

## The hidden crisis: Armed conflict and education

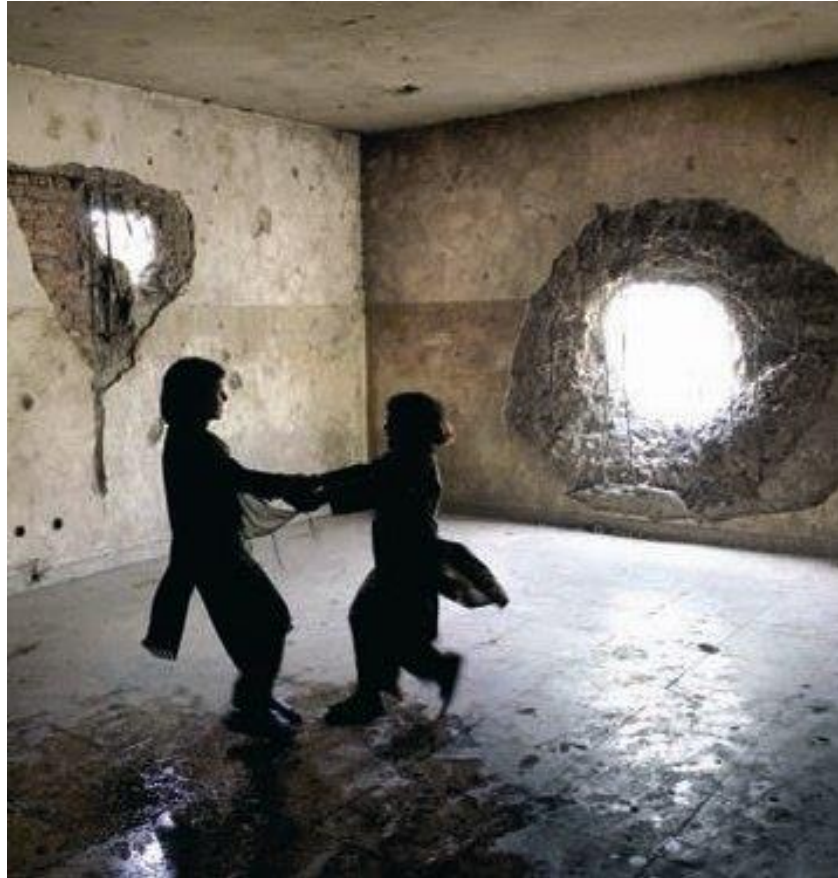
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Mokoro Seminar

Oxford

1 July 2011

# Armed conflict and education



- Armed conflict is a major barrier to Education for All
- Conflict destroys opportunities for education
- Education contributes to processes that fuel conflict

# Hidden crisis in education reinforced by four failures



- **Protection** of children, teachers and civilians from human rights abuses



- **Provision** of education to vulnerable populations trapped in conflict, and to refugees and internally displaced people



