Education, Conflict and Development

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About the book

Under various names – education and conflict, education and fragility, education and insecurity, etc – the understanding of linkages between education and violent conflict has emerged as an important and pressing area of inquiry. Work and research by practitioners and scholars has clearly pointed to the negative potential of education to contribute to and entrench violent conflict. This work has highlighted the struggle for education during and following periods of instability and demonstrated the degree to which communities affected by conflict prioritize educational opportunities. It has also offered powerful normative arguments for the importance of quality education for peacebuilding, reconciliation, postconflict reconstruction and development.

In many instances, however, these important insights are derived less from rigorous research and scholarship in the social sciences than from the delivery and evaluation of educational programming in situations affected by conflict. This volume, therefore, seeks to broaden enquiry into education and conflict by exploring, through conceptual and empirical work, its linkages to broader theories and practices of development and peacebuilding. The volume begins with a conceptual and theoretical section, followed by a series of international case studies, before closing with three chapters focused on the case of Northern Uganda. Contributors present a diverse set of studies that together deepen understandings of the ways the education functions in various situations affected by conflict and the ways in which it might best be mobilized to contribute towards peacebuilding and development.
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Contributors

Alastair Ager, PhD, is Professor of Clinical Population and Family Health in the Mailman School of Public Health, Columbia University, New York, USA. He has worked in the field of global health and development for over twenty years, after originally training in psychology at the universities of Keele, Wales and Birmingham in the United Kingdom. He was head of the Department of Psychology at the University of Malawi from 1989 until 1992, and subsequently served as Foundation Director of the Institute of International Health and Development at Queen Margaret University College, Edinburgh. Immediately before joining Columbia he was Senior Research Manager for the UK Department for International Development. He has wide international experience as a lecturer, researcher and consultant across sub-Saharan Africa, South Asia, Europe and North America, working with a range of intergovernmental, non-governmental and governmental agencies. In 2009 he was appointed as Executive Director of the Global Health Initiative based at the Mailman School of Public Health. He is author of over one hundred scholarly publications. He served as Research Director of the Care and Protection of Children in Crisis initiative through which the research reported in this volume was conducted.

Stephanie E.L. Bengtsson is a doctoral candidate in International Educational Development at Teachers College, Columbia University, New York, USA. Her research interests include inclusive education, humanitarian aid and development, the relationship between global and local forces in educational settings, and educational policy discourse within the field of development. She has worked as an education consultant and researcher for UNICEF and the Inter-Agency Network for Education in Emergencies (INEE). She has also served as the coordinator of the Center for African Education at Teachers College. She holds an AB in English Literature from Harvard University, and an MPhil in International Perspectives on Special and Inclusive Education from the University of Cambridge, United Kingdom.

Neil Boothby, EdD, is the Allan Rosenfield Professor of Clinical Forced Migration and Health at Columbia University’s Mailman School of Public Health, New York, USA. His research has focused on the effects of armed conflict and violence on children in Cambodia (1980-82), Mozambique (1988-2005), Guatemala (1983-86), former Yugoslavia (1992-93), Rwanda (1994-96), Darfur (2005-present), Palestine (2001-present), Sri Lanka, (2002-present), and Indonesia (1999-present). Boothby is also Director of the Program on Forced Migration and Health at the Mailman School of Public Health, and is the Principal Investigator of several research projects. One of these projects – the Care and Protection of Children (CPC) Interagency Learning Network – is a constellation of more than 75 agencies working worldwide on the development of an evidence base for efficacious child protection programming in war, disaster and post-crisis settings. Boothby has published extensive on children and war concerns, and also has received a number of awards for his fieldwork, including the Red Cross Humanitarian of the Year Award and the UN’s Global Achievement Award for Excellence in the Social Sector.

Colin Brock is UNESCO Chair in Education as a Humanitarian Response and Senior Research Fellow at the Department of Education, University of Oxford, United Kingdom. A graduate in geography and anthropology, he taught in high schools for 10 years before becoming a lecturer in geography at the University of Reading. An unexpected secondment to the Overseas Development Agency (now the Department for International Development) found him as
Education Adviser in the Caribbean Development Division of the Foreign and Commonwealth Office. On his return to the United Kingdom he moved into the world of international educational development through appointments at the universities of Leeds, Hull and Oxford. He has been fortunate to work in most major areas of the developing world for multilateral and bilateral agencies and has published widely in this field.

