



The Role of Education in Promoting Cohesion

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Letter from a survivor of a concentration camp

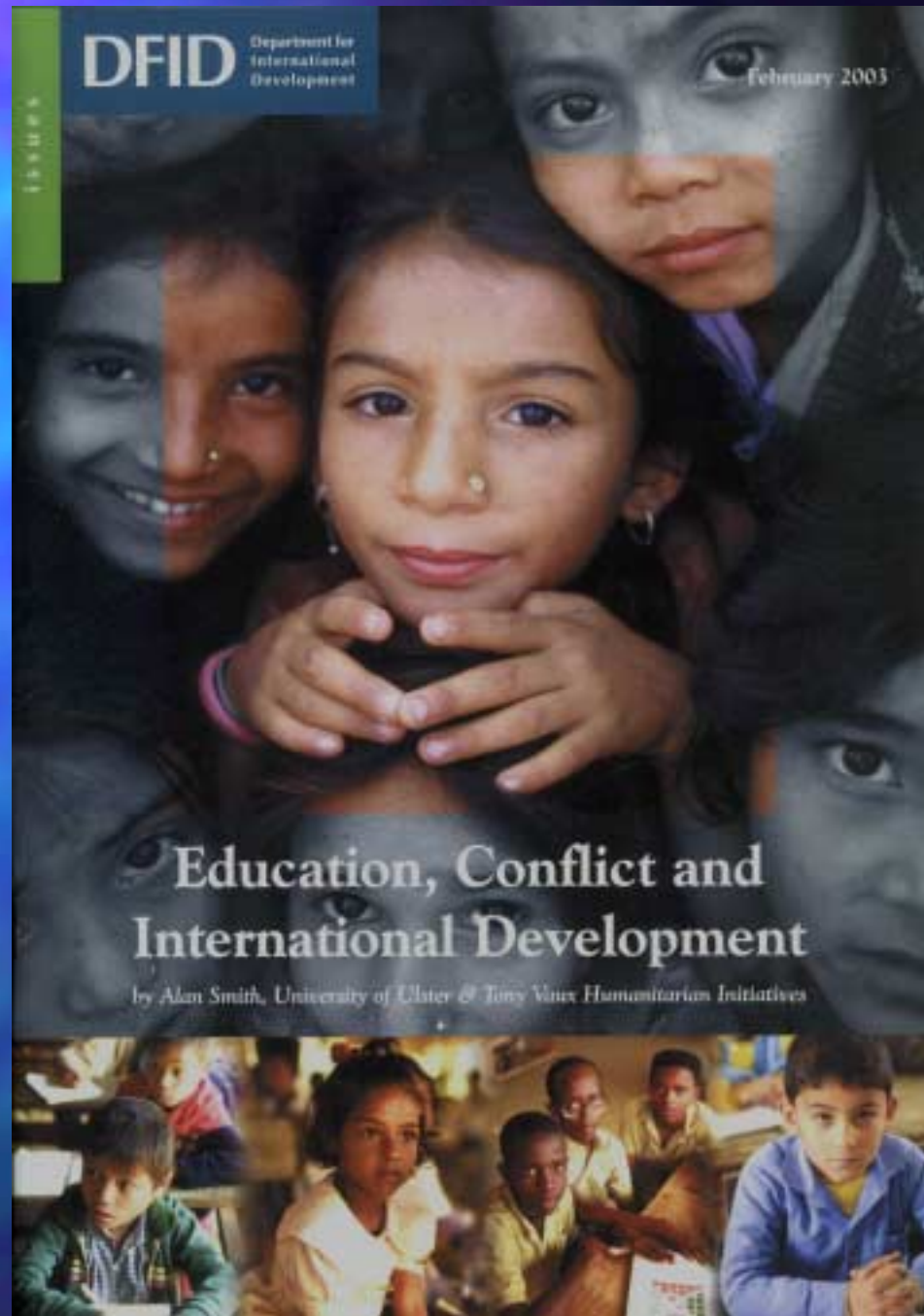
"I am a survivor of a concentration camp. My eyes saw what no man should witness; Gas chambers built by learned engineers; Children poisoned by educated physicians; Infants killed by trained nurses; Women and babies shot and burned by high school and college graduates. So, I am suspicious of education."