- **Reconstruction** to seize the education peace premium and build capacity

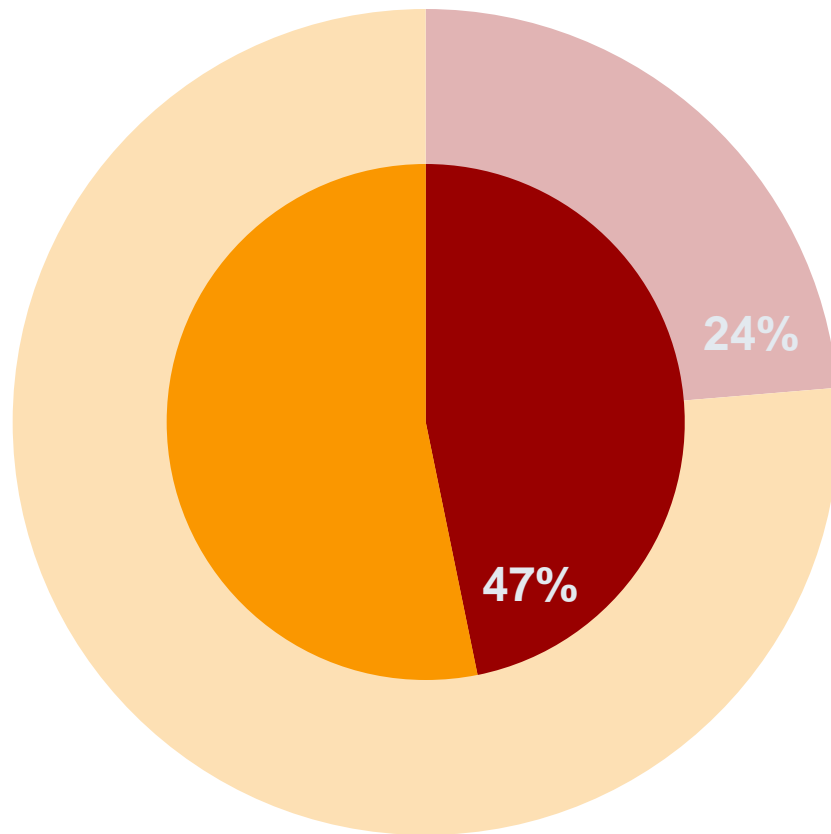


- **Peacebuilding** to unlock the potential of education as a force for peace

# Education's hidden crisis in conflict-affected states

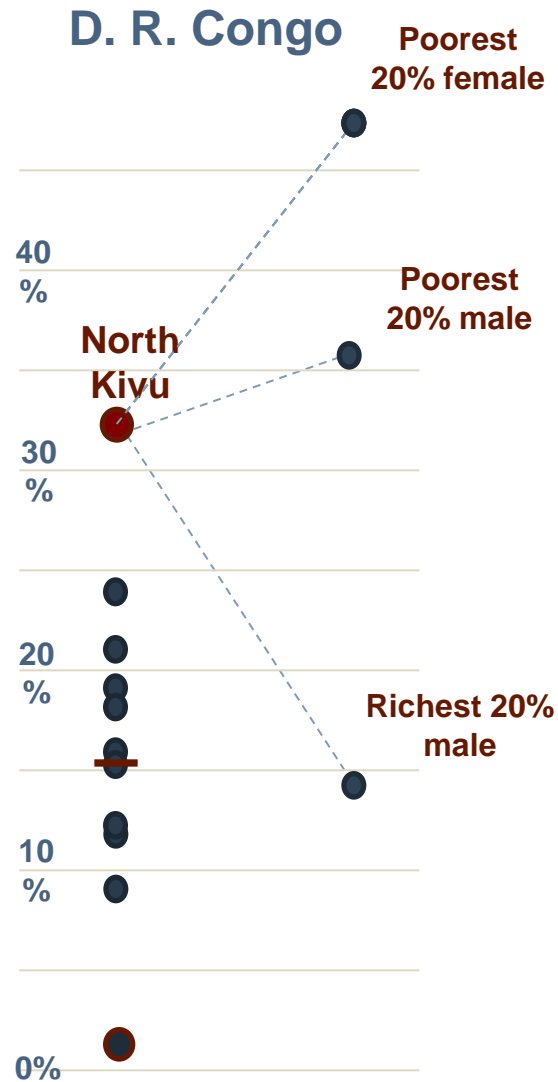
## Children in conflict affected poor countries:

- 28 million out of school
  - 24% of all children in the poorest countries
  - 47% of out of school children in the poorest countries



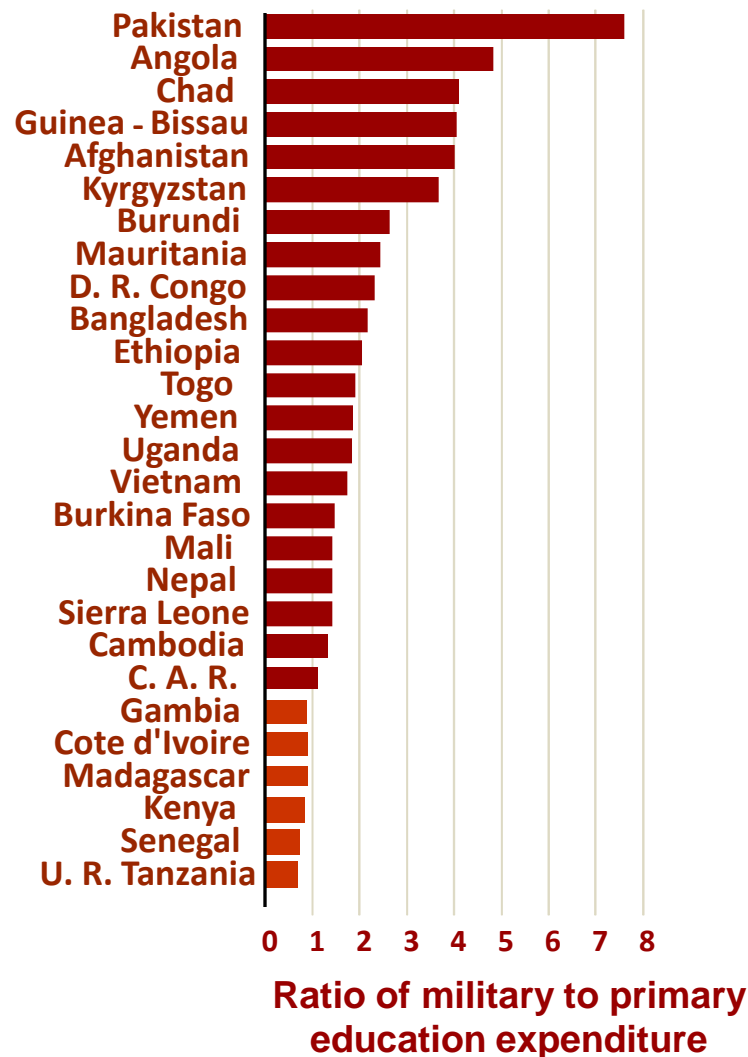
# Conflict reinforces education inequality

