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THE HIDDEN CRISIS: ARMED CONFLICT AND EDUCATION

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P R O C E E D I N G S

MS. WINTHROP: Welcome, everybody. It's great to have all of you here this afternoon for the Washington, D.C., launch of the EFA Global Monitoring Report 2011. We're really pleased to host this event and happy to have you join us.

I'm the director of the Center for Universal Education here at Brookings. I'm Rebecca Winthrop and I just am going to give a brief overview before we turn it over to our excellent speakers that we have lined up for you this afternoon.

I'm sure many of you have a hard copy of the report as we were passing it out in the front. But I've read the report cover to cover as I got an advanced copy for this event. And this is an issue -- education in armed conflict -- that I have worked on over the years in many different contexts and is near and dear to my heart. But reading the report again, I was reminded at what a dire, dire pressing issue this is and the very, you know, real and extreme consequences on young people's lives if we aren't going to actually find ways to adequately address this.

And some of the things that I reflected upon when I was reading the report was this notion of a hidden crisis, which is the title of the report. And for me, a couple of dimensions of a hidden crisis came out in reading through the report. First of all, this idea that there are very real but often quite hidden costs and lasting legacies of violence. And education and the costs of education in armed conflict is a particularly

poignant one of those that are rarely covered in our media, rarely given spotlight attention when we have debates and policy discussions about context of armed conflict. So that's one dimension of a hidden crisis.

A second is this idea that there are hidden and forgotten conflicts themselves. There are many countries around the world that are suffering from deep political violence and armed conflicts, and we often overlook quite a few of them. Often many of those happen to be in Africa, and we'll be hearing from some of our panelists today about those.

A third sort of dimension of what we really mean by hidden crisis is this idea that there are hidden victims. You know, when we talk in our media and often a lot of our discourse focuses on the victims of armed conflict, very often what's covered is the deaths of military personnel. But we all know, although maybe we don't all of us really know, how much civilians are impacted by armed conflict. This is particularly true of female civilians, of girls and young women.

There was this particularly disturbing sort of statistic in the report that highlighted this, talking about the Democratic Republic of Congo: That for every 1 militia person killed, there were 3 civilians killed, 23 women and girls raped, and 20 homes burned. So, again, incredibly devastating consequences for the civilian populations.

Another dimension of a hidden crisis that comes out or came out to me was this idea of really hidden populations that often don't have a lot of voice in their communities and in their societies, that are actually the

ones that are bearing the biggest brunt of the impacts of conflict on education.

For example, the report highlights how poor girls -- girls who are at the lowest rung of the socioeconomic spectrum -- are really the ones that are absolutely at the bottom of the barrel in terms of having devastating impact on their educational opportunities that armed conflict does.

And the sort of last dimension that, you know, really jumped out to me in terms of a hidden crisis is this idea of hidden causes of conflict. We know that education doesn't necessarily cause wars, but that it can be manipulated in a way that reinforces the underlying grievances and political dynamics that lead to war. And oftentimes education can be a flashpoint for armed conflict. And this hidden cause, is probably not hidden to people that are living in these countries, but it's often not a cause that's given sufficient attention, talked about very much.

And, of course, most importantly is the converse. If it's a source of conflict it, too, then can be through policy and through, you know, actions of, you know, decisionmakers an important source for peace-building.

So, ultimately I think the report was excellent. I hope you will all agree with me when you read it. But, of course, this day is an opportunity for discussion and controversy and hard questions. For me, what summed up the ultimate message of the report, was that breaking the cycle of violence, poverty, and educational disadvantage is one of the

greatest development challenges of the 21st century. And I would most definitely agree with that.

So, that's my sort of frame and initial thoughts for all of you on this very important topic. And I'm extremely pleased to be joined today by four excellent folks with deep expertise in this issue. First, Reuben Brigety, who is the deputy assistant secretary of state for the Bureau of Populations, Refugees, and Migration. You all have bios for everyone in your program, so I won't read them out. But I just wanted to note that Reuben is one of the few people in my mind who I've met who really worked on the nexus of conflict and human rights and development from a whole range of perspectives: from the military perspective, from the academic perspective, from a human rights NGO perspective. So he really brings a very interesting perspective -- yet one big perspective from all the many perspectives -- on this topic. And we're pleased to have you.

We have also Kevin Watkins, who is the director of the Global Monitoring Report. He was the previous director of the Human Development Report for several years at UNDP. For those of you who don't know him or his work, he has been on the ground floor of the Education for All movement from the beginning.

We have additionally Moses Mukabeta, who is an educator that lives daily these issues of education and conflict. He's a native of Zimbabwe and he works for Save the Children. And he has worked on the issues of education and conflict in a number of East and Southern African

countries, both for civil society as well as in the Ministry of Education in Zimbabwe for some period of time.

And we also have Yolande Miller-Grandvaux, who is the senior education advisor in the Office of Education at USAID. She's a specialist in education and conflict-affected environments and has had many years of experience: 10 years living in West Africa and many more years working on education and conflict issues, particularly in Africa but all around the world.

So, welcome to all four of you. The way the program is going to go, Reuben will come and open up the discussion. He'll put some issues on the table, frame the debate for us. Then we'll have Kevin, who will come up and do a pretty in-depth presentation of the findings in the report. And then we will have Yolande and Moses come up and we'll have a discussion and certainly have plenty of time to open it up for questions and answers.

And right after the event we have a reception, in case anybody missed that little note. And we welcome you all to join us for that.

So, without further ado, Reuben? I turn it over to you.

MR. BRIGETY: Ladies and gentlemen, good afternoon.

It is my great pleasure to be here with you for the launching of this report on this so very important topic. As a parent, myself, as the child of educators, as the husband of a woman who escaped from war-torn Ethiopia when she was a child at the age of four, and as an official in

the Refugees Bureau at the State Department, this is an issue that both I, personally and professionally, cannot ascribe more importance to. So I commend Mr. Watkins for the publication of this incredibly important report.

Let me begin my remarks today with a story. True story. Last year -- about this time last year, I was in the Dadaab refugee camps, which many of you may know are in the northeastern portion of Kenya. This is a camp -- a series of camps that was originally built in 1991 to accommodate 90,000 people and today has some 340,000. It is the largest refugee camp in the world, made up mostly of refugees that are fleeing violence in Somalia.

While I was there, as I often do when I visit refugee camps, I sat down with a particular group of refuges, this group women and their children. This particular group of women were separated from the rest of the refugee population because they had particular concerns of their own physical protection. So they were enclosed in an area about as long as from here to Dupont Circle and just about as wide again. These 40 women and their children enclosed in this area with fencing for up towards of a year until some other form of protecting them could be found out and established.

