
    - Running the consultation meetings with stakeholders
    - Data analysis techniques
    - De-briefing of Sierra Leone pilot study
    - Modify methodology for country particularities
- Three-four week in-country fieldwork carried out by research team (x2) (between end of June to mid-August 2011) to carry out interviews, case studies, the two-day in-country consultation with key stakeholders, and to gather documentary evidence.
- Post writing-up/draft workshop in the UK to ensure quality control and develop ideas for synthesis report (two days, mid-September, 2011). Will include international researchers and UNICEF New York representatives.
  - Workshop will cover: Researchers present draft case studies
  - Receive critical feedback for final draft

- Researchers develop synthesis framework
- Next steps
- Final dissemination to take place throughout 2012 in selected international conferences and meetings

**Outputs**

- Finalized Literature Review on Education and Peace-building (March 2011)
- Draft Methodology (March 2011)
- Pre-Fieldwork Country Case Study Background Reports (x6) (first draft 28 February 2011; final 24 March 2011) (see Appendix 3 for TOR)
- Country Case Study Report. Findings will be written up for each country in a common format (x3) (drafts August to September 2011)
- Final Project Synthesis Report. Country case-study findings will be synthesized to draw out core research findings (x1). (draft 7 October 2011; final 18 November 2011)

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## APPENDIX 1

### ***Conflict Analysis Tools***

#### ***Frameworks and tools***

The following are a selection of conflict analysis frameworks and tools adopted by international organizations, donor agencies and non-governmental organizations. While there are a variety of analytical frameworks and tools, many follow a similar logic. It is beneficial to find one most suited to a particular need or situation and to further adapt it, rather than understanding them as rigid frameworks.

#### ***United Nations***

[UNDG/ECHA, 2004, 'Interagency Framework for Conflict Analysis in Transition Situations', Working Group on Transition, UNDG/ECHA](#)

United Nations (UN) post-conflict responses should be based on standardised inter-agency analyses to help overcome structures that lead to violent conflict and to promote integrated peace. This report outlines analytical components necessary to understand conflict causes and dynamics that support peace efforts in a transition situation. Application of such an analytical framework would help construct subsequent UN programming that incorporates context-specific factors and supports the achievement of lasting peace.

[Access full text: available online](#)

UNDP, 2003, 'Conflict-related Development Analysis (CDA)', Bureau for Crisis Prevention and Recovery, United Nations Development Programme, New York

[Access full text: available online](#)

#### ***World Bank***

[Wam, P. and Sardesai, S. 2005 'The Conflict Analysis Framework', Conflict Prevention and Reconstruction Team \(CPR\), The World Bank, Washington](#)

Conflict sensitive approaches to development assistance can help prevent the onset, exacerbation or resurgence of violent conflict. The World Bank's Conflict Analysis Framework (CAF) is a tool to assess the causes and consequences of conflict, determine a country's resilience to conflict, and developing appropriate conflict sensitive approaches to programming. This paper outlines the stages of the CAF, examining when and how it should be applied.

[Access full text: available online](#)

[World Bank, 2006, 'Effective Conflict Analysis Exercises: Overcoming Organizational Challenges?', Report No. 36446-GLB, 21 June, The World Bank, Washington](#)

Understanding the social and economic factors that affect conflict improves the effectiveness of development strategies and programmes. This paper examines the process of conducting conflict analyses and recommends how they should be organised, applied and disseminated. Creating buy-in for the analysis by country teams, use of local partners and dissemination of analysis findings are key to executing an effective conflict analysis.

[Access full text: available online](#)

### ***Bilateral donors***

[Goodhand, J., Vaux, T., and Walker, R., 2002, 'Conducting Conflict Assessments: Guidance Notes', Department for International Development, London](#)

These guidance notes explain the principles and methodology of conducting effective strategic conflict analyses (SCAs). DFID's SCAs have three key aims: to map out causes and trends in a conflict; analysis of international responses to it; and development of future policy options. An abridged example is given as an appendix to the guide, along with sources of further information. SCAs should include international factors, risks and impacts of development interventions, and suggestions for making policies more conflict-sensitive. Flexibility is key: adapt SCAs to the end user's needs; be aware of the nature and phase of conflict; identify particular actors and triggers which could cause latent tensions to erupt into conflict.