Population aged 17-22 with fewer than 2 years of education



# From books to bullets - military spending diverts finance

- 21 of the world's poorest developing countries that spend more on military budgets than primary education
- 10% of their military spending could put **9.5 million children** into school



# Six days of military spending could close the EFA gap

**US\$1029 billion**

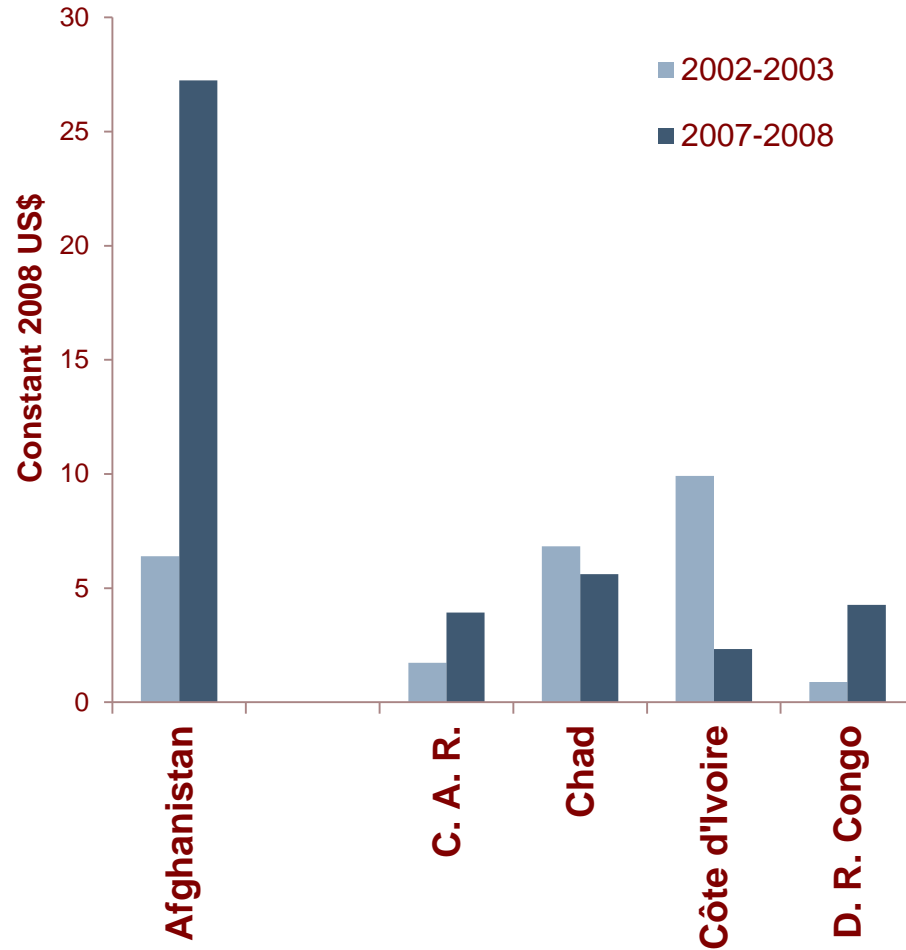
Total annual military spending by rich countries

**6**

number of days of military spending needed to close the EFA funding gap

# Aid follows security agendas

## Aid to basic education per primary school-age child



- Aid is skewed towards a small group of countries identified as national security priorities



# The reverse cycle – education can fuel conflict

- Most armed conflicts are *within* countries, often linked to identity and social divisions
- Education contributes:
  - Too little and poor quality education
  - Failing youth aspirations and weak link to labour markets
  - Unequal provision and financing reinforcing social disparities and resentment
  - Schools can sow ethnic, social and faith-based divisions

# Failures of protection



## ■ Failures:

- Monitoring and Reporting Mechanism for Children in Armed Conflict remains fragmented and partial
- Insufficient weight attached to protection of schools, and to rape and sexual violence
- ‘Naming and shaming’ is not enough
- Cultures of impunity remain intact

