

A-816: Education in Armed Conflict

Professor Sarah Dryden-Peterson¹

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Professor	Office	Email
Sarah Dryden-Peterson	Gutman 457	sarah_dryden-peterson@gse.harvard.edu

Teaching Fellows	Office	Email
Vidur Chopra		vidur_chopra@mail.harvard.edu
Zuhra Faizi		bif481@mail.harvard.edu
Celia Reddick		creddick@g.harvard.edu

Faculty Assistant	Office	Email
Wendy Angus	Gutman 471	wendy_angus@harvard.edu

Course Meeting Information

Mondays 4-7pm

Office Hours

Professor Dryden-Peterson: Please contact Wendy Angus to schedule an appointment.

Teaching Fellows: By appointment. Please email to schedule an appointment.

Course Website

<https://canvas.harvard.edu/courses/5179>

COURSE DESCRIPTION

This course examines the multidimensional and multidirectional relationships between armed conflict and education. How can education contribute to the work of building “lasting peace” in settings of armed conflict globally? How does education reflect inequalities and reinforce social tensions? How does it contribute to stability and reconciliation? What role does it play in shaping individual and collective imaginings of a post-conflict future? Through critical reading of theoretical texts and case studies, engagement with guest speakers, simulations, and other learning tools, we will adopt an action-oriented approach to investigation of these and other questions. We will look beyond the provision of schooling to the learning and teaching that takes place in schools and community settings, and examine the relationships that are at the core of these educational interactions. Central to discussions will be connections between public policy, daily experiences, and social justice. The course include a semester-long project through which students will deepen their research, writing, and policy analysis skills, and explore the intellectual and practical dimensions of connecting research, policy, and practice.

¹ With thanks to the Teaching Fellows who have helped to build and shape this course: 2013, Elizabeth Adelman and Vidur Chopra; 2014: Elizabeth Adelman, Michelle Bellino, and Vidur Chopra; 2015: Elizabeth Adelman, Vidur Chopra, and Zuhra Faizi; 2016: Vidur Chopra, Zuhra Faizi, and Celia Reddick.

COURSE FORMAT

This course is designed as an action-oriented introduction to theory, policy, and practice in the field of education and conflict. It is appropriate for both Masters and Doctoral students. The course aims to develop knowledge and skills that will enable students to do research and practice work in this field. Our 3-hour class time will be structured in various ways depending on the content of the materials in any given week and will include, for example, lectures, whole group discussions, small group discussions, case study discussions, simulations, and debates.

The course purposefully moves between levels of analysis, examining global, national, and local dimensions of education and conflict. We will examine interactions between policy, practice, and the experiences of actors at all levels, in particular children and young people. Many country contexts will arise in this course. Here I name some that we will examine through readings, in-class discussions, or guest speakers. These contexts include: Afghanistan, Burundi, Democratic Republic of Congo, Iraq, Israel, Kenya, Lebanon, Liberia, Nepal, Palestine, Sierra Leone, Somalia, South Africa, Sri Lanka, Sudan, Syria, and Uganda. I have listed the relevant conflict site in square brackets on the syllabus where appropriate. Students will also become familiar with key actors in the global field through readings, discussions, and guest speakers.

With the goal of connecting theory, policy, and practice in the field of education in conflict with educational experiences of children and young people in these contexts, students will engage in a semester-long project. The “Narrative Project” will involve documenting the narrative of an individual who has experienced education in a conflict setting, with embedded analysis of the structures, policies, practices, and people who influenced this educational experience. The Project will be scaffolded through the semester with relevant analytic assignments and a portion of each class dedicated to discussion of published narratives of children in conflict and to make progress on the Narrative Project for this course. The Project has been structured to develop skills of data collection (document analysis and interviewing) and data analysis as well as communication skills relevant to future academic and/or practice-based work (see Assignments section below for more detail).

Learning and teaching are collective enterprises, and I expect each of us, no matter what our experience in this field, to both learn and teach within the class.

COURSE EXPECTATIONS

The more you put into your reading and work on assignments, the more you will get out of this course. Deadlines have been structured in a very specific way in order to allow for class discussions and the Narrative Project to unfold over the course of the semester. Except in cases of documentable emergencies, no extensions will be granted.

Students are expected to:

- Come to class having done all of the readings carefully and thoroughly and ready to contribute actively to class discussions;
- Engage with other students in respectful, thoughtful, and generous ways in order to foster a democratic classroom in which everyone feels comfortable sharing and learning;

- Conduct themselves as respectful and responsible professionals in all interactions with class members, outside guests, and individuals with whom they connect for the Narrative Project;
- Submit all assignments on time (see note above; and please check dates for all assignments when deciding whether this course will work for you this semester);
- Seek out assistance or guidance from the teaching team and other students whenever necessary.

Tips on Reading

What to read

All of the Required Readings on the syllabus are critical to the learning in the class. I have noted the number of pages of reading for each week so that you can be well-informed of the reading load to expect. You will also see that the reading load varies from week to week in relation to how much other work is expected in terms of assignments. Read the description of the class session before you begin the reading; it provides guidance on the kinds of questions you will want to ask of the readings and the kinds of issues we will discuss in class. I suggest that you read in the order on the syllabus. This does not mean the last one is less important; in fact, often it is the most important but needs the context of the previous readings to be most illuminating. “Further Readings” are listed to provide students with particular interest in a given topic an opportunity to deepen their knowledge in this area; students are not responsible for the content of Further Readings. [For additional resources, see Appendix A: Essential Resources on Education and Conflict.]