[Access full text: available online](#)

[United States Agency for International Development, 2004, 'Conducting a Conflict Assessment. A Framework for Analysis and Program Development, Office of Conflict Management and Mitigation', USAID, Washington](#)

What can international donors do to help prevent conflict? This paper presents a conflict assessment framework. It is designed to help USAID Missions gain a deeper understanding of the causes of conflict and think about how to use development assistance more strategically in order to address them. It emphasises the interactions between the motives, means and opportunities for conflict, and recommends that donors take an integrated approach.

[Access full text: available online](#)

SIDA, 2006, 'Manual for Conflict Analysis', Division for Peace and Security through Development Cooperation, Methods Document, Swedish International Development Cooperation Agency, Stockholm

[Access full text: available online](#)

Leonhardt, M., 2002, 'Conflict Analysis for Project Planning and Implementation', GTZ

[Access full text: available online](#)

### ***NGOs***

[FEWER, International Alert, and Saferworld, 2004, 'Chapter 2: Conflict Analysis', Conflict Sensitive Approaches to Development, Humanitarian Assistance, and Peacebuilding: A Resource Pack, London](#)

What is conflict analysis and why is it important? This chapter places conflict analysis at the foundation of a conflict sensitive approach. Without understanding the context in which interventions are situated, organizations implementing them may unintentionally fuel conflict. While conflicts are too complex for a single process to do them justice, key features of analysis are conflict profile, causes, actors and dynamics.

[Access full text: available online](#)

Specht, I., 2008, 'Conflict Analysis: Practical tool to Analyse Conflict in Order to Prioritise and Strategise Conflict Transformation Programmes', ICCO, Kirk in Action, and Transitional International

[Access full text: available online](#)

### ***Gender mainstreaming***

Anderlini, S. N., 2006, 'Mainstreaming Gender in Conflict Analysis: Issues and Recommendations', Social Development Papers, no. 33, World Bank, Washington, DC

[Access full text: available online](#)

For additional resources on gender in conflict analysis, see [gender analysis and gender-sensitivity in the post-conflict recovery](#) under women in conflict-affected areas in this guide.



## APPENDIX 2

### ***Political Economy Analysis Tools***

#### ***Tools for political economy analysis***

Several donor agencies have developed tools for political economy analysis. These vary in terms of their methodology and focus (e.g. institutions, power, how change occurs) and can be applied at country level, sector level, or problem level. An emerging area of interest is the application of political economy analysis to the regional/international level.

#### ***Key sources providing an overview of the tools:***

**[Adam, C., Dercon, C., 2009 'The political economy of development: an assessment', Oxford Review of Economic Policy, vol. 25, no. 2, pp. 173-189](#)**

How do political choices, institutional structures and forms of governance influence the economic choices made by governments and citizens? How are the methods of modern economics being used to deepen understanding of the ways in which political constraints shape economic development? This article summarises recent developments in the study of the political economy of development, introducing papers that illustrate key themes and methodological innovations. Translating research on the political economy of development into policy remains challenging. It is important to link the innovation of modern microeconomic research with broader aggregate analysis.

[Access full text: available online](#)

**DFID, 2009, 'Political Economy Analysis How to Note', A Practice Paper, Department for International Development, London**

DFID's *how to note* aims to bring together the diverse literature and tools on political economy analysis within a short and accessible document. It covers the following questions: what is political economy analysis? How and why does political economy analysis add value to development agencies' work? What political economy tools are available? How does political economy analysis relate to other tools? And how should political economy analysis be prepared, undertaken and applied? It includes case studies on how political economy analysis has been used by DFID offices.

[Access full text: available online](#)

**[GSDRC, 2010, Political and Social Analysis for Development Policy and Practice: An Overview of Five Approaches](#)**

This paper provides a detailed overview of five tools and frameworks for Political Economy Analysis: Power Analysis, Drivers of Change, Strategic Corruption and Governance Analysis, Poverty and Social Impact Analysis, and Problem-Driven Political Economy Analysis. Under each tool or framework, it discusses how to use the tool (research methods, processes, outputs, and elements of the approach); skills and resources required; the value added and operational impact of the approaches; key challenges; and linkages with other analytical tools.

