

<b>Institution:</b> University of Sussex		
<b>Unit of Assessment:</b> 23 – Education		
<b>Title of case study:</b> Education and Peacebuilding in Conflict-Affected Contexts: Influencing UNICEF's and key international actors' approaches to peace-promoting education policy and practice		
<b>Period when the underpinning research was undertaken:</b> 2010 – 2020		
<b>Details of staff conducting the underpinning research from the submitting unit:</b>		
<b>Name(s):</b>	<b>Role(s) (e.g. job title):</b>	<b>Period(s) employed by submitting HEI:</b>
Mario Novelli	Professor in the Political Economy of Education	2010 – present
Yusuf Sayed	Professor of Comparative Education	1999 – 2003, 2008 – present
Naureen Durrani	Senior Lecturer in International Education and Development	2012 – 2018
<b>Period when the claimed impact occurred:</b> August 2013 – 2020		
<b>Is this case study continued from a case study submitted in 2014? N</b>		
<b>1. Summary of the impact</b>		
<p>Sussex research on education and peacebuilding led UNICEF to incorporate Education Sector Focussed Conflict Analyses into its work to support peacebuilding in conflict-affected contexts. It enabled UNICEF to successfully implement a USD150,000,000 Peacebuilding in Education and Advocacy Programme (PBEA), which delivered analysis – and achieved subsequent policy and capacity improvements – in 14 conflict-affected contexts. Further Sussex research, funded by the PBEA programme, led to the development of the “4Rs framework” for analysing and reforming education systems in conflict-affected contexts, which has been widely used by UNICEF teams and their partners. UNICEF's role as a global actor and thought leader, and its influence on state and non-state actors operating in this field, then ensured that this shift in approach had important effects on ‘good practice’ in conflict-affected contexts amongst multiple actors, including the World Bank, UNESCO-IIEP, and several national governments.</p>		
<b>2. Underpinning research</b>		
<p>Whilst education's relationship to economic growth and societal development is well-known, education systems' links to war and peace are much less so. Sussex researchers have played a leading role in pioneering systematic research on the relationships between education, conflict and peacebuilding. This research began in 2010, with the Dutch-funded UNICEF '<i>Education and Peacebuilding in Conflict Affected Contexts</i>' project led by Professor Mario Novelli (Sussex) in collaboration with Professor Alan Smith (University of Ulster). This research explored the relationship between education, conflict and peacebuilding in Nepal, Lebanon and Sierra Leone [R1], and found that:</p> <ol style="list-style-type: none"> <li>1. Education sectors were marginalised in UN peacebuilding agendas and funding, while peacebuilding measures were rarely integrated into education plans</li> <li>2. Education could help to ameliorate political, economic, and sociocultural inequalities that underpinned conflict</li> <li>3. Conflict-sensitive research and analysis of education systems and policy can be supportive of, and conducive to, peacebuilding.</li> </ol> <p>These findings underpinned the creation of a USD150,000,000 UNICEF-led 'Peacebuilding, Education and Advocacy' (PBEA) programme (2012-2016), implemented in 14 countries, which included a significant research component that was co-led by Professor Novelli, in conjunction with partners from the University of Amsterdam and the University of Ulster. This included Sussex-led case study research in Pakistan, South Africa, South Sudan and Kenya. The Sussex team were directly involved in programme implementation, commissioned to develop the methodology and lead the pilot 'Education Sector Focussed Conflict Analyses' in Sierra Leone.</p>		

The approach was designed to reduce conflict drivers within education systems and maximise the education systems' potential contribution to peacebuilding.

The earlier research [R1] underpinned the development of an innovative '4Rs framework' for understanding the role of education in peacebuilding [R2], developed by Novelli in collaboration with Cardozo (Amsterdam), and Smith (Ulster). The framework guides systematic context/conflict sensitive analysis of education structures, processes and content, and informs approaches for sustainable peace involving transformations of political, economic, and cultural inequalities in and through education, while ensuring that reconciliation between communities through education is also supported. This requires attention to the '4Rs', addressing both underlying causes and the legacies of conflict: **redistribution** of resources and access across social groups, **recognition** of identities and diversity, **representation** in decision-making at all levels, and **reconciliation** – dealing with the legacies of conflict through education. These represent entry points for integrating peacebuilding into education plans, policies, and programmes and education into peacebuilding strategies, thus ensuring the framework is potentially adaptable for use by a range of users, at different levels, in different geographical or stakeholder domains, from research to policy and practice.

