

The effect of Public sector provision, governance and institutionalisation on educational security

Effect: Positive (presence of United Nations involvement, particularly the multilateral interventions, have contributed to a more secure environment for education in Mozambique by facilitating increased funding, improved access, and reduced disparities in education)

Confidence in study findings: Low (one study, low confidence)

Short Summary

The United Nations (UN) multilateral approach, including disarmament, demobilisation, reintegration programs, humanitarian aid, and post-war reconstruction, was found to be crucial in establishing a more secure environment. This led to increased funding for education, improved access to schools, and reduced regional disparities. By contributing to peacebuilding, economic development, and social equality, the presence of UN has positively impacted the education sector in Mozambique

Long summary

The intervention

Demonstrates that any evaluation of the UN's and the international community's roles in supporting sustainable peace in Mozambique necessitates a thorough understanding of four crucial mechanisms or instruments: (1) Disarmament, Demobilization, and Reintegration (DDR) before democratisation; (2) Humanitarian assistance; (3) political and electoral assistance; and (4) budget support (p.2-3). All of these components overlapped to achieve the outcome

How is the intervention expected to work

The components of the intervention that worked towards achieving educational security were primarily:

- 1) **Disarmament, Demobilization, and Reintegration (DDR):** The UN, with the support of bilateral donors, helped demobilise and reintegrate about 100,000 combatants from both the government and rebel forces. This process included counselling, vocational training, and the collection of weapons. According to many interview participants, military inclusion gives feelings of security and confidence
- 2) **Humanitarian Assistance:** The UN, led by UNOCHA, spearheaded humanitarian and relief efforts, including refugee resettlement, demining initiatives, and food aid. Their decentralised approach, operating at both national and provincial levels, ensured that aid reached all eleven provinces.
- 3) **Budget Support:** The UN and donor agencies employed budget support, aligning it with Mozambique's National Poverty Reduction Strategy Document (PARPA). This support helped fund key sectors like education, health, and governance. Budget support significantly increased spending for providing education and human security (p.15-17)

The evidence base

There is one qualitative study assessing the effect of **Public sector provision, governance and institutionalisation on educational security in Mozambique**. This study is by A. Adedokun (2019). *Transition from civil war to peace: The role of the United Nations and international community in Mozambique*. *Peace and Conflict Studies*, 26(1), 4. All references are from that study.

The evidence

Peace processes and diplomacy in Mozambique, particularly the interventions led by the UN and the international community, have positively impacted the education sector in ways that could be interpreted as contributing to educational security:

- 1) **Increased Funding and Resource Allocation for Education:** Following the peace agreement in 1992, there was a significant shift in budget allocation from defence to social sectors. This was facilitated by budget support from international donors and the UN, which prioritised sectors like education outlined in Mozambique's National Poverty Reduction Strategy Document (PARPA). The sources argue that investments in education contribute to peacebuilding by reducing grievances and conflict (Collier and Hoeffler, 2004), promoting economic development and social equality (Thyne, 2016) ultimately promoting a culture of peace (Sargent, 1996).
- 2) **Improved Access to Education:** As a result of increased funding and peacebuilding efforts, an increase in school enrollment rates was reported, particularly at the primary and secondary levels. Between 1995 and 2011, primary school enrollment increased from 56% to 90%. Secondary school enrollment also saw substantial growth, with the net enrollment rate more than doubling from 8.2% in 2002 to 22% in 2009 (UNDP Report, 2014; International Monetary Fund, 2015; World Bank, 2016).
- 3) **Reduced Regional Educational Inequality:** Progress in education was observed across all provinces in Mozambique, indicating a reduction in regional disparities in access to education. Data shows the improvement in Net Enrollment Rates (NER) for both primary and secondary schooling across different regions between 2002/03 and 2008/09

Confidence assessment

Overall confidence: Low Confidence Qualitative Study (No explanation and justification for sample/case selection strategy)