[Access full text: available online](#)

**[OECD DAC, 2008, 'Survey of Donor Approaches to Governance Assessment', OECD DAC, Paris](#)**

Many development agencies are engaged in assessing governance. What are their approaches and how can these be more effectively harmonised? This study from the Organization for Economic Cooperation and Development surveys donors' use of general and thematic governance assessments. Most approaches are driven by policy dialogue, detailed planning of governance enhancement activities and strategic decisions regarding aid to specific countries. Linkage to a donor's programme, demand from the field and removal of institutional disincentives are important in determining how governance assessments are used.

[Access full text: available online](#)

**World Bank, 2007, 'Tools for Institutional, Political, and Social Analysis of Policy Reform: A Sourcebook for Development Practitioners', World Bank, Washington D.C.**

This Sourcebook introduces a framework as well as tools for institutional, political, and social analysis (TIPS) in Poverty and Social Impact Analysis. Intended primarily for practitioners who undertake policy analysis in developing countries, it provides illustrative guidance on a range of tools and their application.

[Access full text: available online](#)

**Country-level tools for political economy analysis:**

Most political economy analyses have been conducted at country level, to support the design of country strategies and programmes. Some of the more widely cited country-level approaches are DFID's Drivers of Change, the Dutch Foreign Ministry's Strategic Governance and Corruption Assessment, and SIDA's Power Analysis. The World Bank has also recently developed a Problem Driven Political Economy Analysis framework.

**DFID's Drivers of Change**

DFID's Drivers of Change approach aims to identify the opportunities, incentives and blockages to pro-poor change at country level. The analysis centres on agents (individuals and organizations pursuing particular interests), structural features (history of state formation, economic and social structures) and institutions (rules governing the behaviour of agents). Numerous [Drivers of Change country studies](#) have been undertaken to inform country-level planning and to identify and mitigate risk. Nevertheless DFID evaluations have shown that the influence of Drivers of Change Studies on country programming has been rather variable. Some studies have proven more insightful than others in understanding the incentives facing key actors and identifying practical levers for change.

**The following briefing notes provide key information about the Drivers of Change approach and its application:**

**DFID, 2004, 'Drivers of Change', Public Information Note, Department for International Development, London**

This note outlines the Drivers of Change approach and reflects on the benefits of Drivers of Change studies conducted in 20 country offices.

[Access full text: available online](#)

**DFID, 2005, 'Lessons Learnt - Planning and Undertaking a Drivers of Change Study', How to Note, Department for International Development, London**

This note provides guidance on undertaking and using the findings of a Drivers of Change study.

[Access full text: available online](#)

**DFID, 2005, 'Using Drivers of Change to Improve Aid Effectiveness', Briefing Note, Department for International Development, London**

This note reflects on the progress of the Drivers of Change approach; synthesising the main findings of the studies and how they have been used, and highlighting gaps and unresolved issues.

[Access full text: available online](#)

**OECD DAC, 2005, 'Lessons Learned on the Use of Power and Drivers of Change Analyses in Development Co-operation - Final Report', Review commissioned by the OECD DAC Network on Governance (GOVNET), Paris**

This review compares and contrasts different donor approaches to conducting Power and Drivers of Change (DoC) analysis, and looks at what is being done with the findings, in order to learn lessons for future work. It draws mainly on studies conducted in four countries – Bangladesh, Bolivia, Kenya, and Tanzania – as a basis for deriving findings and recommendations for this type of work. There appears to be little consistent policy across and within donors on how to scope the studies, or how to link Power and DoC analysis to work on conflict, gender, social exclusion or human rights.

[Access full text: available online](#)

**DFID's Politics of Development Framework**

The Politics of Development framework emerged partly as a response to the limitations identified in the Drivers of Change approach. It aims to go further in analysing the actors, connections and processes making up a political system.