The '4R's framework' underpinned a 2014-2017 collaborative programme of research in eight countries involving researchers from the Universities of Sussex, Ulster, and Amsterdam, Cape Town University of Technology (CPUT) and the University of Rwanda [R2-R6]. The research involved: a UNICEF-commissioned Research Consortium on Education and Peacebuilding studying education policy, teachers, and youth and peacebuilding in Pakistan, Myanmar, Uganda, and South Africa; an ESRC-funded comparative study of the Role of Teachers in Peacebuilding in South Africa and Rwanda; and two studies of education governance and peacebuilding in South Sudan and Kenya, commissioned by UNICEF's Eastern and Southern Regional Office. These studies engaged with two key problems: the reproduction of political, economic, and cultural inequalities in and through education, contributing to tensions and undermining peacebuilding and reconciliation; and the marginalisation of education in UN peacebuilding agendas and of peacebuilding objectives in national education planning. The key findings were:

1. Relationships between education and peacebuilding are shaped by specific historical and contemporary inequalities and conflict dynamics, political economic contexts, peacebuilding and reconciliation strategies, and government-donor relations and priorities [R1, R4]
2. A lack of attention from international and government actors to dimensions of redistribution, representation, recognition, and reconciliation in education policy and practice contributes to the reproduction of inequalities and tensions associated with conflict [R2, R3, R4, R5]
3. Collective identities are linked to marginalisation in education, with particular communities (e.g. refugees/Internally Displaced People/pastoralists) experiencing challenges in education access, outcomes, relevance, representation, and tensions between 'assimilation' and recognition [R4]
4. Internationally-driven policy agendas often neglect, and reinforce, 'local', context-specific, historical inequalities (e.g. racial, ethnic, gendered, geographic), and contribute to education system fragmentation and donor-government tensions [R1, R4]
5. Teachers play critically important peacebuilding roles as agents of social change, but face barriers in training, salaries, political influence, and social status. Youth also play important peacebuilding roles but face challenges in accessing relevant education, recognition, and representation in decision-making [R3, R5, R6]
6. Peacebuilding efforts should be integrated in education development programming, not just in 'emergency' contexts (commonly reflected in donor approaches), but also before conflict breaks out and during transitional periods after conflict has ended [R1, R2, R5]
7. The promotion of sustainable peacebuilding and cohesion through education should involve redistribution, representation, recognition, and reconciliation from policy to classroom levels [R2-R6].

### 3. References to the research

**R1. Novelli, M. and Smith, A. (2011).** The Role of Education In Peacebuilding: A synthesis report of findings from Lebanon, Nepal and Sierra Leone. New York: UNICEF.

[https://www.unicef.org/spanish/evaldatabase/files/EEPCT\\_PeacebuildingSynthesisReport.pdf](https://www.unicef.org/spanish/evaldatabase/files/EEPCT_PeacebuildingSynthesisReport.pdf)

- R2. Novelli, M.,** Lopes Cardozo. M. T. A., and Smith, A. (2017). The 4Rs framework: Analyzing education's contribution to sustainable peacebuilding with social justice in conflict-affected contexts. *Journal on Education in Emergencies*, 3(1), 14-43.  
<https://doi.org/10.17609/N8S94K>
- R3. Sayed, Y.,** Badroodien, A., McDonald, Z., Hanayo, A., Salmon, T., Balie, L., De Kock, T.G., Sirkotte-Kriel, W., Garisch, C., Gaston, J., and Foulds, K. (2016). Education and social cohesion country report: South Africa. Research Consortium on Education and Peacebuilding, Centre for International Teacher Education (CITE), Cape Peninsula University of Technology (CPUT). <https://inee.org/resources/education-and-social-cohesion-country-report-south-africa>
- R4. Novelli, M., Daoust, G.,** Selby, J., Valiente, O., Scandurra, R., Kuol, L. B. D. and Salter, E. (2016). Exploring the linkages between education sector governance, inequity, conflict, and peacebuilding in South Sudan. UNICEF Eastern and Southern Africa Regional Office.  
<https://www.sussex.ac.uk/webteam/gateway/file.php?name=exploring-the-linkages-final-report.pdf&site=320>
- R5. Durrani, N.,** Halai, A., Kadiwal, L., Rajput, S. K., **Novelli, M.** and **Sayed, Y.** (2017). Education and Social Cohesion in Pakistan. Research Consortium on Education and Peacebuilding, UNICEF PBEA Programme, University of Sussex.  
<https://www.eccnetwork.net/resources/education-and-social-cohesion-pakistan-pbea>
- R6. Novelli, M.,** and **Sayed, Y.** (2016). Teachers as Agents of Sustainable Peace, Social Cohesion and Development: Theory, Practice & Evidence. *Education as Change*, 20(3), 15-37. <https://dx.doi.org/10.17159/1947-9417/2016/1486>

#### 4. Details of the impact

UNICEF policy and practice on education in conflict-affected contexts have been informed by the Sussex research, and UNICEF-supported dissemination/advocacy of the research findings and policy implications has now influenced other UN actors, NGOS and national governments in conflict-affected contexts.

