

The hidden crisis: Armed conflict and education

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Armed conflict and education



- Armed conflict is a major barrier to Education for All
- Four policy failures:
 - Protection
 - Provision
 - Reconstruction
 - Peacebuilding



The hidden crisis in conflict-affected states

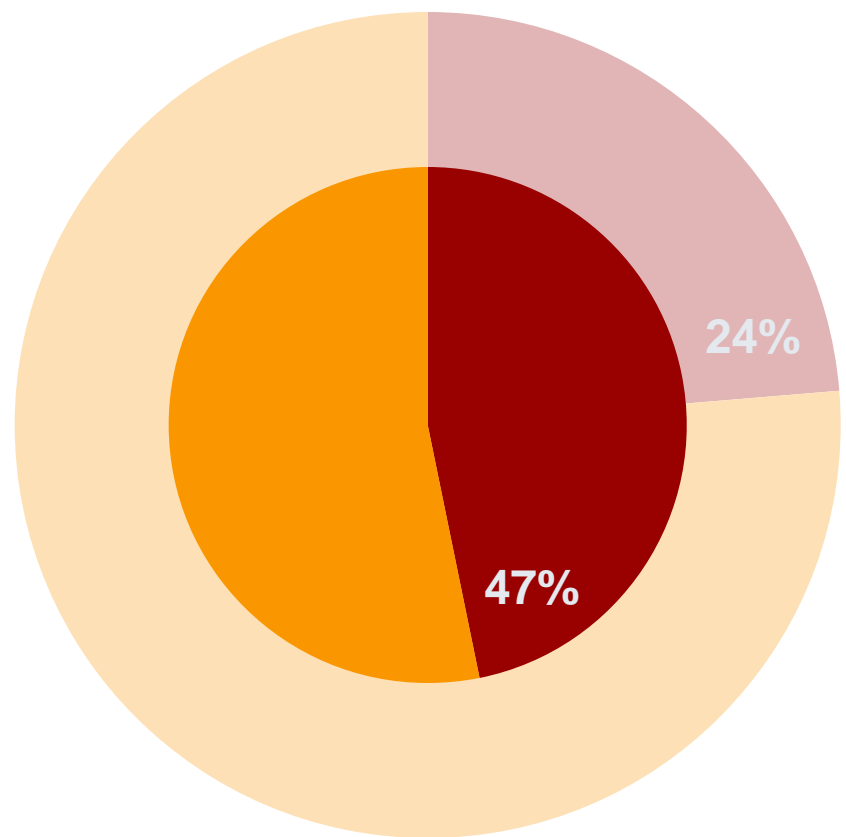
- 35 countries - average duration of war in the poorest is 12 years
- Conflict-affected states represent a large share of EFA deficit
- Armed-conflict reinforces wealth and gender inequality
- Internally displaced and refugees have some of the worst education indicators



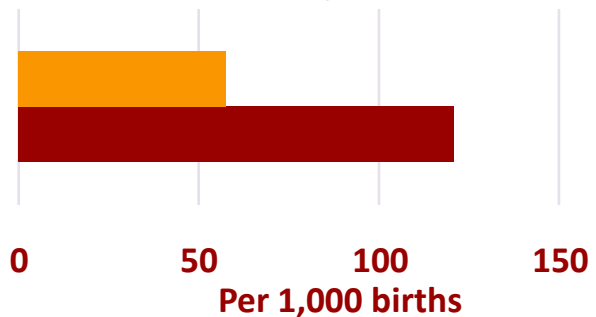
Education's hidden crisis in conflict-affected states

Children in conflict affected poor countries:

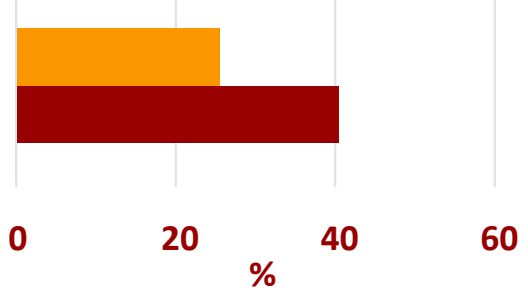
- 28 million out of school
- 24% of all children in the poorest countries
- 47% of out of school children in the poorest countries