**Leftwich, A., 2007, 'Drivers of Change: Refining the Analytical Framework: Conceptual and Theoretical Issues', Department of Politics, University of York**

[Access full text: available online](#)

**Leftwich, A., 2007, 'Drivers of Change: Refining the Analytical Framework to Understand the Politics of the Places We Work: Final Report', Department of Politics, University of York**

[Access full text: available online](#)

**Leftwich, A., 2007, 'Drivers of Change: Refining the Analytical Framework to Understand the Politics of the Places We Work: Notes of Guidance for DFID Offices', Department of Politics, University of York**

[Access full text: available online](#)

**Leftwich, A., 2007, 'Drivers of Change: Refining the Analytical Framework: A Framework for Political Analysis', Department of Politics, University of York**

[Access full text: available online](#)

### **Dutch Foreign Ministry's Strategic Governance and Corruption Assessment (SGACA)**

The SGACA includes an assessment of: (i) Foundational Factors, which refer to the contextual factors that fundamentally shape the state and political system, including such topics as territorial integrity, geography, social structures and geostrategic position; (ii) the Rules of the Game, which are the formal and informal institutions shaping the quality of governance, especially for poor people, including topics related to political competition, the distribution of power and state-society relationships; (iii) the Here and Now, referring to the current context for governance and the role of the main actors and stakeholders in driving recent political dynamics; and (iv) Implications for Change, covering operational recommendations.

### **Unsworth, S., and Conflict Research Unit, 2007, 'Framework for Strategic Governance And Corruption Analysis: Designing Strategic Responses Towards Good Governance', Netherlands Institute of International Relations, Clingendael, The Hague**

This paper by the Clingendael Institute describes the Strategic Governance And Corruption Analysis (SGACA) which has been used by the Dutch Ministry of Foreign Affairs to inform country programming across all of the countries where it provides development assistance. SGACA captures the informal, societal and sometimes intangible underlying reasons for the governance situation, which can often differ from the formal configuration of the state. SGACA can improve the design of donor interventions through a better understanding of what happens behind the façade of the state and what really drives political behaviour.

[Access full text: available online](#)

### **SIDA's Power Analysis**

SIDA's Power Analysis aims to identify where real power in a society lies, how it is distributed and possible conflicts of interests. SIDA emphasises that political economy analyses should primarily rely on local expertise.

### **SIDA, 2006, 'Power Analysis - Experiences and Challenges', Swedish International Development Cooperation Agency, Stockholm**

This document argues that an understanding of power relations is critical to understand the factors impeding poverty reduction, as well as the incentives and disincentives for pro-poor development. It reflects on SIDA's experience of using concepts of power to analyse development problems, the value added and practical impact of this approach, lessons learned and the way forward. It includes a useful annex presenting a checklist of issues and questions that should be included in power analysis.

[Access full text: available online](#)

### **World Bank**

The problem-driven framework is not a specific 'tool' itself, but rather a 'platform' that tries to bring together and to summarize for Bank teams some practices, thinking, and lessons learned; and to point to some existing tools, such as varieties of stakeholder analysis. The PGPE approach is similar to Sida's power analysis and DFID's drivers of change approach in that both direct researchers to look at actors (or stakeholders), institutions and structures that influence poverty and development policies at the macro level. However the PGPE analysis can also be applied to the sector and thematic level, or the project- and policy specific level; or a combination of levels.

**World Bank, 2009, 'Problem-Driven Governance and Political Economy Analysis: Good Practice Framework', World Bank, Washington, D.C.**

Integrating governance and political economy analysis more systematically into World Bank operational work is important to enhance development effectiveness, to better address risks, and to respond to client demands for approaches that are tailored to specific situations. The Problem-Driven Governance and Political Economy (PGPE) framework synthesises the lessons and experiences of diagnostic work on corruption, governance and political economy analyses. The framework seeks to contribute to the development of tools and practices that support smarter, more realistic and gradual reforms in developing countries. It emphasizes a problem-driven approach: i) define what the issue is that teams are grappling with; ii) examine the governance and institutional arrangements; and iii) examine the underlying political economy drivers. While directed primarily at the World Bank's own teams, the good practice framework can be useful outside the organisation.

[Access full text: available online](#)

**Sector-level tools for political economy analysis:**

Sector level analysis identifies the interests, incentives, power structures and relations that shape policy and practice at the level of sectors. Proponents argue that this approach lends itself more easily to identifying practical entry points for action.