Education can be misused

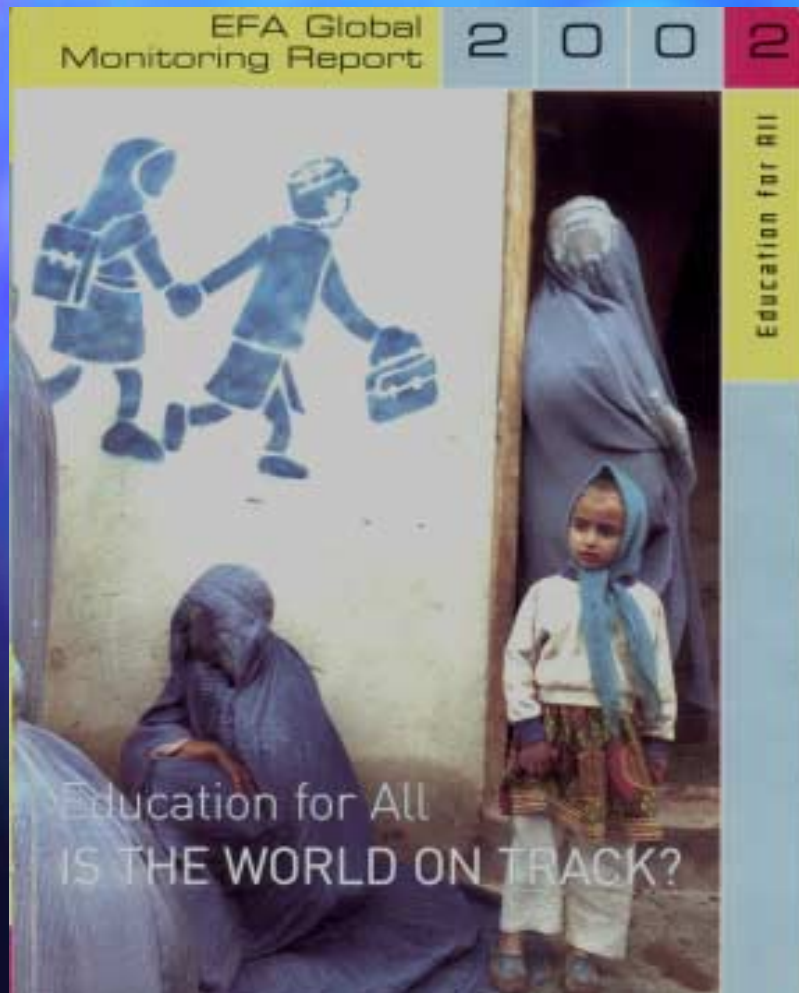
- A weapon of cultural repression
- Segregation to maintain inequality
- Denial of education to certain groups
- Manipulation of history and textbooks
- Inculcation of attitudes of superiority
- Particular impact on girls and minorities

Bush & Saltarelli (2000) *The Two Faces of Education in Ethnic Conflicts*, UNICEF