How to read (with thanks to Nina Bascia)

Your reading should be engaged, thorough, and reflective. It is helpful to respond to the following questions:

- What is the main point of the reading? What sub-points contribute to this main point?
- What “conversation” (intellectual/political context) does the reading enter into/respond to?
- What methods are used? How do the author(s) describe the rationale, benefits, and challenges of their choices?
- What evidence does the author(s) base his/her claims upon?
- Is the argument credible? What makes it so (or not so)?
- Who is the intended audience?
- What/whose points of view are presented/represented? What/whose are missing?
- How do the author(s) make ethical decisions? What challenges do they encounter?
- What experiences, information, or exposure influence how you read this piece? Where are your reactions coming from?
- What are the practical and/or intellectual implications for you? For others?

Tips on Participation

I believe that learning is not something that can be done alone; it depends on the sharing of ideas and interpretations, and it demands that we challenge our understandings of ourselves. I have designed this course to enable each student to *interact* with the curriculum. I see the selection

and transmission of content as one of my responsibilities as a teacher, yet I see the opportunity to discuss and reflect on class materials as central to learning. I hope that you will:

- Present ideas that will spark discussion;
- Know that perspectives on any given issue need not converge: dissent is valued;
- Delve deeply into the ideas presented in the course readings;
- Integrate insights and questions from the readings for the course with your own lived experiences;
- Connect your ideas with the ideas of others to push forward everyone's thinking;
- Understand that if I do not hear your voice in the conversation, I will call on you to contribute.

Please bring your name card to each class.

ASSIGNMENTS AND EVALUATION

Assignments in this class are on-going. Multiple small assignments comprise elements of the final project and scaffold the production of a substantial piece of original work. Some of the assignments are individual and some can be done in groups. Teamwork is a critical part of work in this field, and you are able to gain further experience using this skill as part of this class, if you wish.

Attendance and Participation, 20% of final grade

I anticipate that students will abide by the clear expectations for attendance and participation outlined above.

Narrative Project

Over the course of the semester, students will work toward documenting the narrative of an individual in their pursuit of education in a setting of armed conflict. The goal will be to think “vertically” about the experience of this individual, reflecting how he/she was influenced by structures, policies, practices, and people at global, national, and local levels. This will involve selecting an individual whose narrative you will document, doing background research on the conflict context, conducting at least one interview with this person, and producing a final narrative. You may choose to collaborate on this assignment with a partner. (Please note that if you choose to work collaboratively, we expect that your product will be the result of at least double the effort of someone working alone; working together is not a reduction in work but a synthesis of your time for a richer result.) You will submit:

- A. Who am I? : Please use this course [poll](#) to tell us a little bit about yourself and your goals for this work. Through this poll we seek to know more about you, your skills, interests and experiences and how this course fits in within your larger goals. **Due Wednesday September 9 at noon.**
- B. Selection of Individual: You should select an individual and secure their interest in being interviewed for your project. You may choose someone local or conduct the interview virtually. The individual might be a friend, former colleague, family member, someone you have read about and wish to connect with, a connection through an organization that works with refugees in the US. Please use your networks and creativity to locate someone over the age of 18 who is interested in being part of this Project. Please feel free to be in touch with the teaching team should you wish to discuss any considerations/concerns you

might have as you select an individual for the narrative project. We encourage you to think carefully about what kind of data will allow you to do the necessary analysis and construct the narrative you desire. **Select the individual and secure his/her interest by Friday September 25 at noon**

- C. Conflict Analysis: A one-page single-spaced analysis of the conflict in the setting relevant to your individual. We will examine tools for conflict analysis in class, which you may use to guide your work. Some of the critical questions include, what are/were the main causes of the conflict? Who are/were the main “sides” in the conflict? What role did education play in exacerbating the conflict and/or expressing the conflict? **10% of final grade Due Monday October 5 at 9am**
- D. Educational Analysis: A two-page single-spaced analysis of education provision in this conflict context. We will examine tools for this type of analysis in class, which you may use to guide your work. Some of the critical questions include, what kind of education is/was available, at what phases of the conflict? Who provides/ed the education? Who is/was excluded from the education (physically and/or socially/politically)? What are/were relevant policies and practices that govern/ed education in this conflict context? **10% of final grade Due Monday October 26 at 9am**
- E. Listening Notes from your interview: You will develop your skills of interviewing as well as documenting and analyzing interview data. Your Listening Notes, which we will discuss in class, will be your written rendering (from notes or an audio-recording) of what the person you interviewed recounted during your interview and your initial organization and analysis of the narrative. Your Listening Notes will be a minimum of five single-spaced pages. **15% of final grade Due Wednesday November 4 at noon**
- F. Final Narrative (Version 1): A rendering of the educational narrative of a child or young person in a conflict setting, which addresses the structures, policies, practices, and people that have influenced his/her experiences. You may choose the form of this final project; some ideas include a written narrative, an academic paper, a podcast, a video, a graphic re-telling, a children’s book, spoken word, a publishable op-ed, or another medium of your choice. You will have plenty of opportunity to discuss your choice and plans with the Teaching Team. **15% of final grade (which includes 5% for your peer review work) Due for peer review on Tuesday November 24 at noon**
- G. Peer Review Feedback – Final Narrative (Version 1): Review the work of a partner (assigned based on shared geographical region and/or format) and provide written feedback on the rubric provided (**5% of final grade for your peer review work**). **Peer review feedback due to partner by Monday November 30 at noon**
- H. Final Narrative (Final Version): A revised version of your narrative, with evidence of serious consideration of comments and marked improvement. **20% of final grade Due Monday December 7, at the final showcase**
- I. Presentation of Narrative: On the final day of class, we will have a “Showcase,” in which you will present your Narrative Project. Depending on the medium you have chosen, you might choose to stage a reading or a performance, show a video, display a graphic depiction, etc. **10% of final grade Due Monday December 7**

Please look carefully at the content, instructions, and dates for each assignment. Each assignment is listed in the week in which it is due. We will of course discuss assignments in class, and there will be some dedicated class time to work in collaborative groups and in an environment where

we can support each other. Late assignments will not be accepted. In the event of any unforeseen circumstances that require an exception to the above rule, please write to the instructor *before* the assignment is due. Teaching Fellows do not provide any extensions on assignments.

