

Capacity building for peace and development

A comparative perspective

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- I. The triple brain drain in post-conflict situations
- II. Short term needs vs. Long-term education
- III. Capacity for what and for whom: specific needs in post-conflict situations

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I. The triple brain drain

- a) to the capital
- b) to NGOs and International Organisations
- c) to other countries

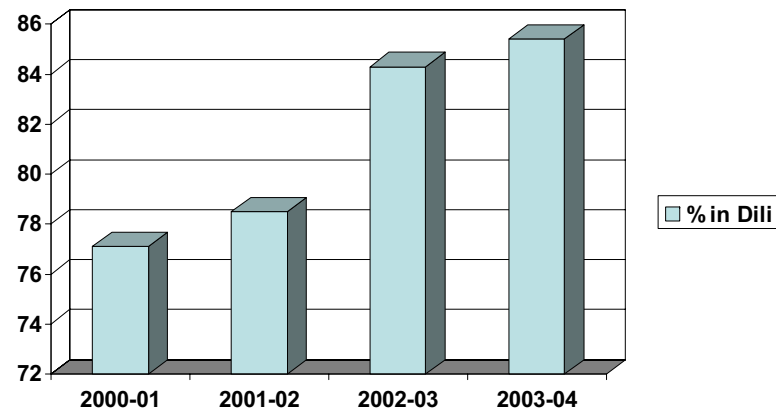
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International Organisations concentrate in capitals

- Access to best transport infrastructure and telecommunications
 - Access to government (for advocacy and coordination)
 - Access to information and media
 - Access to other international organizations and NGOs
 - Access to amenities, schools
- Same reasons apply to international NGOs and also to local NGOs

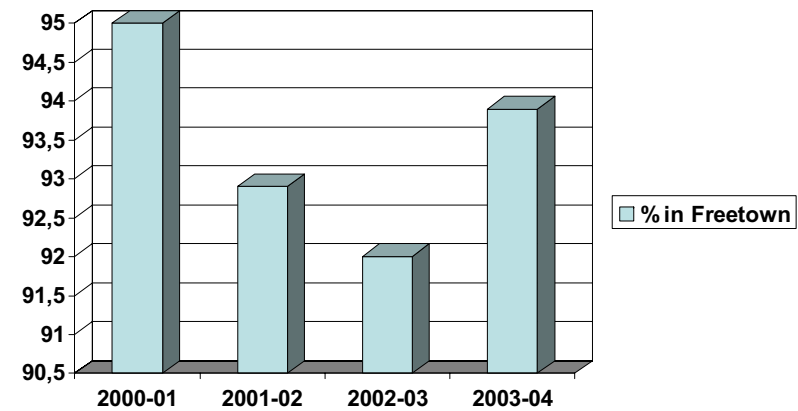
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Distribution of (UN-) benefits in Timor-Leste



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Distribution of (UN-) benefits in Sierra Leone



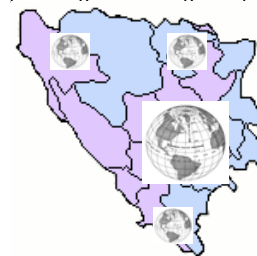
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The rural-urban divide

- Rural urban cleavages in the background of many violent conflicts
- Urban = educated = foreign (other languages, other readings, more traveled, better connected, = challenge for traditional structures)
- Educated: against patronage, new social mobility, alternative power centres

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Unequal integration into global processes



Renewed violent conflict



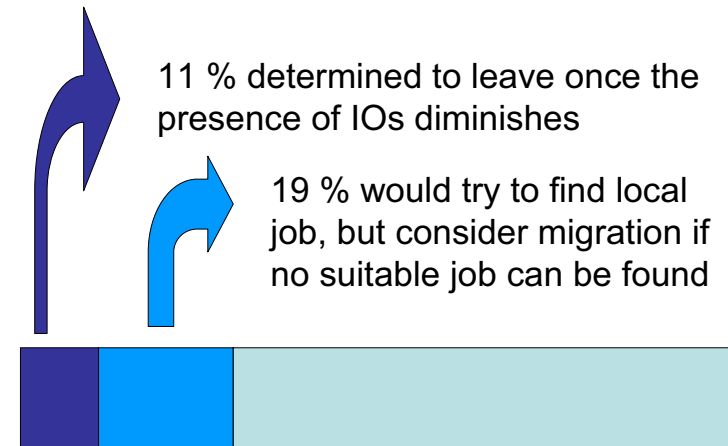
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Impact on local staff (“Lokalci”) in Sarajevo