www.dfid.gov.uk



Education - an essential tool for human development



Education For All

- 113 million children out of school
- 70 countries off track for EFA by 2015

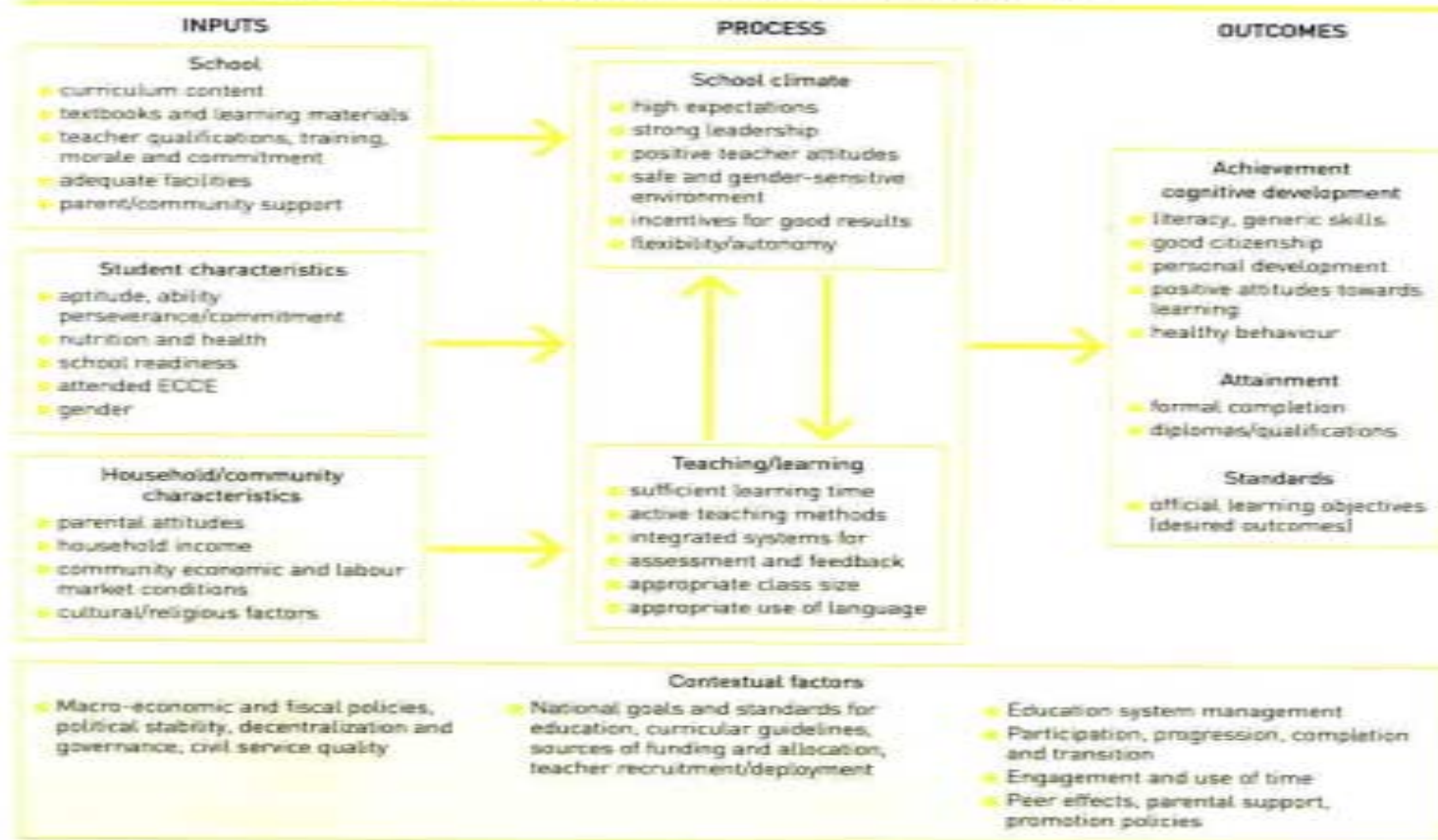
Quality Education based on Rights

UN Convention on the Rights of the Child (1989)

Article 29 - the aims of education include
'preparation for responsible life in a free society in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.'

EFA Model of Quality Education

Table 2.14. An input-process-outcome framework for assessing education quality



Source: derived from Henefeld and Craig (1995), OECD/INES (2001), Scheerens (2002).

The Role of the State

Procedural the state is culturally neutral and individuals and groups negotiate the civic space between them.

Nationalist the state promotes a single national culture.

Liberal a single political culture in the public domain, diversity is expressed through the private rather than public domain.

Separatist organised on the expectation that each community will remain separate from the others.

Plural unity and diversity in public life, communities and identities overlap.

Parekh, 2000

The Future of Multicultural Britain

Character of the education system

- Assimilation, unitary institutions organised around dominant values
- Separatist, plurality of institutions
 - Essentialism (organised around an identity)
- Integrationist
 - Conservative pluralism (similarity)
 - Liberal pluralism (difference)
 - Critical pluralism (power relations)

Research evidence

Throsby & Gannicott (1990) *The Quality of Education in the South Pacific*, Pacific Economic Bulletin.

- Trained teachers make a difference
- Class size is less relevant
- Instructional materials most cost effective
- Mother tongue instruction most effective
- Lavish buildings and equipment will not raise quality
- Curriculum reform will not necessarily raise quality
- Examinations are a useful way to monitor quality
- Healthy, well-fed children learn better
- Amount of learning time is important

Research Evidence

Pennycuik, D. (1993) *School effectiveness in Developing Countries*, Serial No 1, DFID.

Promising avenues

- improve curriculum implementation;
- good quality textbooks;
- at least 25 hrs core teaching;
- in-service education

Blind alleys

- curriculum adjustments;
- computers;
- reducing class size below 40;
- lengthy pre-service teacher education

Research Evidence

Letwin, K. (1993) *Education and Development. The Issues and the Evidence*, Serial No 6, DFID.

Synthesis of research studies on achievement suggests that teacher quality in terms of length of schooling, teacher salaries, time spent on preparation, teacher expectations, quality of texts are important.

Class size, school buildings, multiple shifts, repetitions less important.

A Systemic Approach - Entry points for intervention and investment

- Political (aims and purpose of education)
- Legislation, policy (PRSPs, EFA Plans)
- Structural change (decentralisation, differentiation, desegregation)
- Curriculum change (intended, received)
- Resource led (textbooks, ICT)
- Pedagogy (school-based, NGO supported)
- Teacher education (initial, in-service)
- Parent initiatives, community links

Curriculum

- The overall nature of the curriculum
- Identity issues (gender, language, art, culture, religion....)
- Teaching of history, 'political geography'
- Curriculum themes

UNESCO Position Paper (2003) 'Education in a Multilingual World'

- Mother tongue instruction as a means of improving education quality
- Bilingual and/or multilingual education at all levels of education as a means of promoting social and gender equality
- Language as an essential element of inter-cultural education

Curriculum themes

- Skills based, communication skills, controversial issues, critical thinking, emotional literacy
- Mutual understanding, intercultural learning, inter-faith dialogue
- Peace education, conflict resolution, reconciliation
- Human rights education, civic education, citizenship, democracy
- International understanding, global education

Possible teacher roles

- 'Neutral' facilitator
- Official view
- Expert opinion based on evidence
- Committed advocate, campaigner
- Declared personal position and interests
- Provocateur, provoking reaction
- Devil's advocate, the other point of view
- Ally, protector of the weak
- Playing a role

Implications for WB Task Managers?

- A fuller definition of quality education
- Education based on practical resolutions between equality and diversity
- 'Systemic' thinking about investments in education
- A repertoire of critical questions and practical examples around elements of education reform such as curriculum, textbooks and teacher education
- Better partnerships with a range of local, national and international agencies able to support change