## ■ Recommendations:

- UNESCO lead monitoring of attacks on education
- High level commission on rape and sexual violence, linked to International Criminal Court

# Failures of provision

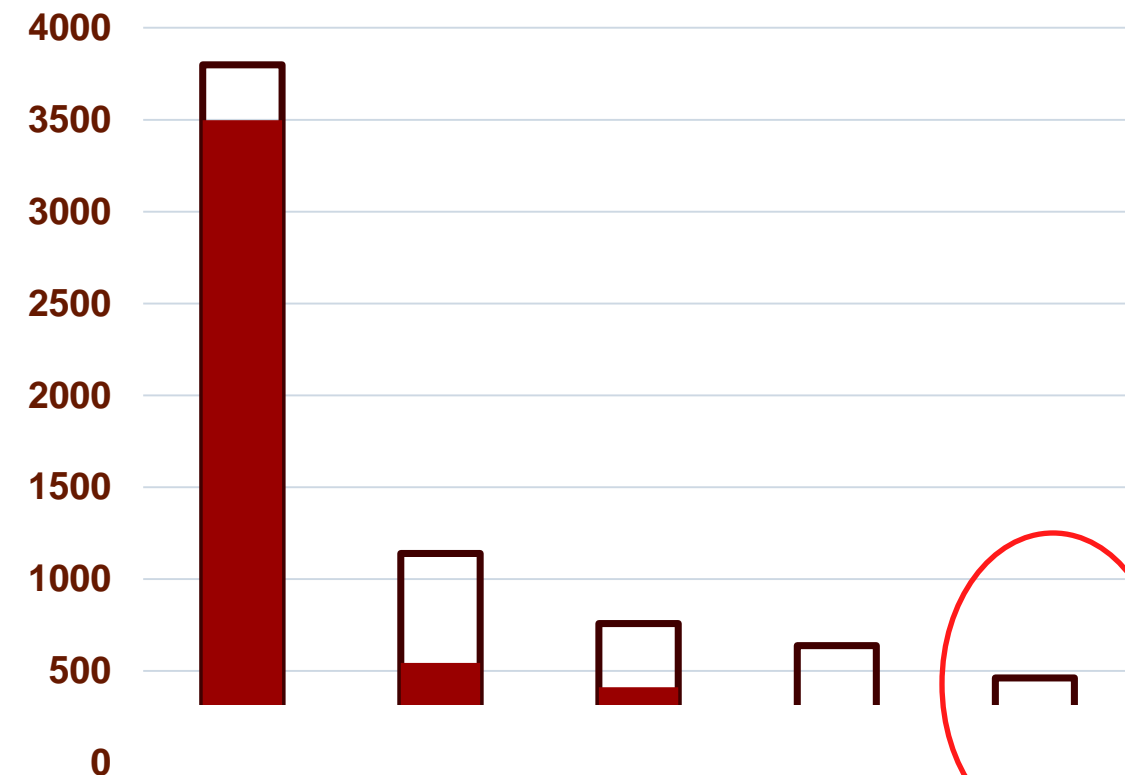
- Conflict-affected communities place high priority on education
- But humanitarian agencies do not recognize education as 'life-saving'
- Humanitarian system delivers short-term and unpredictable aid for long-term emergencies



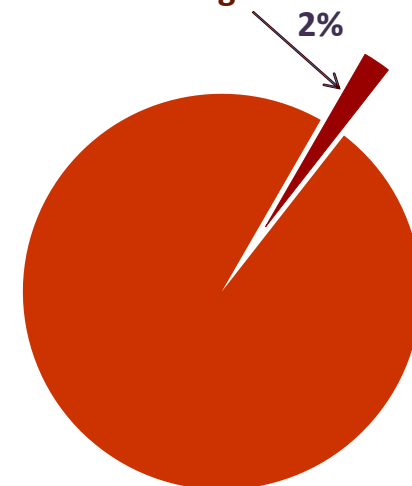
# The 'poor neighbour' in humanitarian aid