Under-5 Mortality rate



Stunting

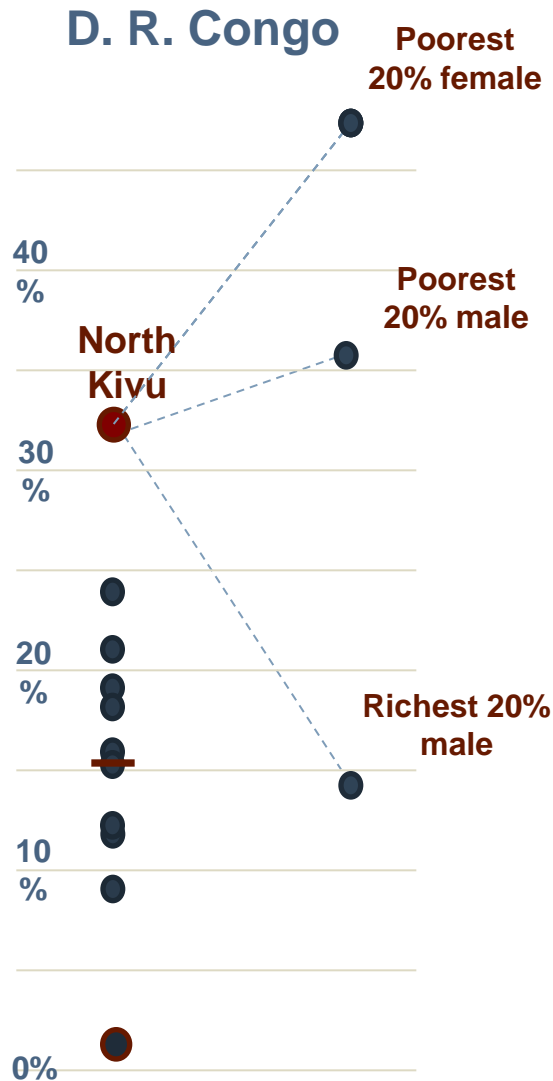


Conflict-affected

Non-conflict affected

Conflict reinforces education inequality

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



- The Kivus have around 1.3 million displaced people
- Poor males face a three times higher risk of spending less than 2 years in school
- One half of poor females have less than two years of education

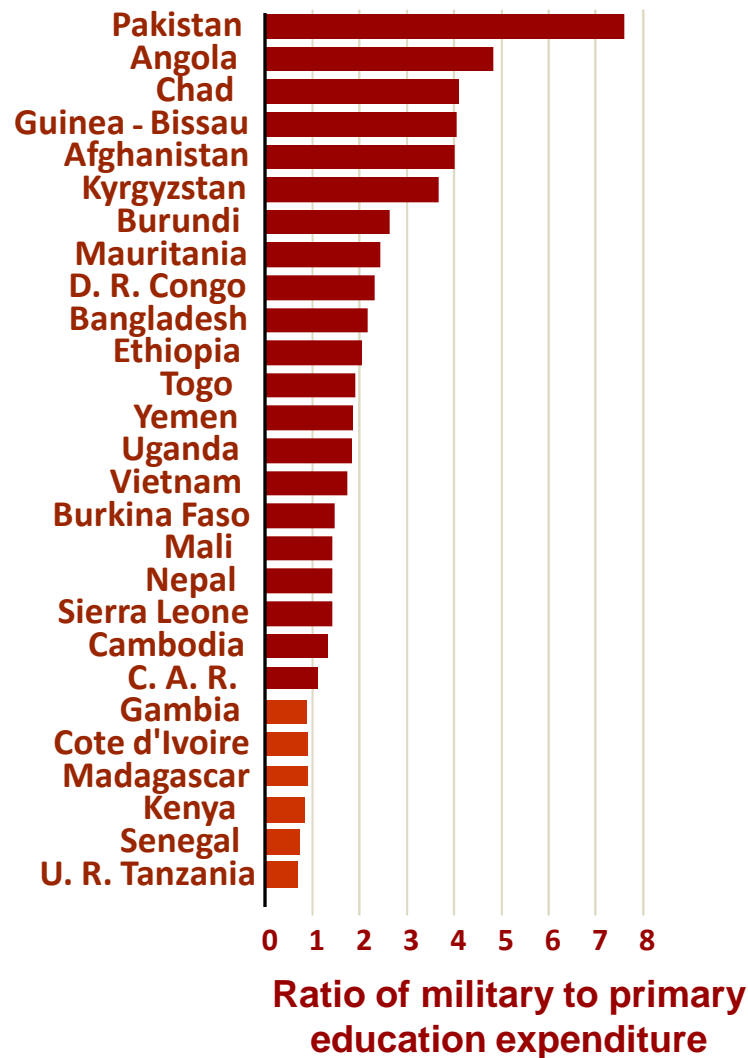
Armed conflict –consequences for education

