



# Bridging Trust Gaps in Financing Conflict and Post-Conflict States

Education Strategies for Children of Conflict  
*March 11<sup>th</sup>, 2008*

Presentation by Gene Sperling  
*Senior Fellow for Economic Studies  
Director, Center for Universal Education  
Council on Foreign Relations*



# Building a Vision for Supporting Education for Children of Conflict

# The Two Education Frameworks

- **Rights-based framework**
  - *Every child receives an accessible, quality and relevant education.*
  - Right is enshrined in HR instruments.
  - Right underpins the MDGs and the Dakar framework.
- **Global Compact framework**
  - *Donor nations contract to provide aid; recipient nations assume stewardship of education.*
  - Global compact assumes—and demands—mutual trust.
  - Compact is intrinsic to Monterrey Consensus, US Millennium Challenge Account, Dakar framework, FTI.

# The Basic Tension in Conflict and Post-Conflict States

- **Conflict and Post-Conflict States fall outside the “compact”**
  - Fail the “mutual trust” test.
  - Concerns about lack of will and/or capacity.
- **Children doubly will fall through the cracks**
  - Lack of peace and high-performing government means a lack of resource mobilization so that MDGs will never be reached.
  - Education often gets only 2% of emergency and humanitarian relief.

# Closing the Trust Gaps

Must be a top priority for Advocates of Education in Conflict :

- It is too easy to address service delivery without focusing on trust mechanisms to ensure resource mobilization.
- There must be a focus on the nature of trust gaps and which mechanisms are responsive to which types of trust gaps

# Closing the Trust Gaps

Requires a four-part process:

1. Identify the trust gap.
2. Look for a mechanism to close the trust gap.
3. Favor the "least disempowering" solution.
4. Look for a means to "reinstate the state."

# Types of Trust Gaps

- Government's capacity to manage and disperse funds
- Ability of the government to prevent fraud and abuse
- The diversion of funds by the government to finance war.
- The inequitable use of resources by the government to favor particular ethnic or political factions.
- The use of education to teach hate or perpetuate oppression.
- The government's basic motives.

# Existing Mechanisms to Fix Specific Trust Gaps

- **Accountability & Transparency**
  - **Liberia: Trust Gap on Capacity To Dispense and Monitor Funds without Waste or Diversion**
  - **Response:**
    - Government of Liberia's **Governance and Economic Management Assistance Programme (GEMAP)**<sup>1</sup>
    - Partnership between the government and the UN, EC, ECOWAS, AU, US, and World Bank.
    - Overseen by international auditing experts
  - **Kenya: Trust Gap on Capacity to Ensure Dollar-for-dollar Transmission from Central Government to Local Schools**
  - **Response:**
    - Kenyan Ministry of Education worked with donor partners, including Dfid, to have funds deposited in special **KESS accounts** at local banks.
    - Increased Transparency of funds received through monitoring by school committees comprised of parents.
    - Hired 200 external auditors.

<sup>1</sup> Source: Save the Children. 2007. "Last in Line, Last in School. How Donors are Failing Children in Conflict-Affected Fragile States"

# Needed Mechanisms to Fix Specific Trust Gaps

Need to highlight other successful and innovative responses to specific trust gaps

– Additionality issue:

- In cases of existing conflict, need to show that even well-dispersed money is not being used to fund conflict indirectly.
- New dollars need to be added to existing education funds, not used as substitutes for current government allocations.



# A Focus on “Least Disempowerment Test” and “Reinstating the State”

Trust gaps may lead to reliance solely on NGOs, but can produce a parallel structure that undermines post-conflict governments



# Building a Vision for Financing Education for Children of Conflict through Unified Global Process

# Options for Supporting Education for Children of Conflict

- Option 1: Purity Approach—Maintain FTI as a mechanism for high-performing states.
- Option 2: All-In Approach: Include all fragile states in the FTI
- Option 3: Create a Separate “Fragile State” Designation within FTI that uses specific indicative framework.
- Option 4: Establish 2-Tier Process with Interim-FTI and Full-FTI Designations

# Selecting Option 4: Unified Global Process

- One singular expanded global FTI with Interim and Full Designations
- The Interim-FTI and Full-FTI Designations would allow resources to flow to countries affected by 'trust gaps.'
  - Provide Technical Assistance
  - Close Trust Gaps
  - Open up Resources
  - Create a Coordinated Global Response
- Building Broader Ownership to include a larger role for Unicef to chair the Interim FTI Stage—yet coordinated with the Fast Track Initiative