## Humanitarian aid in 2009

US\$ Million

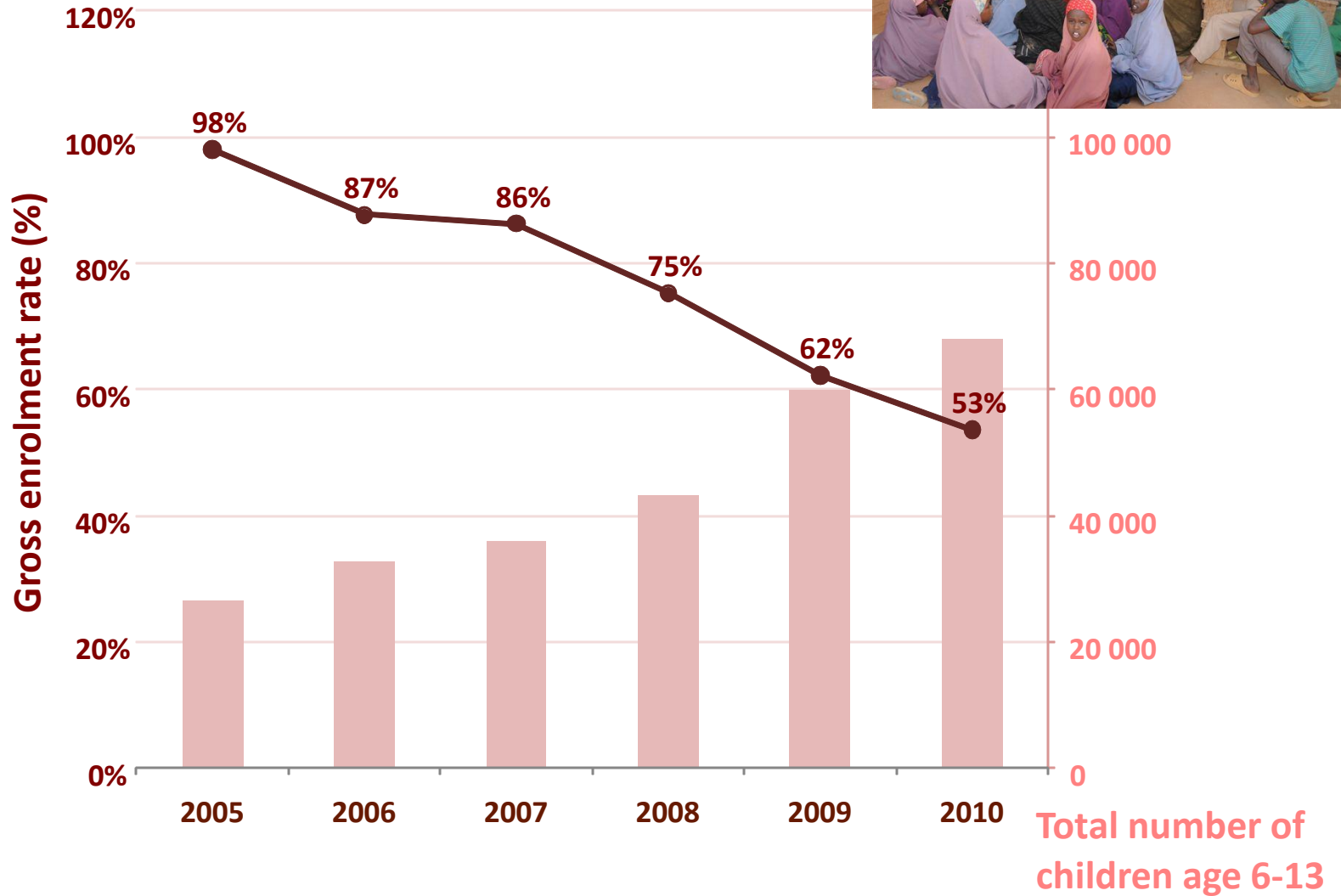


Education received only 2% of all funding.



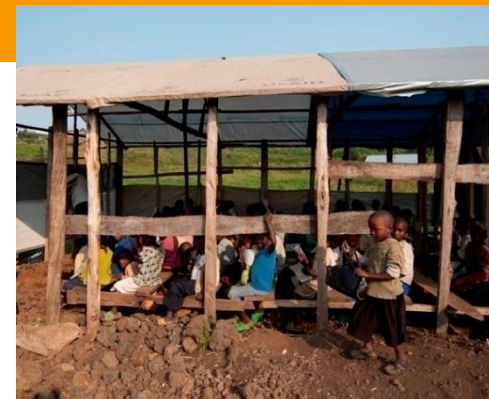
And has the smallest share of requests funded

# Enrolment in Kenyan refugee camps



Total number of children age 6-13

# Providing education



- Change humanitarian mindset
- Develop a more effective assessment system to gear financing to needs
- Strengthen entitlements of refugees and IDPs
- Increase humanitarian pooled funding to US\$ 2 billion annually – top up education shortfalls

# Failures of reconstruction



## Failures:

- Slow and fragmented responses to opportunities for peace
- Continued reliance on humanitarian aid, and limited provision of long-term assistance
- Insufficient investment in building capacity of education system

## Recommendations:

- Make an early transition to long-term development assistance
- Focus on capacity-building, including education management information systems
- Strengthen (and reform) the EFA Fast Track Initiative