And as I was sitting with these women, I asked them if there was anything I could do for them. And the first one who spoke was a woman whom I shall call Anna. And she was unlike the rest of the women

there, because unlike them she was not a Somali refugee, she was Congolese. She was from the eastern portion of the Congo, a country which you all know has the highest rate of gender-based violence in the world, often called the rape capital of the world.

She had made her way from Congo to Eastern Kenya, mostly by foot, with her husband and her small child. She had been brutalized sexually, violently, in Congo. She also had substantial problems with her husband in terms of violence and with other members of the community, which is why she, like the other women there, were in this one particular enclave.

So, when Anna thought about what I could do for her in response to that question, there are any number of things that she might have said. She might have said, can you help me get to the United States as quickly as possible? Can you help us find a way to improve the food that we're eating? Can you find a way to bring justice to my attackers? Or to arrest my husband?

But of all the things that she said -- that she could have said -- what she said instead was, can you please find a way to help me educate my child?

The story of Anna is one that, regrettably, is repeated in many other parts of the world for those that are enclosed in refugee camps or those that are fleeing violence internally in their country, whether they are in the process of eminent emergencies, or the slow, forgotten

conflicts like in the Congo or elsewhere. And we in the Bureau for Population, Refugees, and Migration have not forgotten them. And we believe that education is a vital humanitarian component of our response.

We know that education is critically important, for a variety of reasons, not least of which is that it is a very important protection tool both as a means of giving children a safe place to be for at least a portion of their day, for giving them a means to have some sense of their own self worth, and also, most critically, to give them some sets of skills that they may be able to use at some point when the circumstances in which they find themselves change.

We also know and believe deeply that education is critically important as an awareness-raising tool as a means of helping children understand both their rights as refugees, indeed, their rights just as children. And also, understanding how they might be able to fashion a different future for themselves compared to the past with which they live.

Prevention is also a critically important task for education in conflict environments. We know that particularly in places like the Dadaab refugee camps or the Tindouf refugee camps in Western Algeria where there is so little to do and where nefarious influences of -- and in some cases, the better cases of drug use or recruitment by violent militias -- are so prevalent. Giving children a safe place to learn and skills to develop can be critically important to ensuring that they stay away from the most negative influences that surround them.

And then finally we also know that educational programs are critical for social change. All conflicts are political to a greater or lesser degree, which means that the way out of them must be a negotiated settlement of some sort. And providing children the opportunity to think through the possibilities for their future is a critical component of transforming conflicts, particularly those that are protracted over the longer period of time.

Just last week I was in another refugee camp on the Ethiopian-Somali border in a place called Bokolmanyo where there are 20,000 refugees, almost all from fleeing the violence in Somalia. And of those 20,000, 81 percent are under the age of 12.

As it happens, the day that I visited was also graduation day. There is a primary school at the camp there, and because I happened to be visiting I was honored to be able to take part in the graduation exercises, handing out prizes of Bic pens and little composition folders to the best student in each grade.

And one of the things that I told them was that 35 years ago there was a little girl who was fleeing Ethiopia who was in a position very similar to yours. And by the grace of God, she and her family were able to find their way out and she came to the States with her parents with nothing but the clothes on their backs. But what she did have was a belief in the importance of education. And she studied hard and studied hard, and today she's a critical care physician at a big hospital here in

Washington, D.C.

And the lesson that I take from that that you should take from that and that as a community we all should take is that even in these incredibly difficult circumstances of conflict in which children find themselves, it is possible to imagine a better day. If you work hard, if you study hard, and critically important, if we as an international community provide the resources both financial and political to ensure that we have not forgotten about the future of these children. And we believe as much in their future as we hope they do as well.

So, as to review the contents of this excellent report that I've had a chance to read that Mr. Watkins has written, I do hope that you have a very fruitful conversation. That you hold people like me accountable for what we're doing in terms of supporting children and their educational aspirations in the midst of armed conflict. And that we keep in mind that, indeed, even in the worst of circumstances for the children amongst us, it is possible to have a brighter day.

Thank you very much. (Applause)

MR. WATKINS: Thank you. It's a tough act to follow.

So, what I want to do is present some of the key findings of this year's report. And actually many people in the audience were involved in one way or another with the report, including my friend and colleague Rebecca and others who did work for us.

And I say that because it was anything that I say here that

you happen to agree with, I'll take full responsibility for. The parts you disagree profoundly and even violently with are the parts Rebecca was directly responsible for.

I want to just start -- I don't have the personal experience that the undersecretary of state had with respect to refugees and education. But a few weeks ago I was in the Katanga district of North Kivu, which is one of the areas that he just referred to. Which is right at the center of one of the most violent and long-running conflicts in Sub-Saharan Africa -- in the world, actually. And it's a part of the world in the two provinces, North Kivu and South Kivu. There are almost 2 million people displaced, many of them children, of course.

And when you visit villages in this area, you're struck by, I think, a couple things really directly. One, of course, is how awful things are and how terrible the experiences are that the children and parents have suffered. And the other thing, though, is this sort of extraordinary sense of human spirit and resolve that shines through in those situations. And there are actually two pictures here, which maybe -- could we just dim the lights a little bit so we can see them more clearly? Or maybe not.

But what you have here -- this is a picture on the bottom right here is in a camp for displaced people in Katanga. And it's the only school in the camp. There are several thousand people, I think, in the camp and this is the only school. It's a school that the parents have put together themselves. They've cut the wood, got the plastic, found some

way of paying for the blackboard and hiring the teacher. And if you stand in the classroom you get this incredible sense of energy from these kids. You know, kids who have been thorough the most appalling things. They've seen their villages burned, their friends killed, many -- some of the girls have been subject to sexual violence. And yet, in the midst of all this, they're doing exactly what Reuben was just describing. They're basically voting with their feet to try and get themselves an education.

And some of them, they go to school in the morning and in the afternoon they do what the kids up here on the other photo is doing, which is selling charcoal. And they sell charcoal in order to pay the fee that they have to pay to have their education in the morning.

So, to me these pictures say two things, which is, one, kids and parents who are trapped in the violent conflicts that we're describing -- the kids behind the big headline numbers, some of which I'm going to describe in the report -- are basically carrying out these heroic acts every day to try and get what I think everybody in this room would take for granted for their own kid, which is, you know, a decent, basic education.

And the second message is, just to put it very bluntly, is that as an international community we're failing them in a very profound way. We're not supporting their efforts, we're not matching their resolve, we're not matching their ambition, and, frankly, they have a right to expect something better than they're being provided by the international community right now.