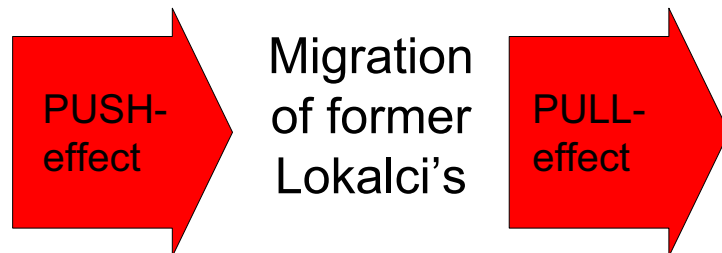
- Main local business: services for foreigners
- 56 % of local staff has university degree
- More than 40 % had quit local jobs to work for IOs
- 49 % report that skills obtained would only be relevant by IOs or foreign companies
- Local business dislikes ex-local IO staff

Barakat & Kapisazovic 2003
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Lokalci intending to leave country



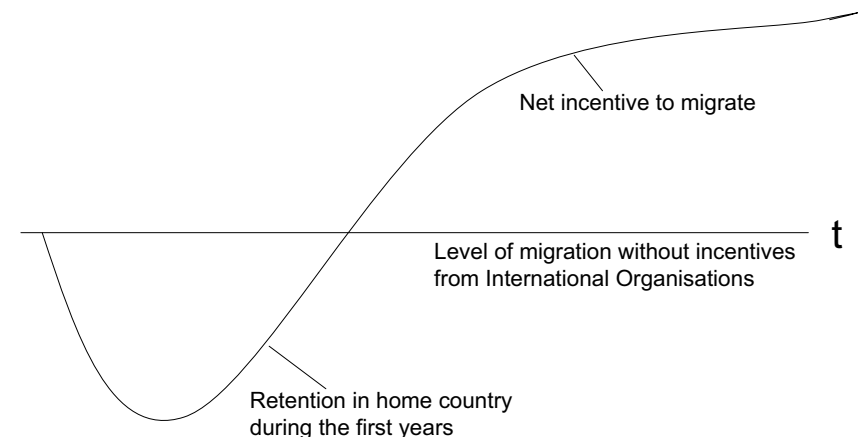
Barakat & Kapisazovic 2003, 64 10



- | | |
|----------------------------------|----------------------------------|
| • bad employment situation | • demand for their qualification |
| • bad image with local employers | • familiarity with organisations |
| • lack of educational facilities | • improved knowledge of English |

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Migration incited by IOs



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Education in the diaspora

- Long-distance nationalism
- Source of know-how
- Difficult integration of returnees: basis for future conflicts between returnees (who often got a good education abroad) and people who remained in the country and fought / suffered and have a more intimate knowledge of actual local power relations

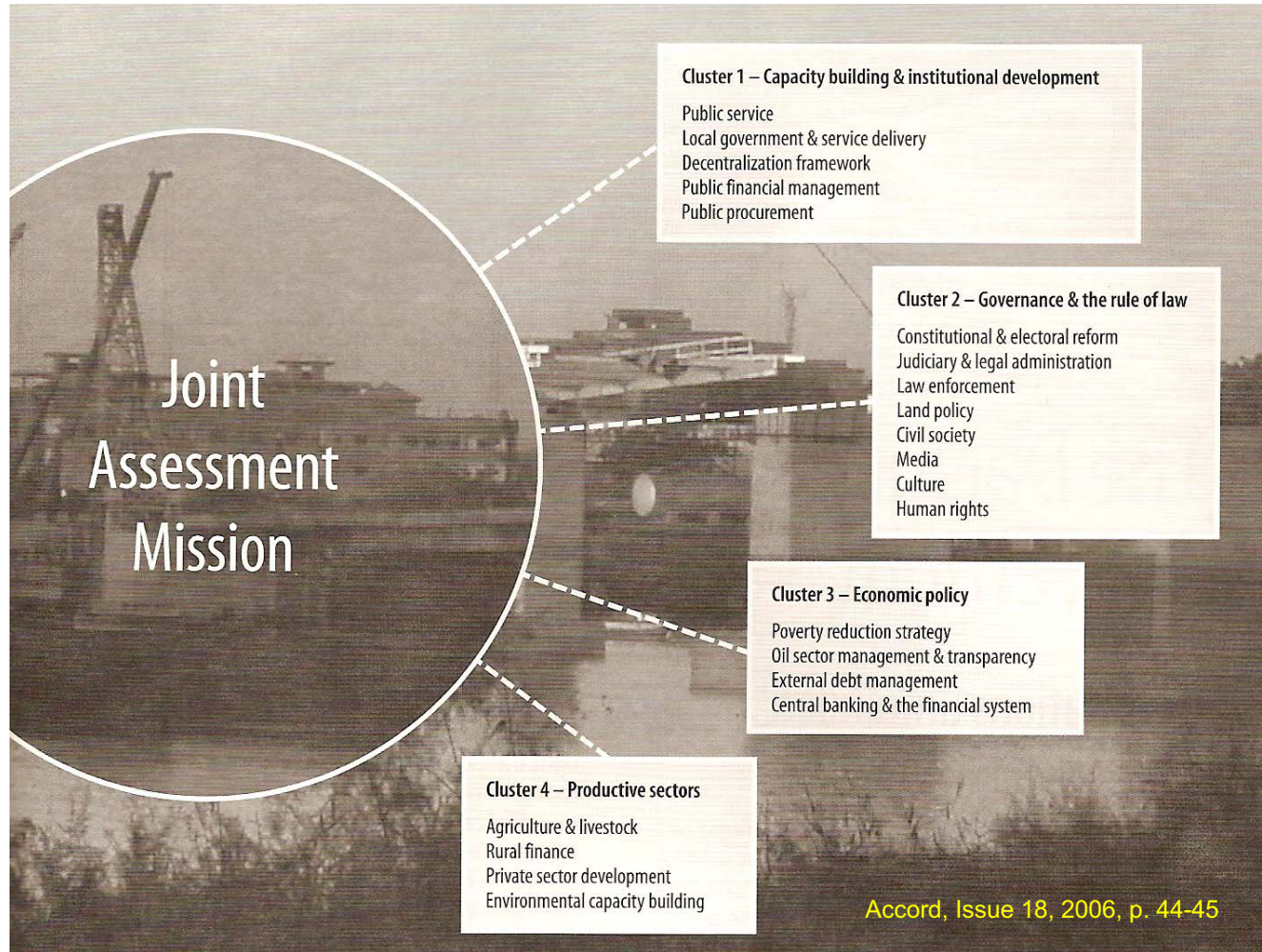
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II. Education a pervasive, but long-term thing

- Little interest of politicians elected for limited period
- Issue to “burn your fingers”
- Many other pressing needs
 - Security
 - Repatriation of refugees
 - Employment
 - Reconciliation
 - Infrastructure

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Education: A pervasive task



Sudan: Joint Assessment Mission clusters of postconflict challenges

1. Capacity building & institutional development
2. Infrastructure
3. Economic policy
4. Productive sectors
5. Social services
6. Government & rule of law
7. Livelihoods & social protection
8. Information & monitoring

Accord, Issue 18, 2006, p. 44-45
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Sudan: Joint Assessment Mission clusters of postconflict challenges

1. Capacity building: decentralisation
2. Infrastructure: schools
3. Economic policy: skilled civil servants
4. Productive sectors: skills, employment
5. Social services: education, HIV/AIDS
6. Government & rule of law: human rights
7. Livelihoods & social protection: reconciliation
8. Information & monitoring: literacy ¹⁷

III. Capacity building for what and for whom

Capacity building should be directed at those fields which could make the strongest contribution to overcome the problems which block development in the poorest countries.

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Paul Collier: The Bottom Billion *Why the Poorest Countries Are Failing and What Can be Done About It*

- The Conflict Trap
- The Natural Resource Trap
- Landlocked with Bad Neighbors
- Bad Governance in a Small Country

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Chances for a sustained turnaround

- Statistical chance in any particular year: 1.6 %
- Average length of time to get out of being a failed state: 59 years!
- More likely to achieve a turnaround
 - the larger the population
 - the greater the proportion of its population that had secondary education
 - if country recently emerged from civil war.

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(A) The Conflict Trap

- Civil war is development in reverse.
- Economic losses and disease do not stop once the fighting stops.
- Political legacy is as bad as economic legacy.
- Military expenditures remain high.
- Investment levels remain low.
- Dependence on natural resources increases.

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Capacity Needs (1)

- Judiciary – legal system (in the broad sense, including land registry)
- Cultural change (towards non-violence)
- Equal perspectives for different groups
- Economic development (see the other three traps)

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(B) The Natural Resource Trap

- Resource rents make democracy malfunction: politics of patronage (“*survival of the fittest*”)
- Resource-rich countries are more in need of checks and balances, but have fewer of them: no restraints on misuse of power
- Government uninterested in well-being of people since government income does not depend on health or education
- Other economic sectors remain neglected, low (or no) economic growth

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Capacity needs (2)

- Expertise how to channel natural resources income and learn from abroad
- Capacity to build up downstream activities & local supplies
- Free media (to “publish what you pay”)

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(C) Landlocked with Bad Neighbours

- Resource-scarce countries depend on neighbours for growth
- Cannot follow the traditional path of exporting cheap manufactured goods

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Capacity needs (3)

- Expansion of tourism
- Development of air-cargo facilities
- Capacity for e-services
- Education for workers to go abroad (and earn remittances)
- More attention for rural development (revival of local knowledge)

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(D) Bad Governance in a Small Country

- Lack of transparency
- Politics of patronage
- Reliance on military
- Lack of representativity
- Lack of rule of law

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Capacity needs (4)

- Support for local government
- Strengthening of civil society
- Everything that increases transparency
- Election organizers and observers

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Conclusie

- To counter the four traps, you need a critical mass of educated people. “In the bottom billion there is a chronic shortage of people with the requisite knowledge. Few Citizens get the training needed, and those who do get it leave.” (Collier, p. 67)
- This perpetuates dependency, hampers development and obstructs reforms.

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