**Moncrieffe, J. M., and Luttrell C., 2005, 'An Analytical Framework for Understanding the Political Economy of Sectors and Policy Arenas', Overseas Development Institute (ODI), London**

How can donors conduct political analysis of specific sectors and policy arenas within a country so as to support pro-poor change processes more effectively? This analytical framework from the Overseas Development Institute is designed for use by DFID country offices. It suggests guidelines for political analysis in three stages: (a) an historical/foundational country overview; (b) organisations, institutions and actors; and (c) operational implications. Deep sector/policy analysis facilitates a better understanding of entry points and helps staff to design incentives for maximum impact on development outcomes.

[Access full text: available online](#)

**European Commission, 2008, 'Analysing Sector Governance', Chapter 4 in Addressing Governance in Sector Operations, EC Sector Reference Document**

How can political and institutional constraints be addressed so as to improve the effectiveness of aid at sector level? This section from a European Commission publication offers a framework for analysing sector governance. The framework focuses on the context of sector governance, actors' interests, power and incentives, and governance and accountability relationships. Where opportunities for short-term governance enhancement at sector level are limited, sector specialists can look for alternative entry points. These might include supporting the private sector and civil society.

[Access full text: available online](#)

**World Bank, 2008, 'The Political Economy of Policy Reform: Issues and Implications for Policy Dialogue and Development Operations', World Bank, Washington D.C.**

How can donors improve the effectiveness of policy reform processes? This study from the World Bank addresses the political economy of sector reform in agricultural marketing, and water supply and sanitation. It uses a social analysis perspective to analyse stakeholder interests, incentives, institutions, risks and opportunities. Development agencies should

undertake timely political economy analysis and establish a sustainable process for building broad coalitions. They should also promote transformative institutional change that includes empowering forms of bottom-up accountability.

[Access full text: available online](#)

## APPENDIX 3

### UNICEF Country Case Studies

#### Pre-Fieldwork Desk Reviews

##### Overall approach

The research methodology will frame and inform the country case studies preliminary analysis so that there is consistency between research objectives, questions and suggested research methods. A guidance note on any operational factors that need to be taken into account in planning and undertaking the field visit should be included as an appendix along with appendices identifying contacts.

Methods will include desk review of essential documents (including programming and planning material), interviews with UNICEF officers, other UN agencies, non-governmental organizations and with local stakeholders, where feasible.

##### Structure for writing up the review

1. Brief description of the nature of the conflict, including an historical perspective of the conflict, main actors, elements of peace agreements, role of international actors, key dates and main challenges in the post-conflict period.  
(750 words)
2. UN involvement, including:
  - UN missions, dates, mandate, field of operations;
  - UN organisations in country, their field of operations;
  - Any conflict analysis undertaken, key elements of country strategic and programmatic frameworks, and alignment of UN work in the area of education.  
(750 words)
3. Overview of the education system, including:
  - Structure, agencies, statistics, aid for education, government funding, schooling, pupils, etc.;
  - Summary of main impacts of the conflict on education;
  - Summary of any post-conflict assessments, tools used, referred to education;
  - Role of the education system before and after the conflict in terms of its contribution to the conflict and/or its transformation;
  - Post-conflict challenges for education in terms of peacebuilding;
  - Government plans, policies for post-conflict education, key documents.  
(1000 words)
4. Summary of main post-conflict education programmes funded by UNICEF and other international agencies summarised in a way that highlights the main focus of the programme, underlying rationale, relevance to peacebuilding and evidence of impact.  
(1500 words)
5. Key issues to investigate further through the field-based case study – this should include questions that arise from the literature that could be explored in more depth in the field

visit, questions about linkages between an integrated UN presence and the relevance of education programming to peacebuilding. (1000 words)