And I want to highlight the areas that we identify in the report as the critical areas of policy failure and areas where international action is really needed. And they basically fall into four headings, which I'm going to come back to in a little while.

The first set of failures we identify as really failures of human rights protection. There's no shortage of human rights instruments out there -- UN resolutions, Geneva Convention, other human rights provisions -- to protect kids that are trapped in armed conflict. But, frankly, they're not implemented where it really counts, which is on the frontline in the lives of those most affected.

The second set of failures are really failures of provision. Conflicts inevitably happen, and the big challenge is how do you maintain education during a conflict? And bear in mind that most conflicts in the world are very protracted and they often involve protracted periods of displacement. They're not short-term emergencies.

And so the question for the international community and the humanitarian community in particular is what can we do to ensure that kids whose lives and communities are disrupted by conflict don't, as a result of that disruption, lose their right to an education?

The third set of failures are broadly defined failures of reconstruction. That is to say, when countries -- when a small window of opportunity that arrives with a peace settlement happens, how does the international community seize that opportunity and convert it and invest in

building long-term resilience and conflict resolution? At the moment, it's one of the areas of great weakness in the international aid system that we're not very good at supporting the transition out of conflict into long-term peace.

And linked to that, we're also not very good at harnessing the potential of education as a force for peace building. We know that education can actually be a very potent driver of conflict in many situations, but it also has the capacity to build more peaceful and resilient societies.

So, that's the organizing framework for the report. But first of all, I just want to start by setting out some of the interactions that we observe between armed conflict and education.

We have a particular definition of armed conflict in the report, which is looking at armed violence involving state parties and parties seeking to undermine or counter state authority. So we're not dealing with generalized violence of, say, a Mexico sort of scenario. We're dealing with countries in armed conflict directly involving the state.

There are 35 countries under our classification that fall under that heading, 30 of them are either low-income or low- or middle-income. And the average duration of conflict in those countries is 12 years. So, it gives you an idea that we're not dealing here with short-term emergencies but long-term conflict situations.

These are countries -- and I'll come back to this in a moment

-- that account for a very big chunk of the Education for All deficit. If we're concerned about achieving the Millennium Development Goals in education and through education, wider Millennium Development Goals, if we don't tackle the crisis in conflict-affected countries all bets are off on most fronts. And I'll explain why in a second.

It's also the case that armed conflict doesn't transmit its effects on a sort of random basis across society. There are unequal -- there's an unequal distribution of costs associated with armed conflict, and the cost falls particularly heavily on women and people who are living in poverty. So, in other words, it reinforces the wealth and gender gaps that are already a major obstacle to progress in education in many countries.

And of course, many of the groups that are affected by armed conflict -- most obviously refugees and displaced people -- actually displace some of the world's worst education indicators. There are 43 million people in the world who are registered either as refugees or as displaced people by UNHCR and other agencies. The real number is actually a considerable multiple of that. But even if you take the 43 million number, that is a very large group.

So, let me say something first of all about the simple association between armed conflict and progress towards the Education for All goals and the Millennium Development Goal of universal primary education.

There is something like 28 million kids out of school in these

countries. They account for 24 percent of the primary school age population in the countries that I mentioned. But 47 percent of the out-of-school population of those countries -- if you look at the global total it's a slightly lower percentage, it's nearer to 40 percent. But 40 percent of all out-of-school children in the world located in these countries clearly merits the description of something approaching a crisis.

And it's not just in education that these countries are faring badly. If you look at other indicators that have a profound bearing on education or are symptomatic of wider problems that affect children, like the under-five mortality rate and the stunting rate, you can see that these indicators are far worse in conflict-affected countries than they are in comparable non-conflict-affected countries.

I made the point earlier about the wealth and gender effects. And we try to explore those effects in the report by using a tool that we developed last year, actually, called the Deprivation and Marginalization in Education Indicator. And this enables you to get behind some of the national data to use household survey data in parts of countries that are at the center of armed conflict.

The Y-axis on this graph basically captures the percentage of the 17- to 22-year-old population that have less than 2 years in school. And the red bar in the middle there -- this is for the Democratic Republic of Congo as a whole -- the red bar in the middle gives you the national average. And the blue dots are the distribution around the average.

If you take North Kivu Province, which is one of the, as I mentioned, the areas right at the heart of the conflict, you can see that, on average, 30 percent of people living in that province have less than 2 years in school. But then if you break that down by wealth, you can see that around half of women in the poorest 20 percent have less than 2 years in school, which is a far higher percentage than for poor males and higher, still, than for rich males who are living in that area.

So there are clearly things that are going on in the wider poverty dynamic which play out through the impacts of armed conflict. And these are related issues like what's the asset base of the households that are affected? What's the specific distribution of threats between boys and girls, and so on? I'll come back to some of this in a moment.

If we think about some of the features and characteristics of armed conflicts around the world today and how they might impact on education, we can't separate the nature of the violence that's being played out from the specific impacts that we observe in education. And there are just a few points that I want to rattle off here to give you an idea of the framework that we use in the report.

The first point is that most conflicts in the world today don't happen across borders, they happen within countries and they tend to focus on issues of identity, you know, whether it's faith-based identity or region-based identity, or ethnic-based identity. But they tend to focus on the politicization of identity and the idea of separate identities. You carry

out acts of violence against people you consider to be different to you and hostile to you.

And, of course, this is an area in which education is really important because it's often through the education system that those ideas of separate identities are really inculcated in very damaging ways for peace in countries.

One of the features of armed conflict that I think is terribly important -- and I think it hasn't been sufficiently taken into account, actually, in much of the analysis on education -- is that it is increasingly targeted against civilians. In many cases and probably in the majority of cases, it's deliberate and systematic targeting of civilians. You want to displace communities so you bomb their homes, you bomb their marketplaces, you bomb their mosques, you terrorize their children, and so on.

In other cases, it happens as a result of indiscriminate violence. But violence that is so indiscriminate as to make it almost inevitable that there will be very large civilian casualties. The Israeli military actions in the occupied Palestinian territories would be an example of that.

And one of the indicators which -- I don't want to go into the numbers now, but if you look at the profile of casualties from conflicts -- and Rebecca already made this point in relation to the DRC -- it's actually far more dangerous to be a civilian in most conflict areas than it is to be

under arms in a conflict-affected area. And that's especially true if you take into account the indirect effects of conflict, you know, the number of people, of kids who die of starvation, of illness, disease, and so on.

The figure that many of you will have seen of 5 million deaths associated with the conflict in the Democratic Republic of Congo, 2 million in southern Sudan and Darfur. And most of those excess deaths happen to kids below the age of five. But the deaths themselves are symptoms of deeper problems, which have a direct impact on education.