# Failures of peacebuilding:



## Failures:

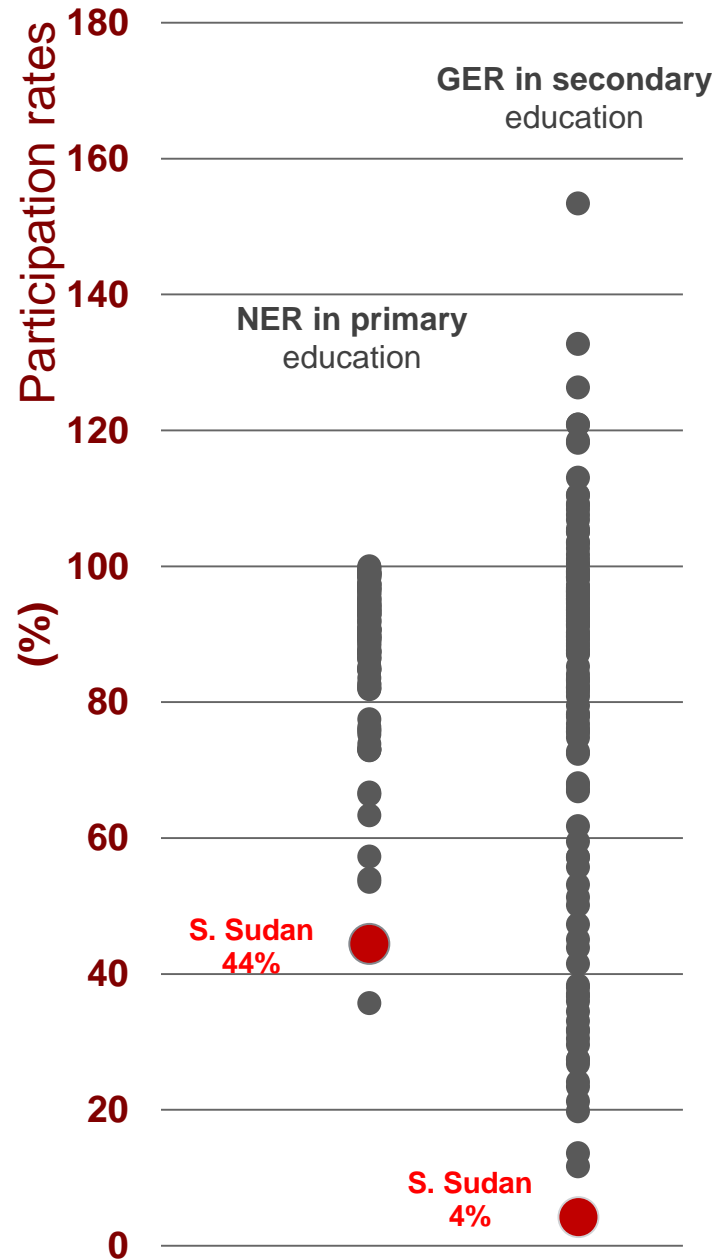
- Limited efforts to undertake conflict risk assessments for education policy
- Education insufficiently integrated into strategies for conflict prevention and post-conflict peace-building

## Recommendations:

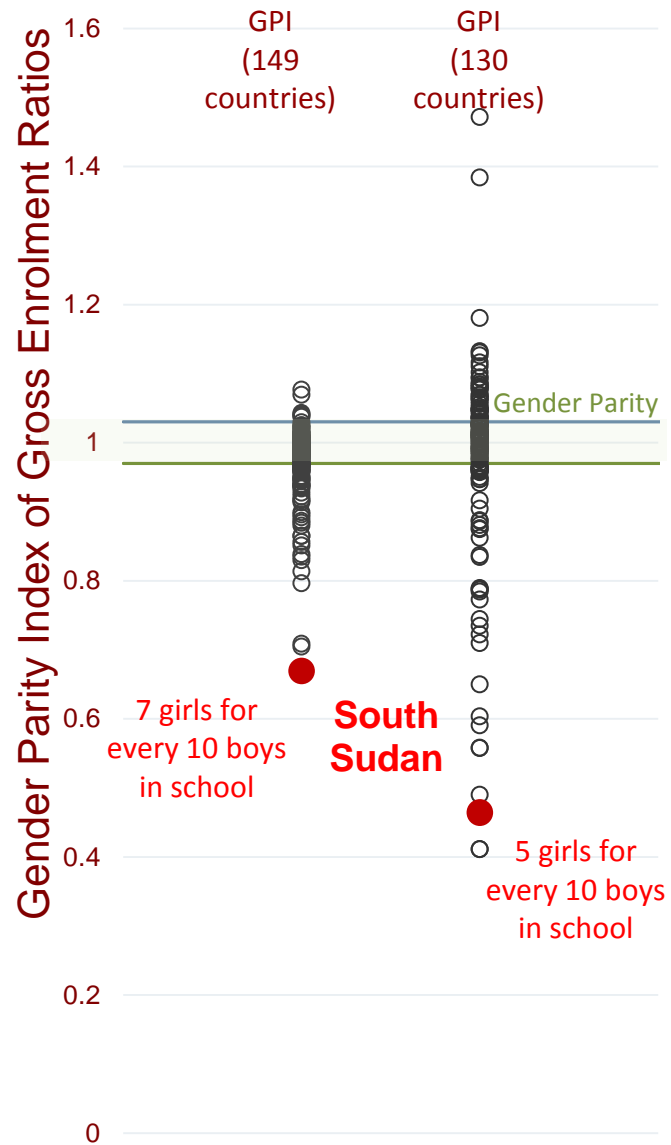
- Focus on equity and address real (and perceived) grievance
- Reform curriculum and language of instruction for shared identity
- Make schools non-violent environments
- Expand the UN Peacebuilding Fund, enhancing the role of UNESCO and UNICEF