## Bibliography

### Appendices:

- I. Operational Guidance – Contextualizing the Research Methodology:
  - Suggest ways in which the methodology and scope might need to be adjusted to fit the country;
  - Recommend Additional Data Collection methods, if thought necessary;
  - Recommend potential sites/project visits/key areas of the country to visit;
  - Suggest duration of fieldwork depending on the capacity on the ground, we estimate between 3-4 weeks per country;
  - Identify type of capacity needed for data collection (logistics, accessibility);
  - Outline any key logistical challenges;
  - Identify capacity of UNICEF Country Office to support the fieldwork (logistic, hotel, in-country travel costs, hiring national researchers/consultants, schedule interviews with national counterparts and international partners, provide translation/interpretation support where needed, workshop materials, transcription of interviews, etc.);
  - Identify potential site and venue for the Two-Day In-Country Participatory Workshop with key stakeholders;
  - Outline potential risks, e.g., weather conditions or political instability.
- II. List of International and Bi-lateral agencies and contacts.
- III. Government, education sector agencies and contacts.
- IV. NGO/Civil Society organisations, contacts relevant to education and peacebuilding.
- V. List of prominent public intellectuals/journalists/academics relevant to discussion on peacebuilding and/or education.
- VI. List of potential key grey literature to be gathered (that is unavailable online).



## APPENDIX 4

<b>Primary Post-Conflict Strategic Assessment and Planning Tools and Frameworks for Relief, Recovery and Peace Consolidation</b>					
	<b>Consolidated Appeals Process (CAP)</b>  <b>Common Humanitarian Action Plan (CHAP)</b>	<b>Post Conflict Needs Assessment (PCNA)</b>  <b>Transitional Results Framework (TRF)</b>	<b>Conflict analysis (or UN Strategic Assessment) and</b>  <b>Integrated Strategic Framework (ISF)</b>	<b>Common Country Assessment (CCA)</b>  <b>UN Development Assistance Framework (UNDAF)</b>	<b>Poverty Reduction Strategy Paper (PRSP)</b>
<b>Tool creator /Audience</b>	<ul style="list-style-type: none"> <li>• CAP: created by GA Res 46/82. Used by the humanitarian sector, including the UN, host government, donors and NGOs.</li> <li>• CHAP: intended for use by INGOs, NGOs and UN operational agencies contributing to emergency relief.</li> </ul>	<ul style="list-style-type: none"> <li>• UNDG, WB and EC</li> <li>• UNCT, UN agencies and departments involved in the field, national stakeholders, other multilateral actors, donors.</li> </ul>	<p>System wide ownership. Undertaken by UN field presence (Mission and UNCT) in consultation with IMTF/ITF where there are integrated field presences - DPKO or DPA led missions and UNCTs.</p>	<p>UN actors involved in development assistance and interventions</p>	<p>World Bank and IMF. The PRS is prepared by the national government in consultation with the international community, especially the Bank.</p>
<b>Purpose of Tool</b>	<ul style="list-style-type: none"> <li>• CAP: tool for coordination, strategic planning and programming, fundraising, and joint monitoring.</li> <li>• CHAP: tool for prioritization and strategy setting of humanitarian action – informs the CAP.</li> </ul>	<ul style="list-style-type: none"> <li>• PCNA: a methodology to map the needs of a country emerging from conflict and define a set of priorities and their implications. Post-Disaster Needs (PDNA) Assessments, alternatively, focus on natural disasters.</li> <li>• TRF: the plan of action consolidated and costing of identified priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Assessment (SA): inter-agency/departmental conflict analysis tool; builds upon existing analysis and inform ISF. Also used for Mission mandate development or reconfiguration.</li> <li>• ISF: mandatory tool for integrated mission planning to achieve strategy for UN's role in a given country.</li> </ul>	<ul style="list-style-type: none"> <li>• CCA is a common UN instrument to analyse the national development issues with a focus on MDGs, and where UNCT can most contribute.</li> <li>• UNDAF: the strategic program framework for the UNCT. Sets priorities for engagement with the MDG related priorities in the national development strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• The PRSP is an operational vehicle intended to translate a country's poverty reduction strategy into a focused action plan. Sets development priorities. Also used to coordinate development assistance.</li> </ul>
<b>Scope / When</b>	<p>Emergency relief/ Humanitarian action phase</p>	<p>Used where countries are emerging from conflict or</p>	<p>ISF should ideally come before an RBB and</p>	<p>Synchronized with national planning cycle, usually 3-6</p>	<p>Required before a country can receive World Bank</p>