It's also the case that in this targeting of civilians, education systems are right on the front line. Schools are often seen as a symbol of government authority and, therefore, as a legitimate military target. The fact that we have 600 schools closed in Afghanistan today because of attacks on schools is symptomatic of that particular problem. But it's also teachers and school children who are attacked. And you see this in many conflicts that we document in detail in the report.

One of the most disconcerting and, I think, from an education prospect, understated problems associated with armed conflicts is rape and sexual violence. It's not just the immediate physical injuries or the psychological trauma -- damaging as that is to the thousands of children who are affected -- but it's the use of rape and sexual violence as a weapon of war to disrupt communities and dislocate families which has really profound effects on education systems. And you see this when you actually interview parents and kids who have been affected.

The problem in this area, in my view, helps to explain why you see those numbers in an area like North Kivu. The fact that so few girls are in school, it's partly because of fear on the part of parents of sending their kids on the journey to school or allowing them to be in an environment that parents see as high risk.

And then there are a range of indirect effects that we look at, which is the diversion of financial resources in conflict-affected countries from schools into arms, and the fact that development aid to countries is often highly skewed.

I just want to give a couple of examples of this. We actually looked at a group of countries for which we had data where we compared military spending to spending on primary education. And this graph just gives you the multiple. And if you look at countries at the top end, you know, you have Pakistan, Angola, Chad, and others all spending more than three, four, or five times as much on military hardware as they're spending on primary education.

And if you do some simple numbers on this, if you take the countries that are spending more on arms than education, if they were to divert just 10 percent of their military spending into primary education it would put almost 10 million children into school.

I should add that this isn't just an issue for developing countries. That if you look at the donor community, you know, we often hear in these times of budgetary stress that it's very difficult to finance

development goals like Education for All. But if you take the military budgets -- the combined military budgets of the donor community and you ask yourselves, how many days of that spending under that budget would it take to put all 67 million children who are out of school into school, at least in a financial accounting sense, it's around 6 days worth.

So, when you have these debates about value for money this is part of the debate that I think one needs to address. Where'd you get the best value for money? From 6 days of military spending or from putting 67 million kids, potentially, into school?

And as I just mentioned, we see the skewing of aid between countries that are identified as national security priorities and what Rebecca referred to as forgotten conflicts. This bar gives you the levels of aid to basic education in a group of countries in 2002, 2003. These bars are the most recent data. And if you just translate that into a headline term you can see that a country like Afghanistan is getting more than Sudan, Democratic Republic of Congo, and Chad combined. You can argue, of course, that Democratic Republic of Congo and Chad and Sudan are difficult governance environments, but of course exactly the same can be said of Afghanistan and Pakistan.

I mentioned earlier that there is a reverse cycle at play here. It's not just that armed conflict is undermining opportunities for education, it's also the case that education systems are often fueling armed conflicts by creating hostile perceptions of other people. That can happen in the

classroom through the curriculum or the way that history is taught. And I think the experience of Rwanda is very telling in that respect, very disturbing in that respect.

It can also happen through the way that education is organized and financed. Where you see big disparities in expenditure and provision between different ethnic groups or between regions, that can become a catalyst for resentment and grievance that, in turn, fuels violence.

It's true, also, in a sort of broader, macroeconomic sense that if education systems fail to provide access and decent quality education it locks people into poverty. And we know from the evidence of many countries that poverty is one of the catalysts for young people entering into violence. Or it can happen through another route through which people go through an education system but come out without the skills; they come out with high aspirations, but not necessarily the skills and the quality of education that they need to gain employment in the marketplace, a sort of north Africa scenario, if you like.

So, I want to go back now to those four areas that I mentioned. And I'm going to whiz through this pretty quickly, so really plenty of time for discussion. So, forgive me for talking in headline terms here.

So these are the four areas that I highlighted. If we start with this issue of failures of protection -- of human rights protection, I don't want

to argue that we haven't seen progress over the past decade. Some of you will remember that Graça Machel did a report on child soldiers back in the mid-1990s; in 1997, in fact.

And following that report, a whole tranche of institutional mechanisms were put in place to address problems that were identified. One of them is this monitoring and reporting mechanism, which operates under the auspices of a special representative of the secretary general, looking at gross violations of the rights of children in conflict-affected states. And that mechanism has actually provided a huge amount of information which is reported annually to the Security Council on those groups who are responsible on the naming of -- shaming of groups and so on. The secretary-general has been far more active and the Security Council has actually passed some quite tough resolutions, in particular recently on rape and sexual violence in conflict-affected states.

But if we're honest and you look at the multilateral and reporting mechanism, it's very fragmented and very partial. And it's incredibly weak on education. Attacking a school isn't a sufficient crime under the current mechanism to get you named and shamed and reported to the Security Council. And we've argued in the report that that needs to change. But it's also the case that naming and shaming in and of itself isn't enough.

We saw last weekend with the resolution on Libya the international community and the Security Council voting unanimously to use the

International Criminal Court against perpetrators of human rights violations. It seems to me that's precisely what ought to happen in the case of rape and sexual violence against schoolgirls and women in developing countries, and we make the case in the report for an international commission to investigate named countries that are responsible for maintaining cultures of impunity in this area -- Sudan, Democratic Republic of Congo, Chad, Central African Republic, and others -- and for the direct involvement of the International Criminal Court in that work.

The second failure that I mentioned was around this question of failures of provision during a humanitarian -- by the humanitarian community. This is a failure which affects those kids that are sitting in a school in North Kivu that I mentioned.

It is the case that education is very much the poor neighbor in humanitarian aid. It gets around 2 percent of the humanitarian aid envelope; I'll show you the numbers in one moment. It's also the sector that has the biggest gap between requests for support and delivery of support. And I think that really sends a very clear signal from the humanitarian community that this just is not a priority. It's not like food and water or health. And I think that's unacceptable.

When you've got kids who are displaced for 12 years as a result of violent conflict there has to be an effective humanitarian response. And it has to go through the sort of short-termism that we see

embedded in the humanitarian system.

This gives you a very brief outline of the humanitarian aid request profile for 2009. You can see it's dominated by food and, to a lesser extent, health. Education is right down at the far right hand side as you look at it. And this gives you the proportion of the appeal that is actually funded, which I think pretty much tells its own story.

