HS-255F: Education for Development and Conflict Transformation

Class time: Spring 2015, Module II, Friday, 9:00 – 11:50 am
Location: Schneider Building, Room 163

Contact Information
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Course Description
This module explores the structural relationship between education, conflict transformation and development. It reviews the role of education as a driver of economic growth and social mobility, as well as inclusivity and conflict sensitivity, and analyzes how these core development and coexistence functions are affected by conflict and emergency situations. Using a case study approach, the course examines how specific education systems develop trust or mistrust between groups in relatively stable situations. Students also analyze the challenges faced by national governments and international organizations in delivering education programs during conflict and refugee situations, and the ways that formal and non-formal education can contribute to reconciliation and conflict transformation after protracted periods of conflict. Overall, the objective is to assess the role education can play to promote conflict-sensitive development, and determine how certain policies and practices are likely to build social cohesion and lead to positive development outcomes.

Learning Objectives
Students will understand the role of education in development and conflict transformation, particularly in overcoming—or reinforcing—inequalities based on gender, social class, language, region, religion, race, ethnicity and other sources of group identity. Students will be exposed to how social divisions stemming from these inequalities, in turn, often lead to intra- and intergroup tensions, confrontation, chronic violence and outbreaks of aggression and war. The course will help students understand the challenges of providing quality education in conflict and emergency situations, as well as recognize the potentially transformative impact of education on reconciliation and peace-building in post-conflict societies.

University Notices
1. If you are a student with a documented disability on record at Brandeis University, please inform the professors.

2. You are expected to be honest in all of your academic work. The University policy on academic honesty is distributed annually as section 5 of the Rights and Responsibilities handbook. Instances of alleged dishonesty will be forwarded to the Office of Campus Life for possible referral to the Student Judicial...
System. Potential sanctions include failure in the course and suspension from the University. If you have any questions about this, please ask.

Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to submit his or her independent work, except for group assignments. Ideas and words from another person must be properly acknowledged. You must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs or ideas found in published works, including on the Internet. All citations must be written in the standard APA format. For sources:

- See section 56c (“Avoid Plagiarism”) of the Concise English Handbook.

The writing requirements are intended to encourage students to approach reading materials critically, foster improved research and writing skills, and serve as a basis for contributing to class discussion and forming a diversity of opinions. Students are expected to devote careful attention to the technical quality of their written work, as well as its substance. They must be honest in all academic work.

- See: [http://www.brandeis.edu/studentaffairs/srcs/ai/top10students.html](http://www.brandeis.edu/studentaffairs/srcs/ai/top10students.html)

**Sustainable Development Competency Statement**

This course teaches concepts and skills that have been identified as core competencies for a degree in SID. Most important are basic literacy in the historical and current debates on the meaning and goals of sustainable development, understanding existing systems and their relation to achieving the goals of sustainable development, and the ability to analyze socio-economic, political, cultural, civil-institutional and environmental contexts at the global and local levels. All these elements are addressed through the course focus on historical and policy-relevant readings and discussions of the ways in which both formal and non-formal education systems can contribute to building long-term, sustainable solutions to providing education in societies with sharp social divisions, in active conflict, or in post-conflict situations. Similarly, the course focus on leadership training and capacity building for peace will strengthen students’ ability to use problem-solving methodologies in seeking innovative and effective sustainable development solutions. Finally, the course will also help students to develop the communications skills necessary to lead and support development organizations and interventions and work with diverse stakeholders in development and peacebuilding projects.

**Coexistence Competency Statement**

This course teaches concepts and skills that have been identified as core competencies for a degree in COEX. The conceptual approach is interdisciplinary, drawing from fields as diverse as social psychology, international politics, sociology, law, anthropology and cultural studies. It provides students with the critical skills to design and implement successful interventions that enable groups, nations and regions to embrace coexistence values. It also reinforces their professional capabilities to operate in divided societies through their work in governmental and non-governmental institutions, while fostering inter-communal and international cooperation in the face of tension and violent conflict. It helps develop policies and practices that will contribute to shared societies through sustainable peace and coexistence.

