**2011 Education for All Global Monitoring Report:
Education and Violent Conflict**

***Concept Note
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Education and violent conflict

Violent conflict is one of the greatest development challenges facing the international community. Beyond the immediate human suffering, it is a source of poverty, inequality and economic stagnation. Children and education systems are often on the front line of violent conflict. The 2011 Global Monitoring Report will look at the damaging consequences of conflict for the Education for All goals. It will set out an agenda for protecting the right to education during conflict, strengthening provision for children, youth and adults affected by conflict, and rebuilding education systems in countries emerging from conflict. The report will also explore another widely neglected issue: the role of inappropriate education policies in creating conditions for violent conflict. Drawing on experience from a range of countries, it will identify problems and set out the solutions that can help make education a force for peace, social cohesion and human security.

The contexts, causes and intensity of violent conflict all vary enormously. The Report will focus on situations where the state or organized parties, including rebel groups, resort to the use of armed force. These include large-scale warfare both within and across borders, massacres or genocides, and sub-national conflicts. Countries in conflict or emerging from conflict often have large numbers of children out of school, severely damaged education infrastructure, and weakened financial, technical and human capacity. Moreover, conflict can leave a legacy of distrust, poor governance and state fragility, impeding the functioning of education systems. While many of today's conflicts take place in poor countries, with civilians accounting for the majority of casualties, richer countries are not immune. And despite some evidence that the number of armed conflicts is declining, the changing nature of conflict poses new threats for regional and global security, with implications for education systems around the world.

The 2011 Education for All Global Monitoring Report will focus on how violent conflict affects education goals and how education affects conflict. It will draw on existing research and undertake new data analysis to set out a practical agenda to inform national and international policymakers and civil society organizations. The Report aims to make a distinctive contribution by:
* showing the impact of violent conflict on education;
* showing how education can influence conflict and peace;
* identifying the local and national strategies needed to protect education in countries and territories affected by conflict, as well as strategies for rebuilding education systems after conflicts;

- setting out the local and national mechanisms through which education systems can help to address sources of conflict, such as those linked to identity and inequality
- highlighting the role of aid donors and international non-government organizations in protecting education and supporting reconstruction of education systems in ways that contribute to peace and state-building
- proposing an innovative financing mechanism for delivering more aid to education in conflict-affected countries.

Education and conflict affect each other

Poor education is both a symptom and a cause of conflict. Violent conflict affects education in a variety of ways – from very visible impacts such as destruction of infrastructure and death and injury of students and teachers, to the less apparent but equally damaging emotional, social and psychosocial distress experienced by children who witness violence or are forced to flee their homes. Whether they are injured or traumatized by bombing in Gaza, living in camps for displaced people in Sri Lanka or recruited as child soldiers in northern Uganda, children are never immune to the effects of conflict. Neither are education systems. Warring factions often destroy schools and target teachers, and education suffers badly when conflict leads to a collapse of governance structures. In conflict-affected countries where state legitimacy and accountability is weak and governments are unable to fulfill their core functions, families often pay the price by not having access to public education.

There is growing evidence that education can itself contribute to conflict. The way in which it does so will depend on whether conflict originates in ideology, identity or economic marginalization. Where education reinforces tensions between groups divided by religion or ethnicity, or where there is unequal regional access to education for the poorest groups, it can contribute to instability. Poor education quality, the ideological orientation and values of the curriculum and an alienating language of instruction, together with thwarted aspirations and high levels of unemployment, can create a volatile pool of disaffected young people.

Impacts across conflict settings and affected groups vary

The situation in the Darfur region of the Sudan is not the same as that in Helmand Province, Afghanistan; and the circumstances of people living in the Swat Valley of Pakistan are different from those of people in conflict-affected regions of the Democratic Republic of Congo. Experiences are also very different where conflict is confined to parts of a country, such as in northern Uganda and the Autonomous Region of Muslim Mindanao in the Philippines. Similarly, as countries emerge from conflict, its legacy varies considerably - the post-conflict experiences of Bosnia and Herzegovina, Guatemala, Rwanda and Northern Ireland are all very different. Yet in all these situations, education has a crucial role to play. As a widespread and highly visible social institution, schools can provide children and young people with protection, a safe space and hope for the future. Education is a key economic and political investment for post-conflict governments, helping to restore the relationship between the state and its citizens. The building of better education systems in countries emerging from conflict can play a vital role in underpinning peace, reconciliation and social cohesion.