- Most armed conflicts are *within* countries, often linked to identity and social divisions
- Systematic targeting of civilians and indiscriminate use of force
- Conflict-related poverty and disease kill more than bullets
- Children, teachers and schools are on the front-line
- Rape and sexual violence are a widespread ‘terror tactic’
- Diversion of finance and aid from classrooms to guns
- Development aid skewed by ‘national security’



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

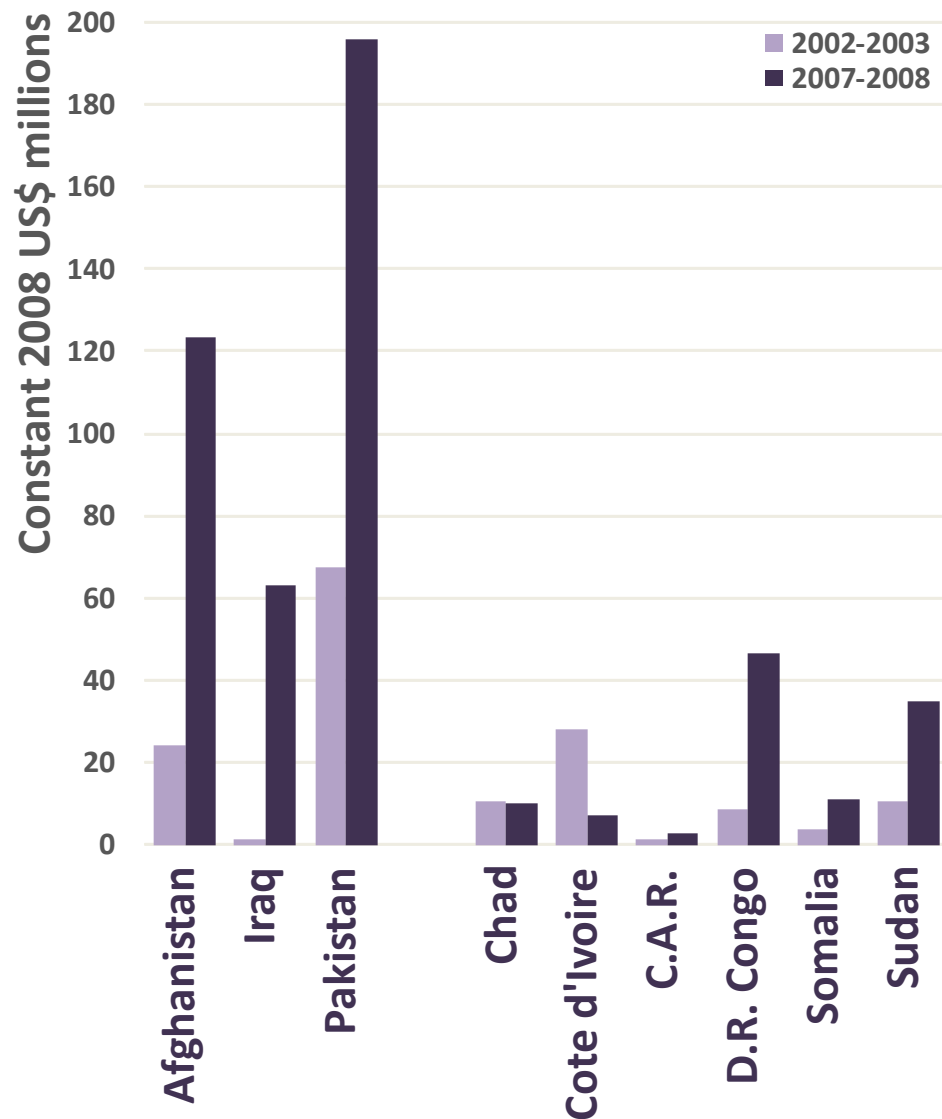
Total annual military spending by rich countries

6

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

Aid follows security agendas

Aid to basic education



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



The reverse cycle – education can fuel conflict

- Creating hostile perceptions of ‘the other’ – classrooms used to sow ethnic, social and faith based divisions
- Reinforcing regional resentment and social disparity
- Perpetuating poverty and low productivity
- Undermining youth aspirations and weak link to employment markets

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 violent conflict, and to refugees and internally displaced people