You will receive on-going feedback from the Teaching Fellows and myself. Summative feedback will be written and structured through rubrics shared with the class ahead of any assignment deadlines. Formative feedback on your thinking and work will be frequent and primarily oral in nature, through workshop periods in class, meetings with members of the teaching team, and class discussions.

GENERAL ACADEMIC EXPECTATIONS AND SUPPORT STRUCTURES

Ensure that all of your work is original and, where appropriate, cited. **Plagiarism is a serious offence. Students are expected to abide by HGSE policy regarding academic honesty.** Please carefully read the section of the [Student Handbook](#) that explains the HGSE policy on plagiarism. If you have any questions, please see a member of the teaching team.

REQUIRED TEXTS

Mundy, K., & Dryden-Peterson, S. (Eds.). (2011). *Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change (A Tribute to Jackie Kirk)*. New York: Teachers College Press.

INEE (2010). *Minimum Standards for Education: Preparedness, Response, Recovery*. New York: INEE. (To be provided by INEE.)

Please subscribe to listservs/Facebook pages of the following organizations for updates on current events and new reports and regularly visit the websites listed below to keep yourself abreast of latest developments in the field:

- [ReliefWeb](#), especially job updates under the Education section
- [INEE Bi-Weekly Bulletin](#)
- [INEE Facebook](#)
- [EFA Blogs](#)
- [UNICEF Facebook](#) (some UNICEF country offices have Facebook groups you can join)
- [Refugee Studies Centre at Oxford University Facebook](#)

OTHER READINGS

The readings for this course are accessible four different ways—as Required Texts (RT), on the iPa© page, web links, or via Harvard E-Resources. The syllabus indicates where to locate each reading. For the readings available in Harvard E-Resources, we have embedded persistent links (all you need to do is click on the word E-Resources) that should take you directly to the articles via HUID and PIN log-in. If a link does not work, which is always a possibility, then you will need to use [HOLLIS+](#) to locate the reading yourself.

OVERVIEW OF SYLLABUS

Section I. Conflict Settings: Why are they important? Why do we care?

- Class 1. Children in Conflict: Overview of the Field from the View of the Child
- Class 2. Political Economy and Beyond: What is Different About Conflict Settings?

Section II. Local Conflict Settings and Global Geopolitical Interaction

- Class 3. International Cooperation and Policy: Who are the Actors? What Frameworks Guide their Decisions?
- Class 4. Funding Transformation: International Cooperation and Financing in Conflict Settings
- Class 5. Thinking Vertically: Refugee Education Policy and Practice
- Class 6. What are the Local Impacts of Global and National Policy?

Section III. The Search for Quality Education in Conflict Settings

- Class 7. Teaching and Learning in Conflict Settings: Instruction and Teacher Training
- Class 8. Teaching and Learning in Conflict Settings: Content, Pedagogy, and Language
- Class 9. Beyond Academics: How Can Education Enable Conflict Transformation?
- Class 10. Narrative Project Work
- Class 11. Beyond the Classroom: Curriculum and Post-Conflict Stability

Section IV. Aiming Towards Transformation: Future Directions for the Field

- Class 12. The Tango of Advocacy and Research in Education and Conflict
- Presentations Pursuing Education in Conflict: A Gallery of the Narratives of Children and Young People

Syllabus

Section I. Conflict Settings: Why are they important? Why do we care?

1. September 14 Children in Conflict: Overview of the Field from the View of the Child

This week we will build a foundational understanding of conflict settings. What is it like to be a child living in conflict? How many children live in conflict settings globally? In what geographic regions do they live? What is the broad global history of contemporary conflict? What are the causes of conflict? What are the consequences of conflict for children? What are the stages of conflict (from build up to conflict through to reconstruction) and how do they relate to each other? What are common educational trajectories for children through early learning, primary, secondary, and higher education in conflict settings? What are global trends in access to education in conflict settings and barriers for lack of access? What are the purposes of education in different settings and stages of conflict?

Required Readings (total pages 70, plus other media)

- UNESCO (2011). [Education for All Global Monitoring Report 2011: The hidden crisis: Armed conflict and education](#). Paris: UNESCO, 128-183.
- Novelli, M., & Lopes Cardozo, M. T. A. (2008). Conflict, education and the global south: New critical directions. *International Journal of Educational Development*, 28(4), 473-488. ([E-Resources](#))
- Dix, B. & Pollock, L. (2012). [The Vanni](#). (graphic novel) [Sri Lanka]
- Murphy, P. [Borderless Higher Education for Refugees](#). (video: watch from the beginning to 7:42). [Somali refugees in Kenya]
- Browse the website of the [Inter-Agency Network for Education in Emergencies](#), which is a key resource in the field of education and conflict and subscribe to their listserv if you haven't already.

Further Reading

- Smith, A. (2009). [Education and Conflict: Think piece prepared for the Education for All Global Monitoring Report 2011](#). Paris: UNESCO.
- Dryden-Peterson, S. (2011). Refugee Children Aspiring toward the Future: Linking Education and Livelihoods. In K. Mundy & S. Dryden-Peterson (Eds.), *Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change (A Tribute to Jackie Kirk)*. New York: Teachers College Press, 85-99. (RT)
- Kirk, J. (2011). Education and Fragile States. In K. Mundy & S. Dryden-Peterson (Eds.), *Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change (A Tribute to Jackie Kirk)*. New York: Teachers College Press, 15-31. (RT)
- Burde, D. (2005). Education in Crisis Situations: Mapping the Field. Washington, D.C.: Creative Associates/Basic Education Support Project, United States Agency for International Development.
- Paulson, J., & Rappleye, J. (2007). Education and conflict: Essay review. *International Journal of Educational Development*, 27(3), 340-347.