In terms of addressing that problem, we have some specific proposals in the report, which maybe we'll leave to discussion. But I think there are -- there's part of the agenda has to be about changing the mindset, that we have to change the way humanitarian aid actors think about education. Because if you listen to people, parents and kids who are caught up in emergencies, for them it's a priority. Sending them a signal from the humanitarian aid community that it's not a priority is the wrong signal, and I think we need to change the mindset behind it. But we also need to ensure that there is multilateral provision for topping up humanitarian aid for education in the face of these very large shortfalls.

Here again I'm going to skip through quite a lot. But the big gray area in the international aid architecture for education -- and indeed, more widely -- is the area between when countries start to come out of conflict and move into long-term development, and there's an awful lot that you can do all the way along that transition from early interventions to building capacity to rolling out strengthened teacher training, and so on. But you can't deliver it effectively if you're working through short-term aid

budgets. You need a clear signal that there will be consistent long-term support over time.

And in some cases that support has been forthcoming, and in many other cases it hasn't. And a simple comparison of Liberia and Sierra Leone, I think, illustrates the problem. If you look at Sierra Leone, these lines indicate where the conflict in both countries finished. And in fact, effectively you had peace settlements in place considerably earlier. And some of you will recall there's actually a military intervention by the UK in 2000 signaling a very strong commitment to maintain the peace settlement in that country.

And Sierra Leone was provided by the aid community with very strong long-term development commitments pretty early on. And you can see that in the darker shaded area. That's the long-term development component of the aid that was provided to Sierra Leone.

The shaded area above it is the humanitarian aid component. That's the shorter-term, less predictable part. You can see in Liberia, it was a very different story. And I think it's no coincidence that if you compare the education trajectories of both of those countries post-conflict, Sierra Leone has done rather better than Liberia, partly because it has invested very strongly in education capacity building through that long-term financial commitment.

I think in order to facilitate discussion I'm going to wrap it up here and just add one very brief point on the peace-building side of the

agenda. There's been an awful lot of discussion around the role of education in peace-building in the UN, going back an awful long time. And actually, the last secretary-general, Kofi Annan, had a very strong ambition for what is now the Peace-Building Commission in this area. And what he envisioned is a very significant peace-building fund attached to that commission.

Currently, the peace-building fund allocates something like $3 million annually to education. That is an absolutely pitiful investment in putting education at the center of a post-conflict peace-building process. But it's all we've got at the multilateral level. And I think there's a really strong case for saying, you know, this needs to be scaled up far more effectively as part of a strengthening international aid effort on education. On which we argue in the report, pooled funding has a much larger role to play. That is to say, donors need to look beyond their bilateral aid programs to working together through pooled funds, both within countries and at a global level, partly by strengthening the fast track initiative.

So, Rebecca. I'm going to leave it right there. Thank you.

(Applause)

MS. WINTHROP: Thank you. Thank you so much, Kevin. That was depressing as well as informative all at once. But also a real call to action, I think, for us all to think about. Very concrete things that we can do to address this issue.

And I thought I would be good to start off with you, Moses. You

have a very different perspective. You live day-in and day-out on the ground with these issues. Could you tell us your perspective and give some insights from your work on how we could best address this compelling issue?

MR. MUKABETA: Okay, thank you.

I think for ensuring that I do not make a mistake about recognizing who is here, let me recognize all of you and say distinguished guests, scholars in the room, researchers, ladies and gentlemen, good afternoon.

In my introductory remarks in reacting to the presentation by Kevin Watkins, let me thank the Center for Universal Education for inviting me to be part of this panel. And then also to UNESCO, which facilitated my travel and to be here.

I would like to begin by saying I think the findings contained in the EFA GMR 2011 report they are very clear in terms of showing what is the state of Education for All. The indicators are clear and the red light, I think, is there, especially when you go deeper than the presentation and look at the tables in the summarized report, as well as the main report, that neither will be Education for All targets for 2011, and all of the Millennium Development Goals targets be reached. The presence of conflict is one explanation for this negative development.

I'm going to confine my remarks to -- in my commentary on the impact of armed conflict on education and focus on Sub-Saharan

Africa.

Conflicts -- some of them war-ridden in places like Darfur, Somalia, and other places. Civil wars within the different sections of societies, ethnic groups, and the like -- you find this in Uganda, a great part of what we hate about the DRC already.

Some of them simply just are high political tensions within different groups or groupings in countries like Kenya. We've just been witnessing this in countries like Zimbabwe and of late Cote d'Ivoire, which I would like to believe may soon be forgotten like all the other cases as new ones come up and then we forget the earlier ones.

Some of the situations of governments of national unity to avert open warfare, civil war, and, therefore, political marriages are created of convenience. I think we are seeing attempts to even do this in Cote d'Ivoire. How will the two major adversaries work in future?

In my view, conflict-affected states have both open and sometimes very subtle conflicts that have a negative impact on the work to achieve Education for All by 2015. I will try and even illustrate a little bit more, and then discuss and present my views.

The conflicts, I find them in these -- in Sub-Saharan Africa to have very different levels of intensity. And this is probably why some of them are forgotten. They also have different levels of consequences on the populations, in particular women and children.

These situations, as I was saying earlier on, help to explain

why Education for All targets continue to be elusive and the situation remains as depressing as we have just heard from Kevin Watkins. I think he has reminded us -- Kevin Watkins has reminded us that by 2015, I think Education for All will be a dream. It is not likely to materialize.

But before I do a little discussion of these issues, what do I see as some of the impact? I would like to illustrate even a little bit more beyond what we have just heard. The impact on women, on the vulnerable, on children is enormous. The report and the discussion today tells it all.

Although some progress has been made, when you look at the bigger report in increasing enrollments, the presence of conflicts still gives us many children out of school. Many children are denied the right to education. The presence of conflict means that there are some children who drop out of school. Just imagine the situation in Cote d'Ivoire today. When that conflict rose up and bled, what do we have? I think perhaps day after day there are children dropping out of school as their parents either move with them, abandon them, or whatever. We are not quite sure of the exact details.

I would like also to go on and say that in some cases, the situation itself because there's no peace -- this does not allow children to go to school. Their parents, their guardians, they withdraw them perhaps for various reasons. In many of the conflict-affected states, the distances from home to school, they are very long. And there are widespread

reports of violence and sexual abuse. I think we heard the graphic description of what is happening in the DRC.

Some cases have had situations of child soldiers, when you look at some of the cases again in Sub-Saharan Africa. And these child soldiers, after the conflict, they are a very difficult group to re-integrate back into society when conflict ends. They actually remain a potential source or even an aid for instability in future. Hence, the conflicts will remain perpetual and they keep going one after another.

The literacy levels. This is one issue I think when you go deeper into the report, you'll come across it. This is also affected -- and I think there is a danger, especially in Sub-Saharan Africa, that while a few are making progress there are quite a number which are going backwards in terms of literacy levels.