##### Impact on UNICEF policy and practice in conflict-affected contexts

The USD150,000,000 Dutch-funded UNICEF-led '*Peacebuilding in Education and Advocacy Programme*' (PBEA) – also known as '*Learning For Peace*' – operated in 14 conflict-affected contexts between 2012-2016. According to Corien Sips, of the Dutch Ministry of Foreign Affairs, the findings of initial research [R1], were "used as a building block for the new programme" [S1]. The PBEA programme has subsequently changed UNICEF education practice in conflict-affected states and, while the PBEA programme was launched before the start of the assessment period in August 2013, most – if not all – of its impact can be seen from August 2013 onwards. According to [text removed for publication]:

"PBEA was the reason that UNICEF opted to design education programs in some fragile and post-conflict countries with the goal to mitigate drivers of conflict... These were experiments at the policy level how peacebuilding can be included in education sector plans, institutional capacity development...and PBEA was rolled out in 14 countries." [S2]

Professor Novelli developed the methodology for – and led – the first PBEA Education Sector Focussed Conflict Analysis report in Sierra Leone. This approach was then deployed in the other 14 countries where the PBEA programme operated from 2013-2016. In UNICEF's 2015 Evaluation Report of the PBEA programme, it was noted that:

"Meaningful results were achieved in integrating conflict sensitivity and peacebuilding into education sector reform and other policies; building institutional capacities of UNICEF, governments and implementing partners for conflict sensitive programming and peacebuilding; building individual and community capacities to mitigate causes of conflict; and increasing access to conflict sensitive education." [S3]

The final PBEA Programme Report notes that impacts were widespread and that by the end of the programme on 30 June 2016:

“351 national and sub-national policies have been influenced in this process and 176,498 institutions (government agencies, schools, partner organizations, community associations and UNICEF country offices) were reached through training, technical assistance and outreach initiatives.” [S4]

In specific contexts, UNICEF has also employed Sussex-led research findings to inform assessment of the experiences and peacebuilding contributions of ‘marginalised’ populations. A 2015 UNICEF South Sudan situation assessment report, intended to inform marginalised populations’ participation in peacebuilding, cites [R4] 27 times [S8]. The assessment drew on findings concerning the significance of historical and contemporary conflict dynamics, educational inequalities facing specific communities (e.g. pastoralist), and the need to consider multidimensional inequalities and peacebuilding contributions in education planning [S8, pp.23-122].

Conceptually, the 4Rs framework has influenced UNICEF thinking in conflict-affected states in a range of ways. In August 2018, UNICEF contacted Novelli, to inform him that they were adopting the 4Rs framework for the development of their *Background Paper: Contributions of Early Childhood Development Programming to Sustainable Peace and Development*, published in November 2018 [S5]. In a later interview [text removed for publication] noted that:

“The 4Rs actually suggested how governments should structure education policy to have at the macro level elements in place which decrease the risk of violent conflict. This is all very helpful and is very new thinking.” [S2]

### Impact beyond UNICEF

UNICEF has also successfully advocated for the inclusion of the ‘4Rs framework’ in the ‘Education Sector Analysis Guidelines: Volume 3’, Chapter 10 on ‘*Risk and Conflict Analysis of the Education Sector*’. This text is produced by the Global Partnership for Education (GPE), UNICEF, UNESCO and the World Bank – four of the most influential global institutions for education policy and support – and translated into 5 major languages. These ‘guideline’ open source texts are the key resource used by National Ministries of Education in developing countries around the world to guide education sector analysis and planning [S6].

In a similar vein, UNICEF co-convened the ‘2016 Pan-African Symposium on Education, Resilience and Social Cohesion’, bringing together 14 African countries who adopted a communiqué [S7] signed by education ministries which committed them to incorporating conflict sensitive analysis in education policy and programming in their countries and building a culture of peace in and through schooling. The event was held at the Headquarters of the African Union, Addis Ababa, Ethiopia, organised by UNICEF and the Association for the Development of Education in Africa (ADEA) with Sussex academics leading multiple sessions [S7].

The research findings have also informed UNESCO’s conflict-sensitive education-sector analysis and planning. In a report on crisis-sensitive education sector planning in South Sudan, UNESCO [S9, p.7] refers to Sussex research findings from South Sudan concerning fragmented and donor-driven support to education and the implications for ministry planning and management. This report explores UNESCO’s role in developing South Sudan’s Education Sector Analysis and Plan for 2017-2021, illustrating the mobilisation of research findings promoting conflict sensitive policies and educational reform.