Guest Speaker

- *Salathial Ntakirutimana, Harvard College sophomore, Founder of [Youth Globe](#), and former refugee from Burundi [Burundi]

Assignment

- Complete the [course poll](#) to help our teaching team learn more about your interests,

experiences, and goals for the course. Due Wednesday September 9 at noon.

2. September 21 Political Economy and Beyond: What is Different About Conflict Settings?

This week we will examine how conflict settings are different from other settings of education development. Are they “exceptional spaces”? In what ways? To examine these questions, we will use the framework of political economy and political economy analysis, particularly the way in which DfID (the UK development agency) uses it. What are the strengths of this approach? What are the limitations? In examining the case study of Sierra Leone, we will ask: What role does inequality play in conflict and/or peacebuilding? How does education mitigate and/or exacerbate conflict? What are the theories of change related to education in conflict settings? What are the roles of incremental change vs. transformation? How do we innovate – at the level of policy, of politics, institutions?

Required Readings (total pages 100)

- Davies, L. (2011). Can Education Interrupt Fragility? Towards the Resilient and Adaptable State. In K. Mundy & S. Dryden-Peterson (Eds.), *Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change (A Tribute to Jackie Kirk)*. New York: Teachers College Press, 33-48. (RT)
- King, Elisabeth. (2013). *From classrooms to conflict in Rwanda*. Cambridge: Cambridge University Press, 20-35. (iPa©)
- *Beah, Ishmael. (2007). *A long way gone: memoirs of a boy soldier*. New York: Farrar, Straus and Giroux, 5-17 (plus Chronology for reference). [Sierra Leone] (iPa©)
- Novelli, M. (2011). [The Role of Education in Peacebuilding: Case Study – Sierra Leone](#). New York: UNICEF, 7-65. [Sierra Leone]

Further Reading

- Banerjee, A. V., & Duflo, E. (2011). *Poor economics: a radical rethinking of the way to fight global poverty* (1st ed.). New York: PublicAffairs, 235-265.
- Acemoglu, D., & Robinson, J. A. (2012). *Why nations fail: the origins of power, prosperity and poverty* (1st ed.). New York: Crown Publishers.
- Davies, L. (2004). *Education and conflict: complexity and chaos*. London; New York: RoutledgeFalmer.
- DFID (2009). [Political Economy Analysis: A DFID practice paper](#). London: DFID.

Section II. Local Conflict Settings and Global Geopolitical Interaction

3. September 28 International Cooperation and Policy: Who are the Actors? What Frameworks Guide their Decisions?

This week we will map the broad global terrain of international cooperation and policy in the field of education and conflict. What is the nature of international engagement in conflict settings? Who are the main actors: UN agencies, INGOs, bilateral agencies, NGOs, Ministries of Education? What global policy frameworks guide education in conflict settings? What is INEE? What is the role of the INEE Minimum Standards? What is the Education Cluster? How does the cooperative structure of the cluster operate at the field level?

Required Readings (total pages 30 + skimming of the INEE handbook + INEE e-Learning

module)

- INEE (2010). [Minimum Standards for Education: Preparedness, Response, Recovery](#). New York: INEE, 1-17. [Note: you will need to draw on aspects of the handbook in order to complete the e-Learning module.]
- Bromley, P. & Andina, M. (2010). Standardizing chaos: a neo-institutional analysis of the INEE Minimum Standards for Education in Emergencies, Chronic Crises, and Early Reconstruction. *Compare: A Journal of Comparative and International Education*, 40(5), 575- 588. ([E-Resources](#))
- [Learning is Their Future - Darfuri Refugees in Eastern Chad](#) Please complete this e-Learning module
- *Pinkney, Andrea Davis, & Evans, Shane. (2014). *The red pencil* (First edition. ed.). Boston: Little, Brown and Company, 164-186, 290-1. [Sudan] (iPa©)
- *Wilkes, Sybella. (2010). *Out of Iraq: refugees' stories in words, paintings and music*. London: Evans, 12-13, 34-35, 42-43. [Iraq] (iPa©)

Further Reading

- Buchanan-Smith, M., & Scriven, K. (2011). [Leadership in Action: Leading effectively in humanitarian operations](#). London: ALNAP, 22-35, 37-39, 52-54.
- Ross, M. H. (2004). Adding Complexity to Chaos: Policymaking in Conflict Situations. In M. Fitzduff & C. Church (Eds.), *NGOs at the table : strategies for influencing policies in areas of conflict*. Lanham, MD: Rowman and Littlefield, 23-44.
- Fitzduff, M., & Church, C. (2004). Stepping Up to the Table: NGO Strategies for Influencing Policy on Conflict Issues. In M. Fitzduff & C. Church (Eds.), *NGOs at the Table: Strategies for Influencing Policies in Areas of Conflict*. New York: Rowman & Littlefield Publishers, Inc, 1-22.
- Global Education Cluster. (2010). [Education Cluster Coordinator Handbook](#). Geneva: Global Education Cluster, 71-109.

Guest Speakers (videoconference & satellite phone)

- Kamil Pawlowski, [UNICEF](#) Technical Advisor (Naypyidaw, Myanmar), TBC
- Mary Winters, [Norwegian Refugee Council](#), Education in Emergencies Project Coordinator (Beni, DRC)
- MacKenzie Monserrat, [Save the Children](#) Education Advisor (Juba, South Sudan)

Assignment

Selection of Individual for Narrative Project: You should select an individual and secure their interest in being interviewed for your project. You may choose someone local or conduct the interview virtually. The individual might be a friend, former colleague, family member, someone you have read about and wish to connect with, a connection through an organization that works with refugees in the US. Please use your networks and creativity to locate someone over the age of 18 who is interested in being part of this Project. We encourage you to think carefully about what kind of data will allow you to do the necessary analysis and construct the narrative you desire. Select the individual and secure his/her interest by Friday September 25 at noon

4. October 5 Funding Transformation: International Cooperation and Financing in Conflict Settings

This week we will examine aid to education in conflict settings. What is the nature of aid to education in conflict settings? By what mechanisms is it harnessed? What is the nature and

impact of harmonized aid? How participatory/conditional is the process? In what ways is aid to conflict settings connected to security agendas? We will explore the history of engagement of the Global Partnership for Education in conflict settings, with a particular focus on the Democratic Republic of Congo, and explore the possible future expansion into humanitarian crises.