And perhaps at this point I would like to say -- I was saying earlier on to Kevin, I noticed there are some gaps in terms of the information from the countries that provided them. What could be the reason? Was it that they are education management information systems, which we call EMIS? Is it failing to cope with what is required? Or the countries themselves are deliberately not releasing information for fear of showing how bad the situation is?

In conflict situations, this is one issue which also came up. Teachers are some of the soft targets. They are an organized group, you find them in one place, and they can be hit as the school is hit. They are

badly affected, and we have situations where they withdraw from the remote areas and creating an imbalance of the availability of key teachers, of qualified teachers who are a key component of not just maintaining access to school, but also the quality of education that is provided there.

So, the impact has been loss of the trained teacher in poor, remote schools, and they remain manned by untrained teachers. The teacher factor, for me, as I have said earlier on, is key to both access to education and provision of quality.

The situation of conflict has led to another increasingly important dimension in Sub-Saharan Africa. We now have the migrating child trying to reunite with parents who have either become economic refugees in another country. The migrating youths who follow, they do not have skills to offer the recipient nations, the IDPs. This is a phenomenon that started to show its ugly head just before the World Cup in South Africa. It continued during the World Cup, it is continuing now. So it is unfortunate the assistant secretary has left, but there is a big problem brewing up there of children who are now being deported. They do not have the legal papers. They are not in school, they are missing out on education. They have no skills to offer the recipient nations. They are not wanted there. And what have we seen in South Africa, which is probably one of the strongest economies down there? Xenophobic attacks. And this is a new dimension which is making the situation even more and more complicated.

How can these situations be addressed? I'm getting into my discussion now. Conflict resolution, which was raised under peace-building. It needs to be both internal and external so that the vulnerable and the children are protected.

I note that the EFA GMR report stresses the importance of mechanisms to report to investigate infringements on human rights, including the right to education, in dealing with the states so implicated within the UN framework. While the reporting and investigation can apply both external and internal pressure on the responsible authorities in the rouge states, I believe this measure needs to be coupled with efforts to encourage long lasting solutions.

I would like to pick lessons from those who are familiar with the Serve the Children Rewrite the Future program to get children back to school by engaging the local communities, the parents, the guardians to deal with their own prejudices, their own misconceptions between the ethnic groups across the regions. And all these misunderstandings, if they are dealt with, I think will be at the core of the mandate of UNESCO, which is to assist rebuilding peace in the minds, where the thoughts of war are, the thoughts of violence are, and then there is the resultant conflict actually begins.

So these measures of engaging the communities -- not just the political leaders at the top, but the communities themselves -- I think, will be stronger in addressing and resolving conflict.

I'm about to wind up. The work on quality education ought also to go with the campaign for Education for All. I believe what will keep the child in school -- because one dimension is how many children complete the primary school cycle? Not that many. In the lower grades, good numbers. But towards the end we see a lowering.

Perhaps what will keep the child continuing in school is the quality of what happens there. The training of the teachers and what they use and what they do is also important.

I would have said that one of our challenges goes back to the economic structure of our adjustment programs of the late 1980s, early 1980s. But I think it's a challenge to the nations, especially in Sub-Saharan Africa. We have a few examples of those that have attempted to support the vulnerable, those who might lose out because of cost recovery measures. School fees definitely keep some of the children out. Small issues like uniforms keep children out, but I think those need not be addressed from outside, but internally. So, I think the report must also be a challenge to governments, to authorities within Sub-Saharan Africa to address those.

And then, finally, I think I must say that we have seen a great deal of interest as far back as 1990. Education for All Dakar framework in 2000, big statements made at international forums. The nexus, for me, is what happens on the ground. How are they translated into real action programs on the ground? Or they remain in documents on the shelf. I

hope the current report, like the previous reports -- Kevin Watkins will not remain on the shelves, but perhaps will be made use of.

I would like also to end by saying I picked something very good, very interesting, very encouraging: the case studies of some of the countries in Sub-Saharan Africa -- Tanzania, Malawi, and a few others, Mozambique -- where some small little experiments were done to increase enrollment, to work around issues of quality, so there is a flicker of hope. But as I have said, there are several other countries which are in conflict, and they provide a picture of Sub-Saharan Africa where we are seeing little progress and then big, giant steps backwards.

Thank you.

MS. WINTHROP: Thank you, Moses. Thank you very much. (Applause)

I think your comments actually serve well to remind us of some of the key bottlenecks in the education systems here, whether it's the teaching stock -- teachers are killed, they flee, they're traumatized themselves. That's a massive bottleneck. As well as your point about quality. If there is no quality, it becomes much less relevant for kids to actually even be in school, we see. So, very useful. Thank you.

Yolande, I'd like to turn to you now. You represent a very different perspective sitting at USAID. And there is a very interesting moment a week and a half ago. The new USAID strategy on education was released. And education in conflict-affected countries features

extremely prominently. A very big shift from previous education strategies. Could you just comment briefly a little bit on what's in store?

MS. MILLER-GRANDVAUX: Certainly. Yes. Thank you, Rebecca.

A little over a week ago the USAID administrators signed off on the new education strategy for USAID. The strategy has three goals. One is to increase the reading ability of children in early grades. The second goal focuses on workforce development, and tertiary education. But the third goal is the one that is the most promising for us because it focuses on increasing access to children and youth in conflict-affected environments.

It's a wonderful opportunity for us to focus on the issues that Kevin so eloquently described earlier. Looking at the provision of education, looking at the equity of education, looking at safety protection, and looking at distribution of services.

In this goal, we also have an element that relates to protection, which is new for us. And then we will keep doing more capacity-building, building capacity of governments to reconstruct.

So we're looking at a spectrum that takes us from crisis prevention to crisis to reconstruction, and capacity building. So, this is brand new. It is just out, and our challenge now is to make it operational.

Another principle -- the many principles that are developed in this education strategy for USAID, one of them is youth. Another one is

equity, of course. But there's a very strong one, which is renewed partnerships. We know that we just cannot go at it alone, especially in conflict countries. We have to work with our partners. Partners means other donor organizations, NGOs, nontraditional partners, private partners, foundations, and so on and so forth. And each of them represent a challenge.

But I just want to give you an example of a successful partnership that we started not long ago. Some actors of this partnership are here in this room.

Five years ago we did not talk about education in conflict-affected environments. It was a brand new topic. No one really knew what to make of it. No one knew what it was to look at education policy in conflict-affected environments. No one knew how to look at provisions of education and so on and so forth.