Jeremy Cunningham is a former UK state secondary school head teacher, and a doctoral student at the Open University. His practical experience in the development of citizenship education and student participation, and the establishment of school links with African schools, led to an awareness of the huge challenges facing African students, teachers and heads in the aftermath of violent conflict. He has published chapters on democracy in school, developed curriculum materials for Amnesty International, and is a former editor of the World Studies Journal.

Betty Akullu Ezati is a lecturer in the Department of Educational Foundations and Management, School of Education, Makerere University, Uganda. She teaches history of education, research methodology and gender and education. She holds a Higher Diploma in educational policy analysis from the University of Alberta, Canada, a Master of Education focusing on teacher education and a PhD focusing on gender and education from Makerere University. She also participated in a project that designed online courses to assist secondary school teachers in resources limited areas. She trains academic staff at the university level in pedagogy and andragogy skills. For the last three years she had spearheaded a collaborative research project on education in post-conflict areas with a focus on Northern Uganda. The collaboration with the partners (Queen’s University Belfast, Northern Ireland, Kigali Institute of Education, Rwanda, and Fourah Bay College, Sierra Leone) has enabled her to gain more insights into possible strategies teachers can adopt in post-conflict teaching and learning situations. Her research interest includes gender and education (education of minorities), indigenous knowledge education and conflict, teacher education and children’s rights and higher education.

Mitsuko Matsumoto is a doctoral candidate at the Department of Education, University of Oxford, United Kingdom. Her doctoral project explores the relationship between education and conflict, based on an empirical case of Sierra Leone where she has conducted seven months of fieldwork. In addition, her research interest range to peace education and research capacity development in developing countries, in particular West and Central Africa, in which she has received Master’s degrees at the University of Oxford and Teachers College, Columbia University, New York, USA. She had previously worked for the UN Liaison Office of Soka Gakkai International (SGI), a Buddhist association that promotes peace, culture and education. Besides working with UN agencies, other organizations and individuals, she had led workshops, titled ‘Victory over Violence’, promoting values and behaviours based on the philosophy of non-violence to pupils at various schools in New York city.

Maureen Murphy, MPH, is the Coordinator for the Care and Protection of Children in Crisis-Affected Countries Learning Network (CPC Learning Network) based at Columbia University’s Program on Forced Migration and Health in New York, USA. Previously she worked with the American Refugee Committee International as a member of their International Programs Team.
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Tomoe Otsuki is a PhD candidate at the Ontario Institute for Studies in Education of the University of Toronto, Canada. Her doctoral studies pursue how historical remembrance serves as pedagogical praxis for a more democratic society and future possibilities. Her research areas are the pedagogy of commemoration practices, of testimonies of the survivors of the atrocities, East Asia’s history textbooks controversy, and the politics of collective memory and national identity in East Asia. Otsuki’s doctoral dissertation traces the genealogy of the dominant discourse, ‘Hiroshima rages, Nagasaki prays’ and investigates how this atomic bomb discourse was produced and established through a process of exclusion of other voices, erasure of the remnant of the bomb, and the imposition of the act of praying upon the body of Nagasaki’s atomic bomb victims and citizens.

Christine Pagen has engaged in the theories and practices of education and development in and after conflict through academic and practical work with organizations such as the Inter-Agency Network for Education in Emergencies, USAID, UNICEF, the United Nations Office for the Coordination of Humanitarian Affairs, and Search for Common Ground. Her field experience includes the countries of Afghanistan, Sudan, Kazakhstan, and Pakistan. Christine holds a PhD in Comparative International Education and Political Science from Columbia University, New York, USA and an MA in International Educational Development from Teachers College, Columbia University.

Julia Paulson is a doctoral researcher at the University of Oxford and a part-time lecturer at Bath Spa University. Her research focuses on post-conflict educational policy making, transitional justice and reconciliation. She is editor of Education and Reconciliation: exploring conflict and post-conflict situations to be published by Continuum in 2011, and General Editor of the Oxford Transitional Justice Research Working Papers Series. Julia has worked as a consultant with the Inter-Agency Network for Education in Emergencies, the International Center for Transitional Justice, UNICEF and UNESCO.

Jeremy Rappleye recently completed his doctoral studies at the University of Oxford, United Kingdom and is now a JSPS Special Research Fellow at the University of Tokyo, Japan. He has written extensively on the themes of transfer and external influence on domestic education policy formation in an era of globalization. His recent work on Nepal includes co-editing a Special Issue of the journal Globalisation, Societies, and Education entitled ‘Education Reform in Nepal: from modernity to conflict’ (2010). He is currently undertaking research for a full-length book on Nepal along similar lines. That volume will be published in early 2012 and is co-authored with Professor Stephen Carney.
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