Required Readings (total pages 22 + teaching case + other media)

- Save the Children (2010). [*The Future is Now: Education for Children in Countries Affected by Conflict*](#). London: Save the Children, 43-58.
- Winthrop, R., & Matsui, Elena. (2013). [*A New Agenda for Education in Fragile States*](#) *Center for Universal Education Working Paper*. Washington, DC: Brookings, pp.40-44.
- Novelli, M. (2011). Are We All Soldiers Now? The Dangers of the Securitization of Education and Conflict. In K. Mundy & S. Dryden-Peterson (Eds.), *Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change (A Tribute to Jackie Kirk)*. New York: Teachers College Press, 53 (chart only). (RT)
- Winthrop, R., & Bulloch, G. (2012, 8 November). [*The Talent Paradox: Funding Education as a Global Public Good*](#). (~2 pages)
- * [*Do You See What I See? Syrian Children's Photography*](#) [Syria crisis]
- [*Syrian Refugees: A Snapshot of the Crisis – Timeline*](#) [Syria crisis]
- Dryden-Peterson, S., N. Aziz, & V. Chopra. (Forthcoming). Investing in Fragile States: A Global Commitment? The Global Partnership for Education, Teaching Case. (To be provided via Canvas.)
- Learning by the Case Method HBS 9-376-241, (iPa©)

Further Reading

- INEE (2010). [*INEE Reference Guide on External Education Financing*](#). New York: INEE.
- Mundy, K. (2007). Global governance, educational change. *Comparative Education*, 43(3), 339-357.
- Savedoff, W. (2012). [*Global Government, Mixed Coalitions, and the Future of International Cooperation*](#). Washington, DC: Center for Global Development.
- Severino, J.-M., & Ray, O. (2010). [*The End of ODA \(II\): The Birth of Hypercollective Action*](#). Washington, DC: Center for Global Development.

Guest Speakers (videoconference)

- Suha Tutunji, Jusoor Lebanon

Assignment

Conflict Analysis: A one-page single-spaced analysis of the conflict in the setting relevant to your individual. We will examine tools for conflict analysis in class, which you may use to guide your work. Some of the critical questions include, what are/were the main causes of the conflict? Who are/were the main “sides” in the conflict? What role did education play in exacerbating the conflict and/or expressing the conflict? **10% of final grade Due Monday October 5 at 9am.**

October 12 No Classes, University Holiday.

5. October 19 Thinking Vertically: Refugee Education Policy and Practice

How do we attend to the global, national, and local dimensions of education policy and practice? We will explore refugee education as a vertical case, tracing historical developments in this field

and the recent adoption of the [UNHCR Global Education Strategy 2012-2016](#) and its implementation in 14 priority countries (Bangladesh, Chad, Egypt, Ethiopia, Iran, Kenya, Lebanon, Malaysia, Pakistan, Rwanda, South Sudan, Sudan, Uganda, and Yemen). What is the relationship between policy and practice in refugee education? What are the main goals of policy change in refugee education? What are the challenges that global policy on refugee education seeks to overcome? What enabling environments exist to foster transformation and innovation in the field? How does refugee education policy interact with the educational experiences of refugee children? We will also discuss methodological aspects of interviewing for the Narrative Project.

Required Readings (total pages 61 + other media)

- Bartlett, L., & Vavrus, F. (2014). Transversing the vertical case study: A methodological approach to studies of educational policy as practice. *Anthropology and Education Quarterly*, 45(2), 131-147. [E-Resources](#)
- Dryden-Peterson, S. (2011). [Refugee Education: A Global Review](#). Geneva: UNHCR, 6-7, 80-85.
- UNHCR (2012). [Education Strategy 2012-2016](#). Geneva: UNHCR, 6-42.
- *[Dadaab Stories: One Camp. Half a Million Refugees. Countless Stories.](#) (explore at least five stories on this site)
- *[Meet the Somalis: The illustrated stories of Somalis in seven cities in Europe.](#) (explore at least two stories on this site)

Further Reading

- Jones, P. W. (2006). Elusive mandate: UNICEF and educational development. *International Journal of Educational Development*, 26(6), 591-604.
- Klees, S. J. (2002). World Bank education policy: new rhetoric, old ideology. *International Journal of Educational Development*, 22(5), 451-474.
- Mundy, K. (1999). Educational multilateralism in a changing world order: Unesco and the limits of the possible. *International Journal of Educational Development*, 19(1), 27-52.
- USAID (2011). [USAID Education Strategy 2011-2015: Education: Opportunity through Learning](#). Washington, DC: USAID.
- Horst, Cindy. (2006). *Transnational Nomads*. Oxford: Berghahn, 77-122.

Resources on Social Science Interviewing/Developing Questions

- Rubin, H. J., & Rubin, I. S. (2005). *Qualitative Interviewing: The Art of Hearing Data* (2nd ed.). Thousand Oaks, CA: Sage, 108-200.
- Weiss, R. S. (1994). *Learning from strangers : the art and method of qualitative interview studies*. New York: Free Press, 45-51, 74-76.

6. October 26 What are the Local Impacts of Global and National Policy?

This week we will continue to examine processes of implementing global and national policy at the local level. How do the intended effects of global and national policy and the actual impacts of policy on local contexts compare? What are the mediating factors? What are differences in impact on formal and non-formal programs? What are models of policy implementation and the benefits and challenges associated with each? What are “blocking factors” to policy implementation? What fosters “enabling environments” for policy implementation in conflict settings? How can global/national policy be made relevant to local contexts? What factors enable

innovation? What are possible roles for communities in policymaking and implementation? We will also discuss substantive aspects of interviewing for the Narrative Project.