**Diversity Statement**

This course examines ways that education in a broad sense – including schooling at all levels and other forms of non-formal, informal and lifelong learning – can help societies build diversity and mutual respect and overcome deeply entrenched practices of discrimination and marginalization. It is based on critical thinking and deep questioning in understanding perceptions of race, ethnicity, social class, religion, and other markers of ‘difference’ in contemporary societies, and how those perceptions may lead to bias,
social exclusion, and in some cases, active conflict. It promotes diversity as the foundation for inclusive policies.

**Gender Perspective Statement**

By definition, the concerns of both women and men need to be considered for sustainable development and coexistence, both separately and together, recognizing that different societies employ diverse approaches to gender relations. Students learn how to mainstream gender in educational policies and programs. This is particularly critical in evaluating progress toward international development goals such as universal access to primary education, which depends on the full incorporation of girls into formal education systems, and on providing a safe and conducive learning environment for girls in school.

**Course Requirements**

1. Attendance and punctuality at all sessions.
2. Preparation of all readings.
3. Participation in class discussions.
4. Respectful and tolerant attitude toward other students.
5. Timely completion of group assignments and an individual policy brief.

**Readings:**

Each week will include required and recommended readings. Class discussions will focus on the required reading but draw on material and ideas from the recommended sources, as appropriate.

**Assignments:**

Assignments will consist of small group exercises, one more extensive group project and presentation, and an individual policy brief or project proposal designed to provide an educational service in a divided but relatively stable society, in a conflict or emergency situation, or in a post-conflict or peacebuilding context. The policy brief or project proposal will be 8-10 double-spaced pages, including bibliography.

Course readings, group assignments and the final policy brief should incorporate:

(1) The findings of social science, including socio-psychological, anthropological, political-economic, historical, legal or philosophical perspectives on the core course concepts;

(2) Educational policy literature on the role of education in conflict-sensitive development, especially in divided societies, in conflict and emergency situations, and in post-conflict and reconciliation phases experienced by fragile and conflict-affected states;

(3) The specific interpretation, application, and adaptation of these concepts in individual countries or regions.

Readings, class discussions, group exercises and individual writing assignments are designed to provide students with knowledge of the core concepts linking education, conflict transformation and development. Students will study case material and methods to assess programs and projects designed to draw on the power of education and training to overcome social divisions and provide a sound foundation for longer term stability and development. Students will be exposed to practical techniques for training of trainers (ToT) and for building inclusive local capacity in conflict and emergency situations.

**Grade** will be calculated as follows:

- Class participation (20%)
- Group assignment(s) (40%)
- Individual policy brief (40%)
CLASS SESSIONS

Class Schedule and Readings:

Week 1: THE ROLE OF EDUCATION IN DEVELOPMENT: PROS AND CONS

Assignment:
During the opening session, participants will be invited to share their experiences and perceptions of life and work in conflict and emergency situations, and/or their work in the education sector and reasons for enrolling in the course. We will then assess the state of education in developing countries. As the MDGs expire and debates are waged about the role of education in the post-2015 development framework, what advances have been achieved? What are the most pressing challenges that remain? What underlying issues need to be addressed when considering the factors affecting access, quality, outcomes and inequality in education? How are the fields of education and international development intertwined, and does education always lead to positive outcomes?

Required:
Read:
  Chapter 1: “Education and Development: introductory ideas,” pp. 11-27

Read:
  Carbonnier, Gilles, Michael Carton and Kenneth King, “International Education and Development: Histories, Parallels, Crossroads”

Recommended:

Read: Kenneth King, Foreward and Editorial, pp. 1-7.
Read: Halel Homaei, “Conflict-affected and Fragile States: Perspectives on Post-2015, p. 16

Week 2: CONFLICT-SENSITIVE APPROACHES TO EDUCATION
This session examines the nature of attacks on education from 2009-2014, including threats or use of violence against students, teachers, and other educational workers and institutions. It analyzes how youth exclusion and the youth population bulge create enormous educational challenges in conflict-affected countries, and also looks more broadly at the emerging field of research and policy concerning the relationship between education and conflict.