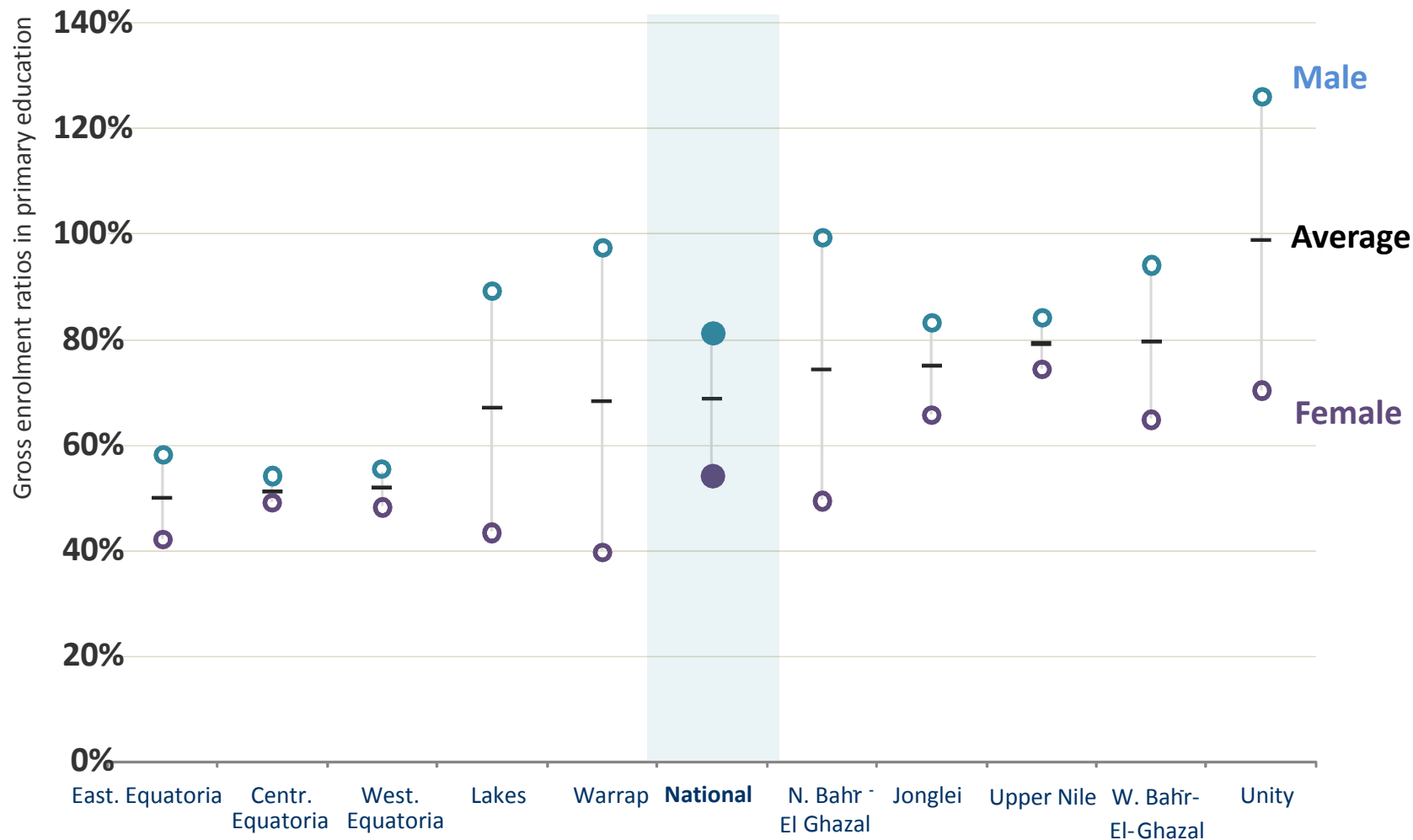
# Sudan in the world education league



# Gender gaps - among the largest

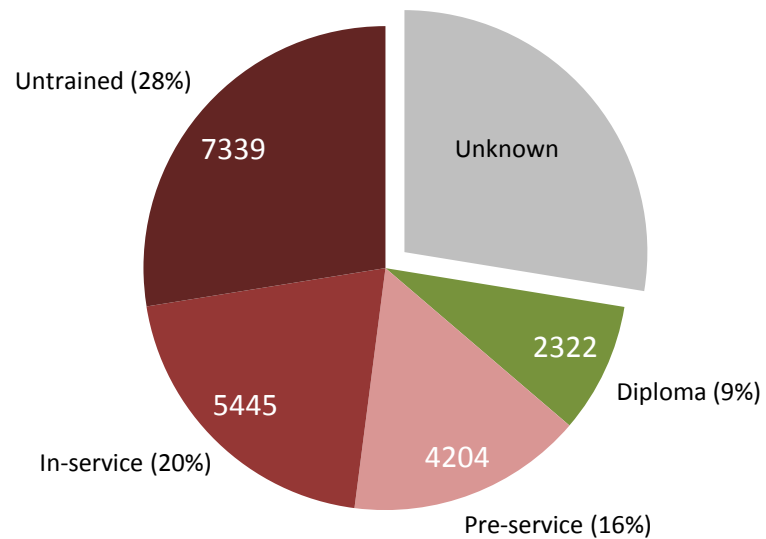


# Inequalities across and within states



# South Sudan's