Required Readings (total pages 63)

- Dyer, C. (1999). Researching the Implementation of Educational Policy: a backward mapping approach. *Comparative Education*, 35(1), 45-61. ([E-Resources](#))
- Napier, D. (2003). Transformations in South African Education: Policies and Practices from Ministry to Classroom. In K. Anderson-Levitt (Ed.), *Local meanings, global schooling: anthropology and world culture theory*. New York: Palgrave Macmillan, 51-74. (iPa©)
- *Bwira, J. (2009). Interview with Jacques Bwira, Hope Primary School, Kampala Uganda. *Harvard Educational Review*, 79(1), 141-147. ([E-Resources](#)) [DRC/Uganda]
- Turney, A. & S. Dryden-Peterson. (Forthcoming). UNHCR's Urban Refugee Policy Dilemma. Teaching Case. (To be provided via Canvas.)

Further Reading

- Ball, S. J. (1998). Big Policies/Small World: An introduction to international perspectives in education policy. *Comparative Education*, 34(2), 119-130.
- Dryden-Peterson, S., & Siebörger, R. (2006). Teachers as memory makers: Testimony in the making of a new history in South Africa. *International Journal of Educational Development*, 26(4), 394-403.
- Thomas, J. W., & Grindle, M. S. (1990). After the decision: Implementing policy reforms in developing countries. *World Development*, 18(8), 1163-1181.

Guest Speaker (teleconference)

- *Jacques Bwira, Founder of Hope Primary School, Kampala, Uganda [DRC/Uganda]

Assignment

Educational Analysis: A two-page single-spaced analysis of education provision in this conflict context. We will examine tools for this type of analysis in class, which you may use to guide your work. Some of the critical questions include, what kind of education is/was available, at what phases of the conflict? Who provides/ed the education? Who is/was excluded from the education (physically and/or socially/politically)? What are/were relevant policies and practices that govern/ed education in this conflict context? **10% of final grade** Due Monday October 26 at 9am.

Section III. The Search for Quality Education in Conflict Settings

7. November 2 Teaching and Learning in Conflict Settings: Instruction and Teacher Training

In this class, we will continue to probe the impacts of global and national policy, specifically on teaching and learning in classrooms in conflict settings. What and how do teachers teach? What approach to learning do they adopt in their classroom practice? What kind of pedagogy is most effective? What is the role of teacher training? How do children experience teaching and learning during conflict? How do children see the purposes of education? How do teachers see their purposes? What are the tensions between access and quality? We will examine the education of refugees in Kenya, in both an urban area (Nairobi) and a refugee camp (Kakuma) and experiences in wartime Sarajevo.

Required Readings (total pages ~79 + audio recording)

- Mendenhall, M., Dryden-Peterson, Sarah, Bartlett, L., Ndirangu, C., Imonje, R., Gakunga, D., Gichuhi, L., Nyagah, G. Okoth, U., Tangelder, M. (Forthcoming). Quality Education for Refugees in Kenya: Instruction in Urban Nairobi and Kakuma Refugee Camp Settings. *Journal of Education in Emergencies*
- Bellino, M. & Dryden-Peterson, S. (Forthcoming). Adapting a Global Education Strategy: Framing and reframing quality and access debates in Kakuma Refugee Camp. Teaching Case. (To be provided via Canvas.)
- * Filipović, Zlata. (2006). *Zlata's diary: a child's life in Sarajevo*. New York, N.Y.: Penguin Books, 1-2, 23-27, 31-33, 39-43, 61-62, 75-76, 111-114, 122, 127-128, 145-146, 160, 173-174, 187-188. (iPa©)
- * Lewis, M. (2013, 6 September). [Act Two: My Ames is True](#). How I Got Into College: Story of Emir Kamenica. This American Life, from WBEZ, from minute 9:30 to 30:00.

8. November 9 Teaching and Learning in Conflict Settings: Content, Pedagogy, and Language

This week we will examine what children learn in conflict settings. What are the purposes of education in conflict settings? What do children and young people need to know and be able to do? What academic skills do they need? What psychosocial skills do they need? What ways of knowing and being are important? Why do credentials matter? What are the key mechanisms for fostering learning in conflict settings? What are the differences in learning in formal and non-formal education? What is the role of language? We will examine available data on learning from multiple settings and explore in-depth the learning experiences of young people in Burundi whose education has spanned stability, exile, return, and on-going conflict.

Required Readings (total pages 45 + 76 page guidance notes to skim)

- Winthrop, R., & Kirk, J. (2011). Learning for a Bright Future: Schooling, Conflict, and Children's Well-Being. In K. Mundy & S. Dryden-Peterson (Eds.), *Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change (A Tribute to Jackie Kirk)*. New York: Teachers College Press, 101-121. (RT)
- INEE (2010). [Guidance Notes on Teaching and Learning](#). New York: INE, iii-vi and skim the rest of the handbook. (76 pages)
- Chopra, V. & Dryden-Peterson, S. (Forthcoming). More than words: Language in the move from refugee to returnee to citizen in Burundi. Teaching Case. (To be provided via Canvas.)
- *Listening Notes from other students in your Narrative Group/Partnership (see Assignment below).

Further Reading

- Epstein, A. (2010). Education refugees, and the spatial politics of childhood vulnerability. *Childhood in Africa*, 2(1), 16-25.
- Shepler, S. (2011). "Helping our children will help in the reconstruction of our country": Repatriated refugee teachers in post-conflict Sierra Leone and Liberia. In K. Mundy & S. Dryden-Peterson (Eds.), *Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change (A Tribute to Jackie Kirk)*. New York: Teachers College Press, 199-217.