Required:
Global Coalition to Protect Education from Attack (GCPEA). Education Under Attack 2014. Available
online:  
http://educationandconflict.org/sites/default/files/publication/Education%20under%20Attack%202014.pdf
Read: Summary, pp. 6-31 and Part 1, Global Overview, pp. 41-80.

http://fletcher.tufts.edu/~media/Fletcher/Microsites/praxis/xxiv/PRAxisXXIV_3Sommers.pdf


Recommended:  

http://unesdoc.unesco.org/images/0018/001849/184938e.pdf

http://www.unhcr.org/4fe317589.html


http://www.crin.org/docs/edu_youth_conflict.pdf


http://www.gsdrc.org/docs/open/sd29.pdf


Week 3: GENDER MAINSTREAMING IN EDUCATION AND CONFLICT-SENSITIVE DEVELOPMENT
This session looks at UN Security Council Resolution 1325, the landmark international legal framework that recognizes the inordinate impact of war on women as well as the pivotal role they should plan in conflict management, conflict resolution and sustainable people. We will also read Graça Machel’s influential report on the impact of war on women and children, and then examine the gender implication of providing education in emergency situations.
**Required:**
Security Council Resolution 1325 See resources available at:
http://www.usip.org/gender_peacebuilding/about_UNSCR_1325

Read: Introduction, pp. 1-28; Sexual Exploitation and Gender-Based Violence, pp. 91-11; Education, pp. 184-203; and Education for Peace, pp. 255-258


**Recommended Resources:**
Institute for Inclusive Security
http://www.inclusivesecurity.org/explore-resources/training-services/

International Network for Educators in Emergencies (INEE)


http://nobelwomensinitiative.org/category/blogs/2013-international-conference-women-beyond-war/


**Week 4: CASE STUDIES—BURUNDI**
This week we focus on the techniques for training leaders for peace and reconciliation in addition to challenges of rebuilding a formal education system decimated by decades of genocide and intercommunal violence. The Burundi case illustrates the power of education in both formal and non-formal settings for peace building and conflict transformation.

**Required:**


Recommended: Please choose one of the following sectorial approaches

• The Ngozi process
  o http://www.wilsoncenter.org/publication/report-the-initial-training-workshop-for-the-first-group-burundian-leaders-ngozi-i
  o http://www.wilsoncenter.org/publication/report-the-initial-training-workshop-for-the-second-group-burundian-leaders-ngozi-ii
  o http://www.wilsoncenter.org/publication/report-the-initial-training-workshop-for-the-third-group-burundian-leaders-ngozi-iii

• Security sector and the integration of army and police

• Transitional governance and democracy

• Community-based leadership program


Week 5: CASE STUDIES: AFGHANISTAN
This session examines the causes and nature of the attacks on education in Afghanistan, as well as the indirect impacts of chronic insecurity on the Afghan education system. The case studies also consider the potential role of the education system in rebuilding Afghanistan after the prolonged period of conflict.

Required:


Recommended Resources:
Canadian Coalition for Afghan Peace and Development [link]

Help the Afghan Children [link]

Karlsson, Pia and Amir Mansory, “Islamic and Modern Education in Afghanistan: Conflictual or Complementary?” (Stockholm: Institute of International Education, Stockholm University, no date).

Week 6: CASE STUDY – GUATEMALA/LATIN AMERICA
This case examines the deep structural divisions in Guatemalan society and the role of education in affirming the rights of the country’s indigenous peoples after a brutal and prolonged period of violence. One of the readings also provides information about education reform in the post-conflict societies in Central America.

Required:


Recommended:


http://www.carnegiecouncil.org/publications/articles_papers_reports/4996.html/_res/id=sa_File1/4996

Week 7: GLOBAL PERSPECTIVES: EDUCATION, PEACE, AND DEVELOPMENT: PRACTICAL TOOLS AND LESSONS LEARNED

This concluding session considers the broader role of education in peacebuilding, both as an academic field as well as a practical intervention. It synthesizes lessons and best practices ‘from the field’ and also raises the question of whether the internet and technology can promote peace education in conflict zones.

Required:


Recommended:

