

Education and violent conflict



Classroom in Liberia
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UK UNESCO
Consultation

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What is the Education for All Global Monitoring Report?

Annual Report which aims to:

- **hold the global community to account** for commitments made at the World Education Forum.
- **chart progress** against the six Dakar goals and targets, including the Millennium Development Goals (MDGs) for education
- **highlight effective policies** and strategies, alert the global community to emerging challenges and promote international action and cooperation.
- be an indispensable **advocacy and technical tool** for everyone involved in promoting Education for All

War keeps children out of school in the Philippines

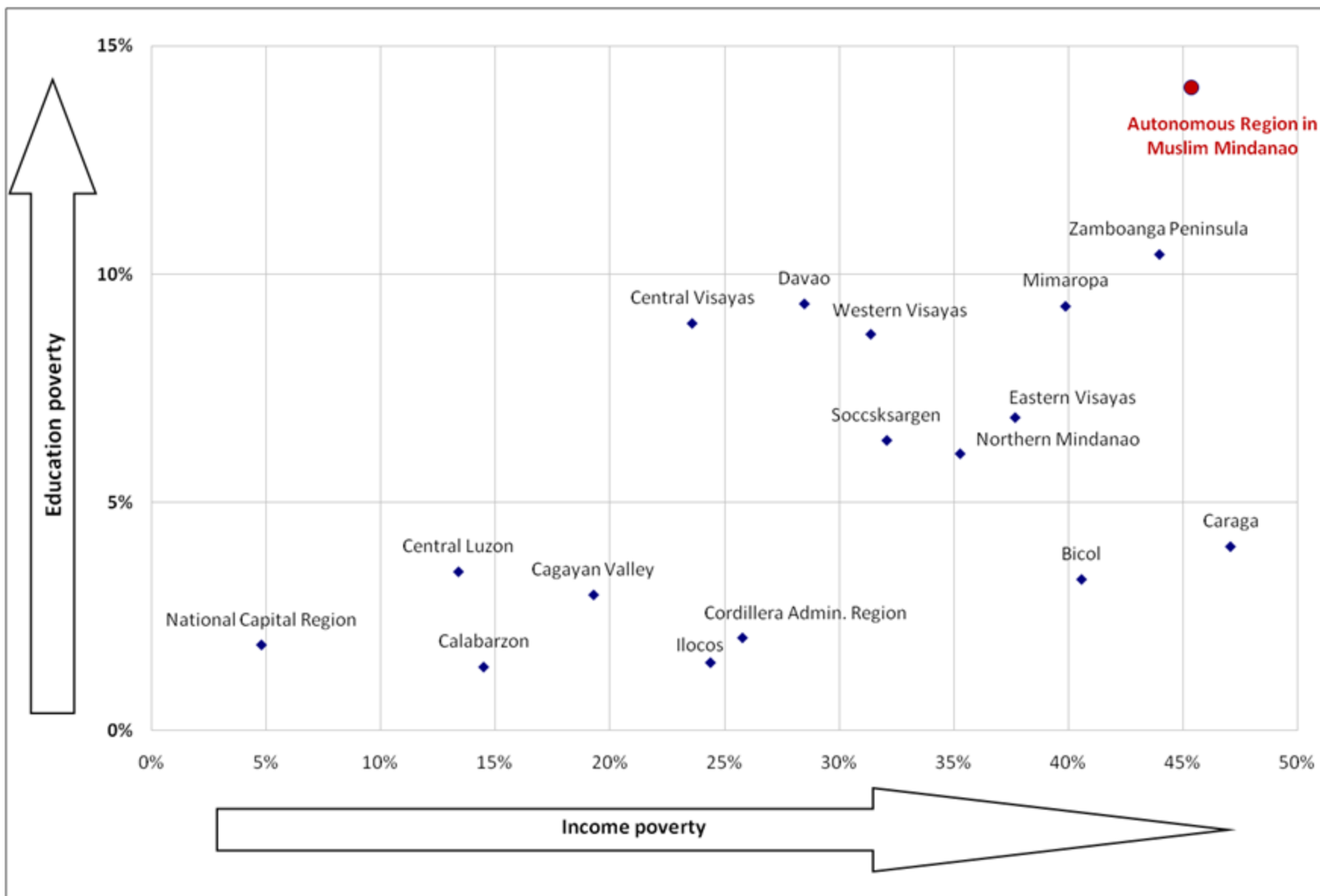
Muhammed's new home is a tent on the grounds of a school, yet he has little time to attend class. For him and many other children in an evacuation camp, helping his parents supplement meagre food rations is now his priority.

Heavy clashes between the military and separatist rebels in the Mindanao region of the Philippines have left hundreds of thousands of civilians like Muhammed and his family stranded in evacuation camps, often set up in schools such as this one.

'Most of the children come to class to escape the dismal living conditions in their tents. But there is no immediate escape from the destruction and violence they have witnessed. 'When the children are in class, they are either lethargic or very nervous because we often hear howitzers being fired not far from us.' said Bernie Abdul, an evacuee working in the school.

Interviews conducted by Ross Harper Alonso for the 2010 GMR

Children in conflict-affected areas of the Philippines suffer high levels of education poverty



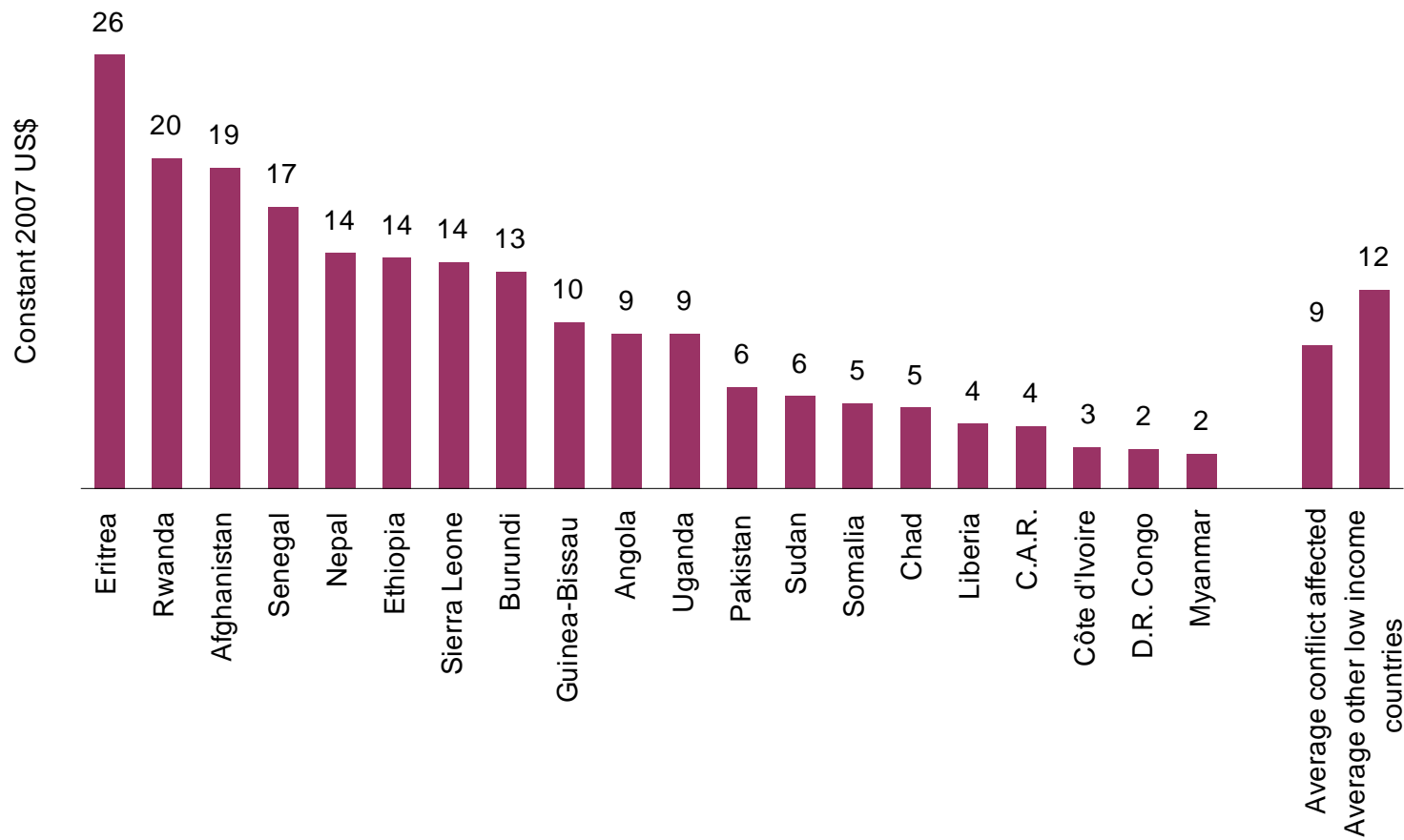
A few points from the 2010 GMR

- Around one-third of the 72 million children of school age live in 20 conflict-affected poor countries
- Children comprise approx. one-third of the estimated 42 million forcibly displaced people (26 million within their own borders, and 16 million across borders)
- Most of cross-border displacement occurs between developing countries. Pakistan is host to 2 million refugees from Afghanistan, half of whom are estimated to be out-of-school
- Conflict affects education in a variety of ways including, amongst other things, via attacks on schools and teachers, recruitment of child soldiers, forced displacement, psychosocial distress
- With appropriate national and international commitment, it is possible to make rapid progress in rebuilding education systems and so at least recovering enrolment levels, as experience from Rwanda shows

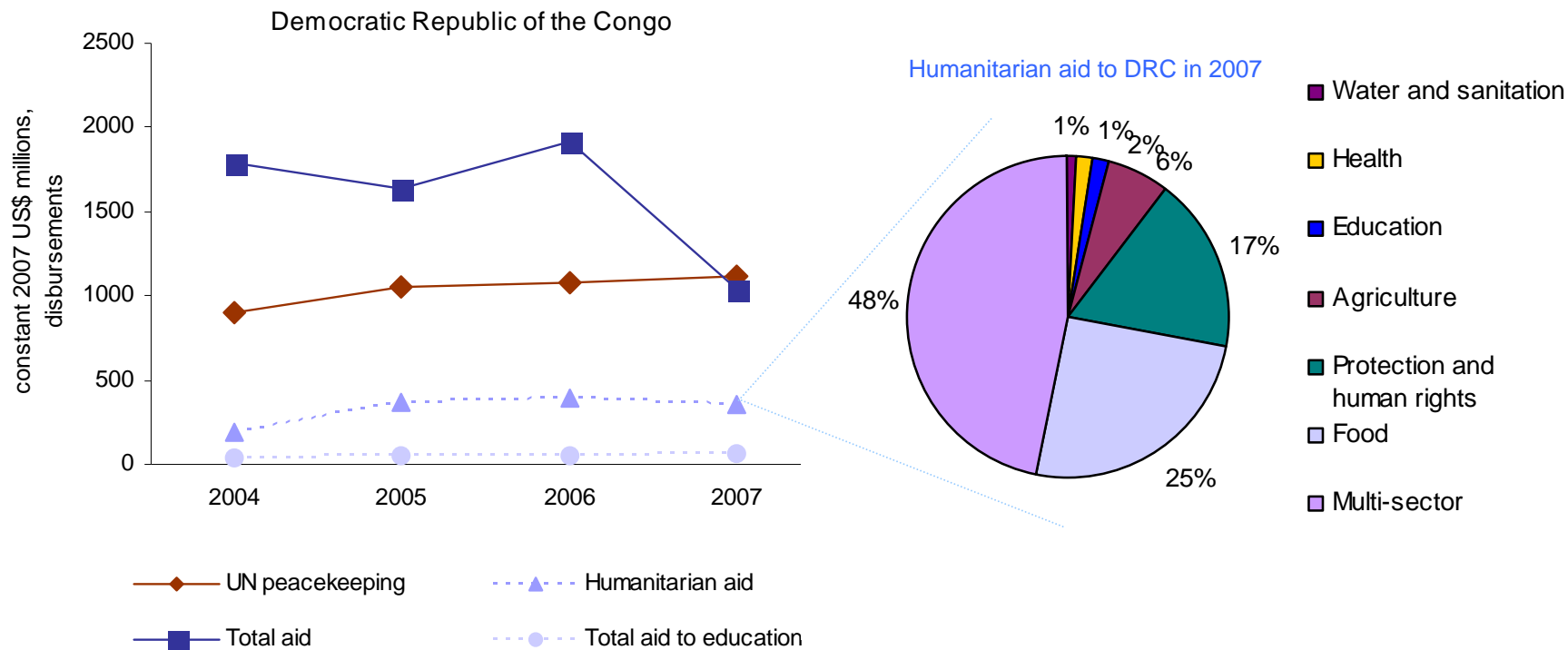
Need for more – and more appropriate - financing

- Despite being home to around one-third of out-of-school children, 20 conflict-affected poor countries receive only one-fifth of total aid to education
- Basic education financing gap to these 20 countries is US\$7 bil.:
 - around 40% of the total gap for low income countries
 - Substantially more than the US\$1.2 bil. Currently committed to these countries in 2006-7

Aid to education to conflict-affected poor countries is skewed



Humanitarian aid to education is extremely low



- What violent conflict means for education and what education means for violent conflict.

- Where violent conflict refers to:

Situations where the state or organized parties resort to the use of armed force. These include large scale warfare involving governments within and across borders, massacres or genocides and sub-national conflicts.

No neat boundaries, but grouping of countries according to whether national or sub-national; severity; and duration of conflict.

Framing the Report (1)

- Analytical framework: the two-way linkages between education and conflict
- Setting out the problem:
 - Impact of conflict on education
 - Education's influence on aggravating conflict
- National and local responses:
 - Protecting education in conflict situations, and supporting post-conflict education reconstruction
 - Strengthening education's role in averting conflict, and supporting post-conflict state-building and peace-building

Framing the Report (2)

- National and international financing
 - Monitoring national financing, and humanitarian and development aid flows to conflict-affected countries
 - Implications of defence, diplomacy and development priorities for education
 - Aid delivery challenges, including to address balance between protecting education provision, and supporting reconstruction of education systems in ways that contribute to peace and state-building
 - Proposals for an innovative financing mechanism for delivering more aid to education in conflict-affected countries

- Structured outline under preparation
- Team undertaking research and preparing commissions – including identifying data and case studies (historical and on-going)
- On-line consultation during February
- Advisory Group to provide advice at key points during the drafting process.

Please add your comments to
the on-line consultation during
February. See:

www.efareport.unesco.org