<b>Tool Applies</b>	of intervention. CAP created annually in chronic emergencies (i.e. Haiti; DRC)	crisis.	CCA/UNDAF, or a CHAP/CAP, with a view to harmonizing UN planning cycles.	years, but often shorter in post-conflict countries.	(and increasingly all donor) lending, and before it can apply for Highly Indebted Poor Countries (HIPC) debt relief.
<b>Relationship to other tools</b>	The CHAP is the foundation for CAP.  Analysis conducted during this phase can help inform Post-conflict Needs Assessment (PCNA) and Common County Assessment (CCA).	PCNA is synonymous to joint needs assessment (JNA).  PCNA feeds into Strategic Assessments and CCAs  TRF should serve as analytical platform for all country strategies during transition and later for UNDAF.	Depending on context and phase in transition, other planning tools such as the UNDAF or CHAP should be adapted to fulfil the minimum requirements of the ISF.	PCNA can be used in place of a CCA. Builds upon other tools and meant to be complimentary with World Bank Country Assistance Strategy (CAS).  Works to align and support the national development strategy /PRSP.	Increasingly, the framework for coordinating domestic and international efforts to achieve the MDGs. UNDAF sets out the UN's engagement with PRSP.
<b>Peacebuilding Content</b>	Includes a common context analysis and needs assessment, based upon which roles of actors are defined.	The TRF acts as a compact for recovery, articulating the shared responsibility of all actors in the process.  The PCNA highlights process as much as outcome – a participatory, focused on building national ownership and consensus amongst stakeholders.	Explicitly emphasizes the need for conflict analysis, with IMPP guidelines suggesting a SA to precede ISF. Different context/conflict analysis tools are also promoted, and more common in practice to date.  Flexible model that sets minimum requirements: each ISF will have to be context specific.	The UNDAF is not designed with the explicit purpose of peace consolidation but the latest guidelines for the CCA and UNDAF (Feb 2009) suggest that the process should seek to analyse and respond to conflict (p. 20 - 21). For countries emerging from conflict, UNDAF is likely to follow a Transitional Strategy based on PCNA.	Not explicit but there have been some attempts to infuse PRSPs with conflict sensitivity and peacebuilding concerns (i.e. Liberia). The World Bank's conducted early research to promote a conflict sensitive approach to PRSPs, but this was not mainstreamed through its country PRSP efforts to support governments.
<b>Education Content</b>	Usually features in both, but requested appeal is often greatly under-funded. UNICEF co-leads the education cluster.	Usually included, but often focused on service delivery for primary education. Analysis of conflict/peace and the sector usually weak, (Pakistan exception).	UNICEF actively participating to date. UNDAFs have in some cases been used as the basis for ISFs, in which case social sectors are better articulated.	Stronger inclusion of education concerns, as they come later in the development process. Usually good analysis (i.e. Liberia).	PRSPs usually very strong on education, given strong priority this often takes in post-conflict government budgets.

## APPENDIX 5

Theories of Change in Educational Programming in Post-Conflict Contexts	
Analytical Framework	Theory of Change
<b>Education Service Delivery</b>	<ul style="list-style-type: none"> <li>• If learner's attitudes towards other groups change/ become more tolerant, conflict can be prevented</li> <li>• If education can protect children during conflict, the negative effects of conflict on them will be lessened</li> <li>• If relevant, flexible, accessible education is delivered to vulnerable, rural children, their education outcomes will improve</li> <li>• Attitude change leads to peacebuilding</li> </ul>
<b>Education Sector Governance and Policy Reform</b>	<ul style="list-style-type: none"> <li>• Education sector reform can enhance equity</li> <li>• If education is a part of humanitarian response, it will contribute towards psychosocial wellbeing, a sense of normalcy and longer-term rebuilding</li> <li>• Education is a direct and indirect cause of peace</li> </ul>
<b>Education and Post-Conflict Transformation within Broader Society</b>	<ul style="list-style-type: none"> <li>• Liberal states that spend responsibly are best posed for successful reconstruction (spending responsibly includes spending on education)</li> <li>• Economic growth and private sector development lead to development (education can foster these)</li> <li>• Religious values are peace-building (these can be transmitted through education)</li> </ul>