And so five years ago we -- a few of us, DFID, the World Bank, USAID, Save the Children UK, at the time, and Rebecca, you were a part of that group -- we decided to construct an agenda and push forward the agenda of education conflict-affected countries. We all agreed on one paradigm over the months of reflection and discussions that ensued. And we looked at the role that education can play in contributing to conflict, which Kevin alluded to, and also mitigating conflict. And that was a shift in paradigm in education, so not just education for education's sake, but also in addition education to mitigate conflict and promote

stability and peace-building.

Fast forward four years and we have a full-fledged working group that is composed of all the donors in the world, from Australian AID to World Bank, to FTI, to DFID, to UNESCO, UNICEF, USAID, the Dutch, the Germans -- we are all in there. We have all the NGOs and the inter-agency network for education emergencies and we also have academic institutions. This is a very powerful group that has worked on promoting the research agenda for education conflict-affected environments and also advocacy. This group is very active and that's where we promote our partnerships, especially between donors.

The best example was just a week ago. I just got back from Nairobi last night. We had our very first training for agencies. DFID, World Bank, USAID, and the EU for our staff on education conflict-affected environments following this paradigm. How do we implement programs -- education programs -- that will mitigate fragility and will promote stability and peace building?

MS. WINTHROP: Great. Thanks, Yolande. It strikes me as this education for peace building angle is not only important for development and addressing some of the four failures Kevin brought up, but certainly for talking about education's position in foreign assistance dialogue as the debates on Capitol Hill rage forward.

We have a little bit of time left. So, why don't we take a round of questions? Yes. Go ahead. Yes, please.

MR. RUBENSTEIN: I'm Len Rubenstein. I'm at the School of Public Health at Johns Hopkins. And I also run the health and peace-building working group at the U.S. Institute of Peace.

And first I want to congratulate you on this amazing report, it's extraordinary, and also USAID and your new initiative.

But one of the things that struck me, once again, is how fragmented the world is. There are all kinds of people in my field working on health and conflict, whether that means reconstruction or even data collection, as you talked about in gathering better data on attacks on schools.

How can we overcome this fragmentation? That the education people talk to the education people, the health people talk to the health people. We have initiatives at UNESCO, initiatives at WHO, and the twain just don't seem to meet. Do you have any views on how these fields, which have very great commonalities, can get together?

MS. WINTHROP: It's a great question, Len. Yes. One -- Elizabeth here and then --

MS. SEER: Hi. I'm Lisbeth Seer from ODI, a think tank in London. We have, over the past year, done a lot of work trying to actually identify where things have gone right with development in general, but also in education. And we have a couple of stories, actually, of post-conflict countries where things have gone really well.

A lot needs to be done, and I recognize the really dire story

here. But I would like to ask people on the panel and maybe people in the room as well. Can we come up with some hopeful stories that actually can energize people as well? We need to bring the message of disaster, but we also can bring a message of where actually have things worked in conflict countries?

I don't know whether the report addresses it, but we, for example, have a case study on Somaliland, which looks at governance issues. And maybe -- I don't know what the situation in terms of education is there, but it would be interesting to know. Thanks.

MS. WINTHROP: Great, thanks Lisbeth.

SPEAKER: I'm an independent consultant and a practitioner of education and emergencies.

Three comments. I thought this was terrific and I had a quick look at the report. Exactly what we need, terrific.

Moses, first of all. I think a critical element, for me having been in many emergencies trying to do education, is getting communities involved. I think you raised that extremely well in the African case. I think it's a missing element that we need to look at more closely. Because if we don't actually get communities involved, we're imposing a framework that really won't work over the long period. The answer is getting communities in there from the very beginning. Just a comment.

Kevin, really, really good. But I think that the integrated approach -- and this was raised by you. We can't fragment what we're

doing, but we're not integrating what we're doing in the field well enough and quickly enough. But I think we can integrate it if we really want to integrate it. The problem is, who is going to get around the table to do this in every emergency? Or are we just going to continue doing it separately as we go in with separate packages? But the integrated approach, terrifically important.

We can't be pushed aside as educators because people say that shelter, food, and water is more important. Education is equally important. I think the notion of child-safe areas in an emergency, initially, is terrifically important. And that means something like schools or a place where we can do things with children to get children out of harm's way.

The problem is, of course, we haven't identified these areas in a clear enough way internationally. Fay Chungai and a number of people when we were talking about all of this in the '90s in Geneva when UNHCR, UNICEF, and ILO came up with the idea of putting some sort of symbol on a school -- on the roof of the school to prevent schools from being damaged the way that we do that for hospitals and to hold people accountable for damaging schools or attacking schools. Where did that idea go? I think it was an idea that was current. It hasn't gone anywhere.

And Yolande and I have worked on fragility and the notion of fragility in the past. That whole notion is missing, because it seems to me that in your report you cover what we do in emergencies and what we should do that we haven't done beyond emergencies. But how do we

actually preempt an emergency? How do we actually look at situations and get ahead of emergencies so when the emergency happens we're ready to deal with it very quickly?

MS. WINTHROP: Thank you.

SPEAKER: The notion of fragile states is still a notion that we need to deliver on and follow through on because I think that's the right approach.

MS. WINTHROP: Thank you. We'll take a couple more. There's just three here. One, two, and three. And then we'll ask the panelists to quickly respond.

MS. KUEBLER: Hi. My name is Joanna Keubler and I'm with the Global Campaign for Education U.S. Reuben had invited us to hold him accountable, but unfortunately he left. So my question falls to USAID.

MS. WINTHROP: We will pass on the messages. He apologized, he's on point for the Libyan refugee crisis.

MS. KUEBLER: I wanted to follow along something that Moses said about not allowing this very critical report to end up on the shelves, whether in the developing nations or in the donor nations. I applaud USAID's inclusion of conflict into the three point strategy, but I think we've seen the donor countries as a whole taking a step back from their education commitments. I know this administration has not yet made education a development priority, which is cause for concern when we're

looking at these important findings and how they're going to affect policy here.

And also, Kevin, as you work with donor countries around the world -- Yolande, you were talking about the different countries, that at your table we're seeing Norway take a step back, Holland or the Dutch take a step back -- it's really kind of an education policy crisis when looking at some of the donor countries. And so, I'm curious to your thoughts about what we should be doing as far as advocating or what you see as some of the challenges in getting this not to end up on the shelves of donor staff offices.

MS. WINTHROP: Great. Second to last question here and then there was the last question in the back. Go ahead, raise your hand. Yes, in the white.

SPEAKER: Hi, I'm Yael, a master's student at the International Education Program at GW. And I was just wondering what steps are being taken on the ground to address the gender-based violence obstacle to education? And what are some best practices?