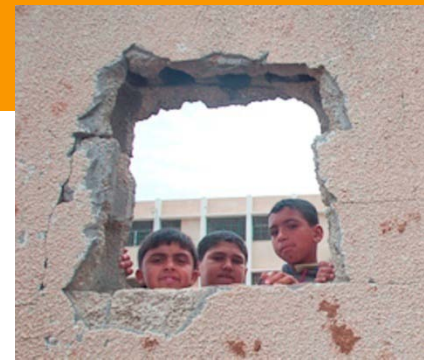


- **Reconstruction** to seize the education peace premium and build capacity



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

Failures of protection



- Some advances over the past decade:
 - Monitoring and Reporting Mechanism on children in armed conflict – naming and shaming
 - Secretary General reports to the Security Council
 - Resolutions on rape and other sexual violence
- But:
 - Monitoring and Reporting Mechanism remains fragmented and partial
 - Insufficient weight attached to protection of schools
 - ‘Naming and shaming’ is not enough
 - Cultures of impunity remain intact

Protecting education



- More integrated monitoring across UN system
- UNESCO to provide leadership in monitoring attacks on education – strengthen the MRM on schools
- Support national plans for prevention and punishment of human rights abuses (incentives for change)
- High level commission on rape and sexual violence, linked to International Criminal Court (sanctions and disincentives for human rights abuses)

Failures of provision

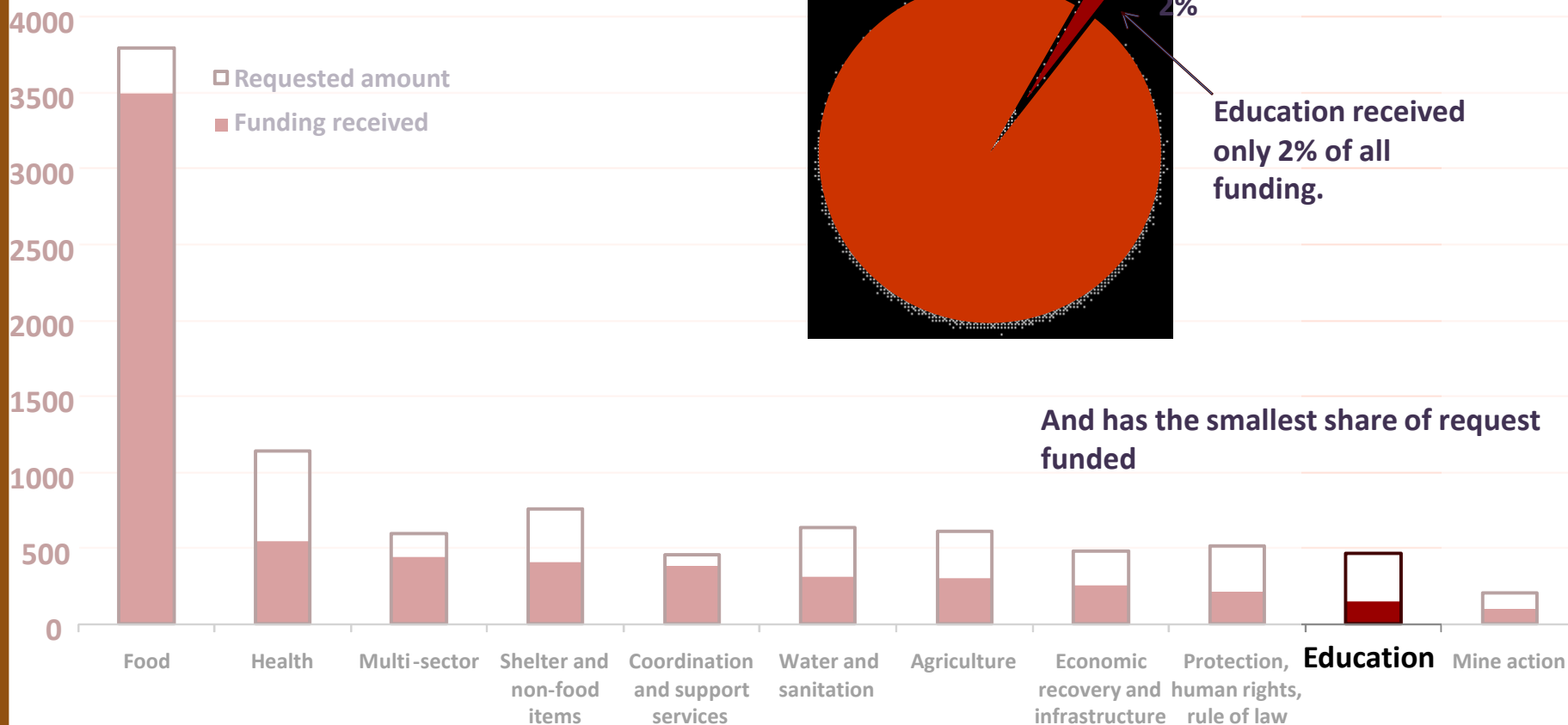
- Unlike conflict-affected communities, humanitarian agencies do not recognize education as 'life-saving'
- Education is 'poor neighbour' in humanitarian aid system
- Humanitarian system delivers short-term and unpredictable aid for long-term emergencies
- Refugees - strong rights but weak entitlements
- Internally displaced persons - weak rights and entitlements