## APPENDIX 6

### Entry Points for Education and Peacebuilding

<p><b>Entry Points for Service Delivery</b></p>	<ul style="list-style-type: none"> <li>• Formal &amp; Informal Schooling</li> <li>• Curriculum Reform</li> <li>• Whole School Approaches</li> </ul>
<p><b>Entry Points for Education sector governance and policy reform</b></p>	<ul style="list-style-type: none"> <li>• Ministry of Education capacity building</li> <li>• Decentralization</li> <li>• Sector Financing</li> <li>• Sector Planning</li> <li>• Policy Reform</li> <li>• Legislation</li> <li>• Monitoring Enrolment Rates</li> </ul>
<p><b>Entry Points for Education and Post-Conflict Transformation within Broader Society</b></p>	<p>Adults; Aid; Children's rights; Cholera awareness; Conflict resolution training; Disarmament Demobilization and Reintegration; Dialogue; Economic growth; Environmental awareness; Fiscal planning; Media; Migrants; Mine awareness; Peace agreements; Poverty alleviation; Private sector development; Psychosocial support; Reconciliation; Religion; Remittances; Shared values; Social service spending; Transitional justice; Violence prevention; Vocational training; Women; Youth; Youth programming; Youth employment.</p>

## APPENDIX 7

### MAPPING INTERVENTIONS IN EDUCATION & PEACEBUILDING

Education for post conflict peacebuilding		
Relevance of education programming to post conflict transformations		
Post Conflict Transformation	Focus of programming	Types of programmes
Security	<ul style="list-style-type: none"> <li>➤ demilitarization</li> <li>➤ disarmament</li> <li>➤ demobilization</li> <li>➤ reintegration</li> <li>➤ security and policing reform</li> <li>➤ justice system</li> <li>➤ community safety</li> <li>➤ 'fundamental freedoms' conscience, speech, movement, etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Emergency relief programmes</li> <li>✓ Child protection, registration</li> <li>✓ Refugee and IDP education</li> <li>✓ Schools as safe places</li> <li>✓ DDR</li> <li>✓ Accelerated learning for former combatants</li> <li>✓ Schooling restoring normality</li> <li>✓ Education about the impact and consequences of violence</li> <li>✓ Anticorruption programmes</li> <li>✓ Human rights education</li> </ul>

<p><b>Political</b></p>	<ul style="list-style-type: none"> <li>➤ constitutional reform</li> <li>➤ political institutions</li> <li>➤ representation</li> <li>➤ elections</li> <li>➤ political freedoms</li> </ul>	<ul style="list-style-type: none"> <li>✓ Education programmes about political rights</li> <li>✓ Education programmes on child's rights</li> <li>✓ Civic and citizenship education</li> <li>✓ Participation programmes</li> <li>✓ Media education</li> </ul>
<p><b>Economic</b></p>	<ul style="list-style-type: none"> <li>➤ transforming the conflict economy</li> <li>➤ redirecting resources from conflict to development</li> <li>➤ addressing unemployment</li> <li>➤ developing new skills for economic regeneration</li> <li>➤ addressing economic inequalities</li> </ul>	<ul style="list-style-type: none"> <li>✓ Development of skills to support economic regeneration</li> <li>✓ TVET programmes</li> </ul>
<p><b>Social</b></p>	<ul style="list-style-type: none"> <li>➤ social capital</li> <li>➤ social cohesion</li> <li>➤ socialization with adversaries</li> <li>➤ addressing intergroup conflict</li> <li>➤ shifting social identities</li> <li>➤ social networks</li> </ul>	<ul style="list-style-type: none"> <li>✓ Child Friendly Spaces</li> <li>✓ Psychosocial support programmes.</li> <li>✓ Education programmes about social and cultural rights</li> <li>✓ Peace education programmes</li> <li>✓ Dealing with the past, truth and reconciliation</li> <li>✓ Coexistence education</li> <li>✓ Inter group sports, relations, learning environments</li> </ul>

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[www.educationandtransition.org](http://www.educationandtransition.org)

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July 2011

The report was commissioned by the Evaluation Office in association with the Education Section, and managed by the Evaluation Office.