Assignment

Listening Notes from your interview: You will develop your skills of interviewing as well as

documenting and analyzing interview data. Your Listening Notes, which we will discuss in class, will be your written rendering (from notes or an audio-recording) of what the person you interviewed recounted during your interview and your initial organization and analysis of the narrative. Your Listening Notes will be a minimum of five single-spaced pages. **15% of final grade** Due Wednesday November 4 at noon

9. Nov. 16 Beyond Academics: How Can Education Enable Conflict Transformation?

This week we will examine the concepts of conflict transformation and peacebuilding. What is conflict transformation? What is peacebuilding? We know that education can exacerbate conflict. How can it mitigate conflict? What roles can education play in peacebuilding? What role might global citizenship play? What is the relationship between individual-level peacebuilding and collective peacebuilding? We will think vertically about the connections between education and conflict transformation through theories, policies, curriculum, and the experiences of children in schools, examining different kinds of evidence from Lebanon, Nepal, Sierra Leone, Liberia, and South Africa.

Required Readings (total pages 81)

- Galtung, J. (1969). Violence, Peace, and Peace Research. *Journal of Peace Research*, 3, 167-191. ([E-Resources](#))
- Novelli, M., & Smith, A. (2011). [The Role of Education in Peacebuilding: A synthesis report of findings from Lebanon, Nepal and Sierra Leone](#). New York: UNICEF. (31 pages) [Lebanon, Nepal, Sierra Leone]
- Blattman, C., Hartman, A., & Blair, R. (2011). [Can we Teach Peace and Conflict Resolution?: Results from a randomized evaluation of the Community Empowerment Program \(CEP\) in Liberia: A Program to Build Peace, Human Rights, and Civic Participation](#). New Haven: Innovations for Poverty Action and Yale University, 2-4, 8, 32-36. [Liberia]
- *Naidoo, Beverley. (2003). *Out of bounds: seven stories of conflict and hope*. New York: HarperCollins, 98-117. [South Africa] (iPa©)

Further Reading

- Education Above All (2012). *Education for Global Citizenship*. Doha, Qatar: Education Above All, 14-58.
- Feuerverger, G. (2001). *Oasis of dreams: teaching and learning peace in a Jewish-Palestinian village in Israel*. New York: Routledge.
- Paley, V. G. (1992). *You can't say you can't play*. Cambridge, Mass.: Harvard University Press.
- USAID (2002). [Helping Children Outgrow War](#). Washington, DC: USAID.

10. Nov. 23 Narrative Project Work (no class meeting)

There will be no class meeting this week. Please dedicate your time to work on your Narrative Project, based on the feedback received from the teaching team on your conflict analysis, education analysis, and Listening Notes.

Assignment

Final Narrative (Version 1): A rendering of the educational narrative of a child or young person in a conflict setting, which addresses the structures, policies, practices, and people that have influenced his/her experiences. You may choose the form of this final project; some ideas include a written narrative, an academic paper, a podcast, a video, a graphic re-telling, a children's book, spoken word, a publishable op-ed, or another medium of your choice. You will have plenty of opportunity to discuss your choice and plans with the Teaching Team. **15% of final grade (which includes 5% for your peer review work)** Due for peer review on Tuesday November 24 at noon

11. Nov. 30 Beyond the Classroom: Curriculum and Post-Conflict Stability

This week we will examine the process of development and implementation of educational curriculum in post-conflict settings. What are the sources of knowledge that guide the content of curriculum development? How are issues of conflict sensitivity addressed? What are the goals of curriculum development processes in post-conflict settings? Who defines these goals? Who is involved in decision-making about curriculum? What is the relationship between curriculum and classroom experience? We will examine conflicts and curriculum in South Africa, Palestine, and Afghanistan in depth.

Required Readings (total pages 65)

- Tawil, S., Harley, A., & Braslavsky, C. (2004). *Education, conflict and social cohesion*. Paris: UNESCO, International Bureau of Education, pp. 1-35. (iPa©)
- Islamic Republic of Afghanistan Ministry of Education (2010). [National Education Strategic Plan for Afghanistan \(1389-1393/2010-2014\)](#). Kabul: Islamic Republic of Afghanistan Ministry of Education, 74-79.
- Jones, A. (2009). Curriculum and Civil Society in Afghanistan. *Harvard Educational Review*, 79(1), 113-122. ([E-Resources](#))
- *Filipović, Zlata, & Challenger, Melanie. (2006). "Second Intifada, 2000-." In *Stolen voices: young people's war diaries, from World War I to Iraq*. New York: Penguin Books, 235-259. [Israel and Palestine] (iPa©)

Further Reading

- Pingel, F. (2010). The Power of the Curriculum. In K. M. Cahill (Ed.), *Even in chaos: education in times of emergency* (1st ed.). New York: Fordham University Press; Center for International Humanitarian Cooperation, 109-135.
- Dryden-Peterson, S. (2010). [Barriers to Accessing Education in Conflict-Affected Fragile States: Afghanistan](#). London: Save the Children.
- Sigsgaard, M. (2009). [Education and Fragility in Afghanistan: A situational analysis](#). Paris: UNESCO-IIEP-INEE.
- Spink, J. (2005). Education and politics in Afghanistan: the importance of an education system in peacebuilding and reconstruction. *Journal of Peace Education*, 2(2), 195-207. ([E-Resources](#))

Assignment

Final Narrative (peer review): Review the work of a partner (assigned based on shared geographical region and/or format) and provide written feedback on the rubric provided (**5% of final grade for your peer review work**). Peer review feedback due to partner by Monday November 30 at noon

Section IV. Aiming Towards Transformation: Future Directions for the Field

12. FRIDAY **The Tango of Advocacy and Research in Education and Conflict** **Dec. 4, 9am-noon (make-up class day)**

This week we will discuss the interplay between research and advocacy in the field of education and conflict. What role does research play in advocacy? What are the sources and uses of power in advocacy? What role does advocacy play in the field of education in conflict? What sources of evidence are used? What are the gaps?