The 'poor neighbour' in humanitarian aid

Humanitarian aid in 2009

US\$ Million



Providing education



- Change humanitarian mindset – listen to parents on the front-line
- Increase humanitarian pooled funding to US\$ 2 billion annually – top up education shortfalls
- Develop more effective tools to assess needs
- Strengthen entitlements for refugees (Jordan model) and internally displaced (Colombia, Kampala Convention)

Failures of reconstruction:



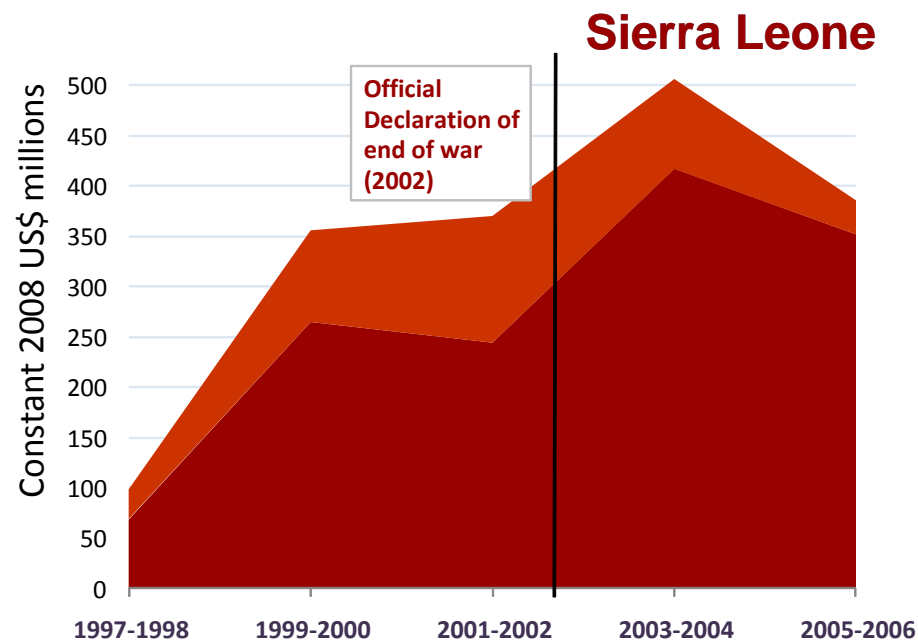
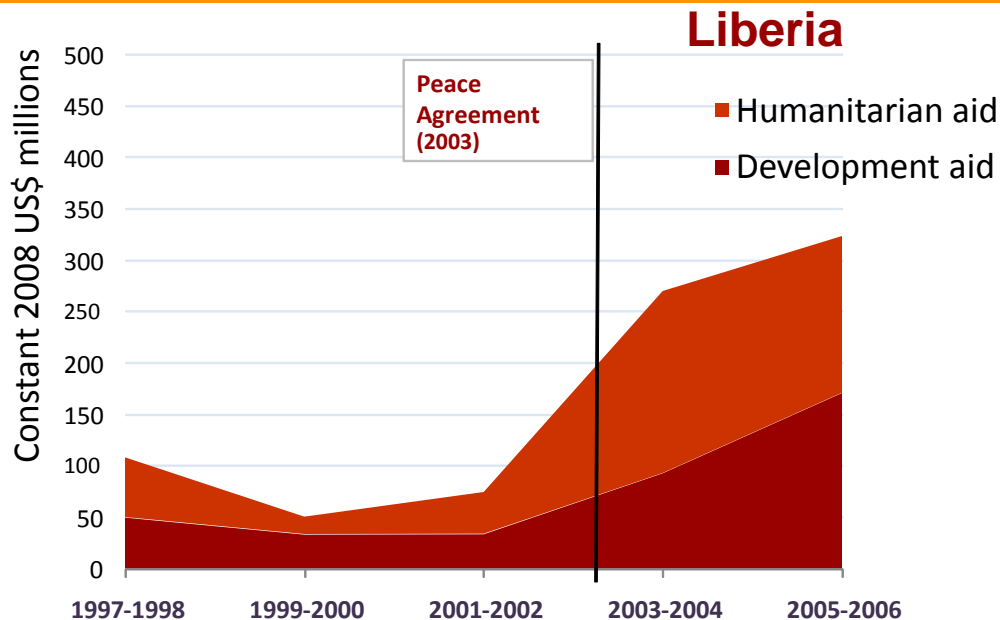
- Slow and fragmented responses to opportunities for peace
- Continued reliance on humanitarian aid, and limited provision of long-term assistance
- Insufficient investment in building capacity of the education system
- The ‘securitization of aid’ dilemma – the DynCorp syndrome
- Perception that aid to education is peripheral to donor security agenda