PBEA lessons have also been taken up as part of the UN’s new peacebuilding directions, and testimony from the Peacebuilding Support Office (PBSO) [S10a, 2.36-3.58 mins] illustrates impacts in terms of responding to population needs, addressing root causes of conflict, the role of youth in peacebuilding, and cooperation/coordination with education agencies. There is evidence that education, alongside other social sectors, is being taken increasingly seriously in UN Peacebuilding Operations. PBSO, in 2018, was supporting far more education related programmes than in 2010 (increase from 2% to 8%), which appears linked to UNICEF PBEA advocacy and lobbying. PBSO have also prioritised youth, and drawn heavily on Sussex research in Myanmar, Pakistan, Uganda and South Africa to inform their new youth strategy

[S10a, 2.36-3.58 mins]. Cecile Mazzacurati, PBSO, and head of the Secretariat on Youth, Peace & Security at the United Nations Population Fund noted, in October 2020, the importance of the 4Rs approach:

“The 4Rs framework has really been an important contribution to the peacebuilding field... We are also using it for a programming handbook on youth, peace and security – we used the 4Rs for the chapter on theories of change, after realizing that these actually work perfectly well for basically all peacebuilding ToRs (not just education-related).”

[S10b]

Finally, in 2020, the Sussex research team, in collaboration with the University of Ulster, Cape Town, South Africa, and Nazarbayev University, Kazakhstan (UK GBP2,000,000 Global Challenge Research Fund Network Plus Grant 2020-2023, AH/T00553X/1) have begun building the in-country human resource capacities for governments and agencies to continue this important and ongoing work by working with more than 40 young researchers and practitioners from Central Asia and Sub-Saharan Africa in building capacity for conflict sensitive analysis of education systems.

## 5. Sources to corroborate the impact

- S1.** “You need to keep convincing people that education is life-saving ...” Interview with Corien Sips of the Dutch Ministry of Foreign Affairs (2012).  
<https://ethioharmonyschools.wordpress.com/2012/11/26/interview-with-corien-sips-of-the-dutch-ministry-of-foreign-affairs/>
- S2.** [text removed for publication]
- S3.** 2015 Global Evaluation of UNICEF’s Peacebuilding, Education and Advocacy Program (PBEA) (UNICEF 2015). [https://www.unicef.org/evaldatabase/index\\_PBEA-2015.html](https://www.unicef.org/evaldatabase/index_PBEA-2015.html)
- S4.** Shah, R., Maber, E., Lopes Cardozo, M. and Paterson, R. (2016) *Peacebuilding, Education and Advocacy in Conflict-Affected Contexts (PBEA) programme report 2012-2016*. United Nations Children’s Fund (UNICEF) (see - vii-viii). <https://eric.ed.gov/?id=ED573879>
- S5.** ECPC (2019) Background Paper: Contributions of Early Childhood Development Programming to Sustainable Peace and Development. New York: Early Childhood Peace Consortium (ECPC). <https://ecdpeace.org/ecpc-background-paper-contributions-early-childhood-development-programming-sustainable-peace-and>
- S6.** Global Partnership for Education, UNICEF, UNESCO and the World Bank (2020 in press) *Education Sector Analysis Guidelines: Volume 3*.
- S7.** Federal Democratic Republic of Ethiopia Ministry of Education, UNICEF and Association for the Development of Education in Africa (2016) *Report on the Pan-African Symposium on Education, Resilience and Social Cohesion: Strengthening education policies and programmes to achieve SDGs and Africa’s Agenda 2063*.  
[https://inee.org/system/files/resources/Pan\\_African\\_Symposium\\_on\\_Education\\_Resilience\\_and\\_Social\\_Cohesion\\_Peacebuilding-edu-advocacy-conflict-affected-contexts\\_2016\\_%20ENG.pdf](https://inee.org/system/files/resources/Pan_African_Symposium_on_Education_Resilience_and_Social_Cohesion_Peacebuilding-edu-advocacy-conflict-affected-contexts_2016_%20ENG.pdf)
- S8.** UNICEF South Sudan (2015) *Situation assessment of children and women in South Sudan*.  
[https://www.28toomany.org/static/media/uploads/Country%20Research%20and%20Resources/South%20Sudan/unicef\\_south\\_sudan\\_situation\\_assessment\\_of\\_children\\_and\\_women\\_2015.pdf](https://www.28toomany.org/static/media/uploads/Country%20Research%20and%20Resources/South%20Sudan/unicef_south_sudan_situation_assessment_of_children_and_women_2015.pdf)
- S9.** UNESCO (2016) *Crisis-sensitive education sector planning: UNESCO-IIEP support in South Sudan*. Evaluation of UNESCO’s role in education in emergencies and protracted crises.  
<http://unesdoc.unesco.org/images/0024/002462/246280E.pdf>
- S10. a+b a)** Interview with Cecile Mazzacurati, PBSO, head of the Secretariat on Youth, Peace & Security at the United Nations Population Fund, 20 May 2018, New York [available from HEI on request]; **b)** Cecile Mazzacurati, PBSO, head of the Secretariat on Youth, Peace & Security at the United Nations Population Fund, email correspondence to Novelli, 26 October 2020.