teacher profile

Primary teachers' professional qualifications by type of qualification, 2010



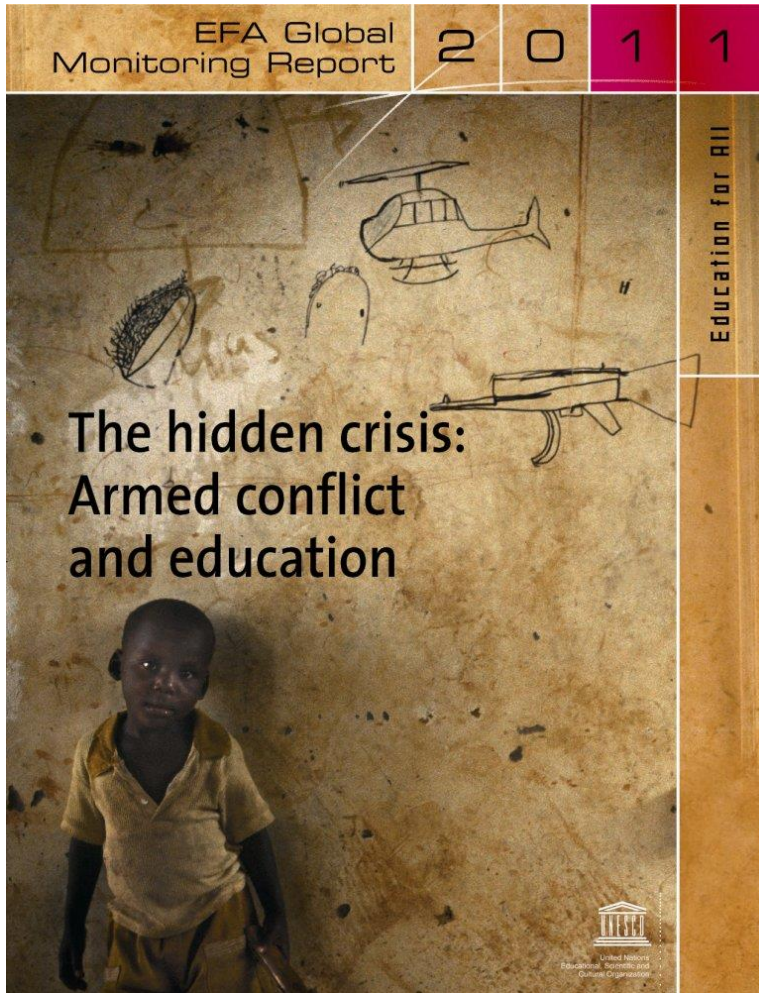
# EFA Global Monitoring Report

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