Required Readings (total pages 63)

- Louis, K. S. (2005). Knowledge Producers and Policymakers: Kissing Kin or Squabbling Siblings? In N. Bascia, A. Cumming, A. Datnow, K. Leithwood & D. Livingstone (Eds.), *International handbook of educational policy*. Dordrecht: Springer, 219-238. (iPa©)
- Burde, D. (2010, September 16, 2010). [It Takes a Village to Raise a School](#). New York Times. (few paragraphs) [Afghanistan]
- Magno, C., & Kirk, J. (2010). Sight Unseen: Re-viewing Images of Girls' Education. *Girlhood Studies*, 3(1), 9-33. ([E-Resources](#))
- Rieff, D. (2005). *At the point of a gun: democratic dreams and armed intervention*. New York, N.Y.: Simon & Schuster, pp.1-9, 157-172. (iPa©)
- VeneKlasen, L., & Miller, V. (2007). [A New Weave of Power, People, and Politics: The Action Guide for Advocacy and Citizen Participation](#). Bourton on Dunsmore, UK: Practical Action Publishing, from Chapter 3: pp. 39-41, 45-48.

Further Readings

- Mitchell, C. (2011). Picturing Violence: Participatory Visual Methodologies in Working with Girls to Address School and Domestic Violence in Rwanda. In K. Mundy & S. Dryden-Peterson (Eds.), *Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change (A Tribute to Jackie Kirk)* (pp. 221-233). New York: Teachers College Press.

December 7, 4-7pm **FINAL PRESENTATIONS** **Pursuing Education in Conflict: A Gallery of the Narratives of Children and Young People**

The class will gather to participate in a “Showcase,” in which you will present your Narrative Project. Depending on the medium you have chosen, you might choose to stage a reading or a performance, show a video, display a graphic depiction, etc. We will close the class with a discussion of general trends in education in conflict within a broader framework of possibilities for innovation in the field. What insights might our work this semester yield related to educational transformation globally and the possible scope for innovation within the field of education and conflict?

Required Readings

- None for this class, focus on Narrative Project.

Assignments

Final Narratives and presentations due in class (**20% of final grade for Final Narrative and 10% for presentation**).

Appendix A. Essential Resources on Education and Conflict

- [Inter-Agency Network for Education in Emergencies](#) (INEE) An open global network of more than 5,700 practitioners, students, teachers, staff from UN agencies, non-governmental organizations, donors, governments and universities who work together to ensure the right to education in emergencies and early recovery.
- [United Nations High Commissioner for Refugees](#). UN refugee agency charged with overseeing refugee education globally.
- [Humanitarian Response](#). The Global Education Cluster, a coordinating mechanism for agencies operating in humanitarian situations.
- [UNICEF Back on Track](#) Platform for ideas, information, materials and discussions on current trends and issues in the delivery of education services both during and after conflict and natural disasters.
- [Global Coalition to Protect Education from Attack](#) The Global Coalition to Protect Education from Attack is a unique inter-agency coalition formed in 2010 to address the problem of targeted attacks on education during armed conflict.
- [World Inequality Database on Education](#) Data, from the UNESCO Global Monitoring Report, highlights the powerful influence of wealth, gender, ethnicity and location on opportunities for education and wider life chances.
- [Center for Applied Linguistics: Refugee Integration](#) Supports refugee and immigrant integration through the development of programs for newcomers, their service providers, and other members of their receiving communities.
- [World Bank Hive](#) (under development) Knowledge-sharing mechanism around fragility, conflict, and violence.
- [Conflict Sensitivity Consortium](#) Focus on conflict sensitivity in organizational systems, design, implementation, monitoring and evaluation of specific interventions.
- [Relief Web](#) Overview of jobs, projects, appeals, and humanitarian updates (education and other sectors).
- [Institute for Reconstruction and International Security through Education](#) Support of activities for education and early childhood development in countries affected by conflict or extreme poverty.
- [ID21](#) A research reporting service no longer in existence, but archives continue to be useful.
- [Forced Migration Online](#) A digital library of grey literature and research documents.
- [Eldis](#) A general resource on development with some information on migration.
- [Internal Displacement Monitoring Center](#) The most comprehensive resource on internal displacement.
- [RefWorld](#) UNHCR's online resource center on refugee issues.

Special Issues of Journals on Education and Conflict

- [Conflict and Education](#) (2011)
- [Harvard Educational Review](#) (2009)
- Globalisation, Societies, and Education (2009)
- Comparative Education Review (2008)
- Current Issues in Comparative Education (2007)
- Compare (2005)

Leading Journals in the Field of Comparative and International Education

Alternatives	International Journal of Ed. Development
Anthropology and Education Quarterly	International Journal of Ed. Research
Comparative Education	Inter'l Journal of Qualitative Studies in Ed.
Comparative Education Review	International Journal of Science Education
Compare	International Organization
Conflict, Security & Development	International Review of Education
Convergence	International Studies in the Sociology of Ed.
Current Issues in Comparative Education	Journal of African Studies
Discourse: Studies in the Cul. Politics of Ed.	Journal of Conflict Resolution
Economics of Education Review	Journal of Educational Policy
European Journal of Education	Journal of Moral Education
Forced Migration Review	Journal of Peace Research
Gender and Education	Oxford Review of Education
Global Social Policy	Peace, Conflict & Development
Globalisation, Societies, and Education	Prospects (UNESCO)
Harvard Educational Review	Race, Ethnicity, and Education
Higher Education	Sociology of Education
Higher Education Policy	Studies in International Education
International Education	Third World Quarterly
International Higher Education	World Development
Journal of Development Studies	Women's Studies International Forum
International Journal of Early Childhood	