Reconstructing education



- Break down the humanitarian-development divide
- Make an early transition to long-term development assistance (Sierra Leone vs. Liberia)
- Focus on capacity-building, including education management information systems
- Strengthen (and reform) the EFA Fast Track Initiative through US\$6 billion per year replenishment
- Make the case for education aid in a joined-up security-development agenda

Reconstructing education – donor support



- Sierra Leone received more support in the form of long-term development aid, allowing for more predictable support for education

Failures of peacebuilding:



- Reform of education not seen as a peace-building issue
- Education insufficiently integrated into strategies for conflict prevention and post-conflict peace-building
- Limited efforts to undertake conflict risk assessments for education policy
- Gap between principles and policy implementation (Bosnia and Herzegovina)

Building peace



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



Conclusion: An agenda for change

- Strengthen human rights protection for children caught up in conflict
- Put education at the centre of humanitarian responses
- Start early, and stay for the long haul, for reconstruction
- Use education as a force for peace

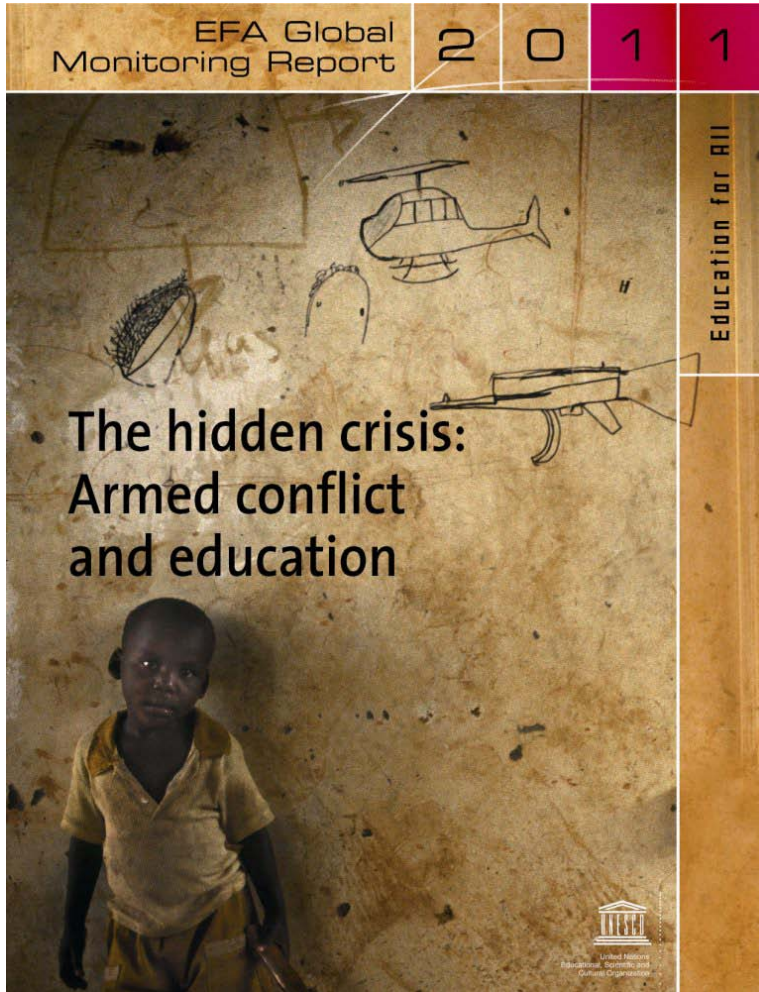
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