MS. WINTHROP: Great. And last question.

MS. RAHIM: Hi. My name is Hiba Rahim. I work for the American Institute of Research on the Education Quality Improvement Program. And my question was more about to what extent are the specific concerns for children with disabilities and other marginalized children addressed, recognizing that conflict often exacerbates the

prevalence of disabilities and prevents access to quality education? Thank you.

MS. WINTHROP: Great, thanks.

So, many great questions. Len's question about fragmentation, particularly across the health and education sector; Lisbeth's question about positive deviance, the need for more success stories. Then we had several questions about -- well, one in particular about the symbol on schools to protect schools in conflict and what should the grassroots civil society movement do to help make sure the report doesn't end up on shelves. A question about best practices, about GBV, and then disabilities.

So I'm not suggesting that each of you answer all of them. Pick the one that you think is most burning and we'll just have a final statement. And then, of course, there'll be plenty of time for all of you to talk with all the panelists afterwards at the reception.

Why don't you go ahead, Yolande?

MS. MILLER-GRANDVAUX: Sure. The first question was working with multiple sectors. You talked about health, but it really raised the issue of working across sectors. And one thing that we know we don't do very well in the education sector is working with our security, health, agriculture, food security colleagues. And just conflict in general.

And I have seen that again and again. Each time we want to do an education and conflict assessment, we have an education lens and

we do not know how to really determine the conflict lens and apply it to education or work on the interactions. So there is a weakness there. It almost answers one of the questions Joanne asked, you know, what can we do? What can we -- how can we advocate for it? And I think just bringing together other partners from other sectors would make a tremendous advance in the way we think of education. Yeah.

MR. WATKINS: So, I should apologize to Lisbeth because the ODI project on the good news stories is a really important one. And it often makes me think I must stop being so miserable when I do these presentations. (Laughter)

But I'll say to Lisbeth on this, and without going Biblical, it is a good news book as well and there are many positive examples in it, actually. I mean, you mentioned Somaliland which is one of the cases that we look at. But there are also, you know, going back a little bit, Ethiopia, Mozambique, Rwanda, Sierra Leone, East Timor, Solomon Islands. And so there are -- we try to extrapolate, you know, what are the really positive lessons that come out of here, you know, and what are the -- how can they be applied more widely?

So I would encourage people to visit the website and look at the report because there are -- I think there are many positive cases in there.

I mean, the issue of fragmentation, I think, comes up in different ways. One of the things I've been banging on about for the last

few years in the Global Monitoring Report is the discrepancy between how we think about the health of children and the education of children. And we're very good at monitoring things like how many kids get into school, how many kids get out of first grade into third grade, how many kids get into secondary school.

But there's one fact that I think really encapsulates the difficulty you're describing, which is that one in three children in developing countries have been stunted by malnutrition before their first day in primary school. And we know from all of the research on this that, you know, I don't care what you do with early grade reading or smart things with accelerated learning programs 10 years later, if you've been malnourished before the age of two, there is no rewind button. You know, you're going to suffer long-term cognitive damage.

And it's a really good example of how we need to get out of these silos and do exactly what you're describing. And I think you really see those silos, actually, in the humanitarian field. And in the humanitarian case you described, we have this cluster approach, which purports to be responding to need. And actually, it's not responding to need at all. What it's actually doing, it's a group of agencies who are making an on-the-hoof assessment of how much money they think might come in from six monthly or annual appeals processes and then working out how to distribute it across different projects.

And agencies that do water and sanitation and food are

much more geared up to work the system than agencies that work on education. And it clearly doesn't reflect the aspirations of people who are caught up in conflict.

I actually had an opportunity in doing the research for this to visit North Kivu with a colleague from Save the Children, Sarah, who is here. And it's the most extraordinary case that you've got a really great NGO that's doing amazing work on the front line of, you know, very violent conflict that's got a grant from the Dutch government in this case to set up schools and to hire teachers. And there are hundreds of kids that go to the school.

And then six months later, they discover it can't be refunded because the Dutch government's priorities have shifted to Haiti and the earthquake appeal. And that is not how you respond to the needs and aspirations of people who are trapped in conflict.

I did want to respond to the gender-based violence thing, but maybe I should --

MS. WINTHROP: We can do it afterwards.

MR. WATKINS: Okay. I'll do it afterwards.

MS. WINTHROP: That's a very good question, though.

Moses? One final thought.

MR. MUKABETA: Okay. There was this comment and question around children with disabilities. I think it's interesting to note that this could be actually one group that we might not capture when we

are trying to put together statistics on how many are in school.

And I think there are efforts in the current report to make sure that these kinds of groups are also captured. And I'm aware that being on the ground in a country like Zimbabwe and other countries that have also been working in southern Africa, that the instruments EMIS, they are like developed together and they are adjusted to suit different countries. But they do capture this, and I think in the future this issue will be addressed.

I do not know whether it will be swayed by the -- what have come across elsewhere, which suggests about 10 percent of every population is made up of people who have disabilities. But, yes, I think this group should be captured.

Maybe it's just something about gender-based violence. This is a big issue, and commenting from the ground there was one time we got worried -- Save the Children in Zimbabwe, Mozambique, and Zambia. There were so many cases being reported and they were captured by the media. And we were wondering, was it that because there has been a lot of awareness about GBV? Is there now so much of this happening? But I think further and further studies indicated that because people are aware, children are beginning to report.

So I think that must be the first point, awareness development and then actions will follow up. And small little stories are coming up. To conclude my comments, one thing I could say about Sub-

Saharan Africa, when I went through the report, Kevin, was that I could see stories from Tanzania, stories from there. That at least gave me a peace of mind that even if we are going backwards, we are making progress somewhere.

MS. WINTHROP: Thank you, Moses.

Well, I think if you don't mind, Kevin, we'll wrap up. I just have three final announcements. One is to thank you all for your time and attention. And if you haven't noticed, at the entryway, our next event will be on April 6th on galvanizing corporate engagement in global education or educating the world's poor.

The second will be to invite all of you just straight across the hall here to the reception where I hope you will carry on this discussion and we can answer some of these questions more thoroughly.

And then lastly, just a big round of applause to our panelists. Thank you. (Applause)

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I, Carleton J. Anderson, III do hereby certify that the forgoing electronic file when originally transmitted was reduced to text at my direction; that said transcript is a true record of the proceedings therein referenced; that I am neither counsel for, related to, nor employed by any of the parties to the action in which these proceedings were taken; and, furthermore, that I am neither a relative or employee of any attorney or counsel employed by the parties hereto, nor financially or otherwise interested in the outcome of this action.

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