While neat boundaries between different types of conflicts cannot be drawn, the Report will seek to learn lessons for education in situations of war and high-level violence, ones with prolonged

humanitarian crises and long-running conflicts affecting parts of countries. It will also identify experiences from countries and territories that have recently emerged from conflict where persistent high levels of violence can spill over into schools, requiring conflict-sensitive planning to avoid a reversal of fortunes. It will show the longer-lasting legacy of conflict on education, drawing from experiences of countries now in peace.

Within each of these situations, the way individuals and groups experience conflict varies. Some are forced to flee to other parts of their country or to cross borders. Internally displaced people and refugees are likely not only to face distress, but also to have problems entering already over-stretched education systems whose curriculum and language may be alien to them. Others become refugees in rich countries, remaining on the periphery of society and facing few prospects of integration. In either situation, legal frameworks can either create barriers to basic services such as education or help to protect access to them.

When families are unable to escape violent environments, children are likely not only to face severe trauma but may also be drawn into conflict through recruitment as child soldiers. Children in these situations face heightened risks of losing family members or being seriously injured. Whether in the Mindanao region of the Philippines or in Gaza, the process of reconstructing education will require not just repair to physical infrastructure, but also measures to provide emotional and psychosocial support to children and young people.

Policies need to protect vulnerable groups and support education reconstruction, as well as to ensure education contributes to peace and stability

Conflict-affected contexts are likely to require different and even more demanding policy responses. The policies need to take into account both the impact of conflict on education and the more subtle influences of education on conflict.

Protecting education in conflict-affected situations: The Report will identify ways to ensure the right to education is protected in conflict situations. It will look at the extent to which education is safeguarded within international legal frameworks, including for those forced to migrate within countries and across borders, as well as for those living in war zones. Strategies for providing physically safe spaces for learning and psychosocial support for distressed or traumatized children and young people will be highlighted. As countries emerge from conflict, rebuilding education systems is an immediate priority, both to guarantee the right to education and to rebuild citizens' confidence in the state and ensure its legitimacy is restored.

Ensuring education contributes to peace, stability and nation-building: In conflict-affected countries and territories, there is a need to pay attention not only to increasing access but also improving quality in ways that ensure the relevance of education for disadvantaged groups, that promote positive values, and that provide opportunities for young people to develop job skills. In order to break cycles that contribute to violent conflict, curricula need to promote positive images of identity and the language of instruction should favour inclusion. There is also a need to ensure that schools do not contribute to negative attitudes — including gender discrimination — that permit violence. Policies and planning need to go further to ensure that education encourages equality and social cohesion, and supports peace, security and long-term state-building. Failure to involve education in these processes can pose huge risks for future stability.

Aid donors and international non-government organizations play a key role

National governments are responsible for meeting commitments to Education for All goals. In conflict-affected situations, however, their ability to fulfil this role may be severely limited. In some cases, governments themselves are involved in conflict with particular groups, and so are unlikely to be willing to extend government services to them. In other cases, their capacity to deliver is seriously weakened where state resources are diverted to supporting military campaigns to protect civilians — or, in some cases, to target them. In such situations, the role of international agencies, including aid donors and non-government organizations, can be crucial. At the same time, these bodies face political, security and fiduciary risks that can constrain their engagement.

There is also a growing recognition that the involvement of international agencies in conflict situations is seldom politically neutral. Development assistance is closely intertwined with donor governments' geopolitical interests, so aid priorities can become affected by global security concerns, with military and peacekeeping spending dominating. This also influences which countries receive aid, with those of concern to global security receiving the bulk of assistance. In addition, until recently, education has been largely invisible in humanitarian responses. As countries move out of conflict, donors are seldom prepared for ensuring a smooth transition between their humanitarian and development support. There is an urgent need to move from the current situation of insufficient and fragmented aid for education to such countries, to finding innovative ways of providing immediate education services while also contributing to longer-term state-building. The Report will explore innovative bilateral and multilateral financing approaches to identify the most appropriate ways to deliver more aid to education — including in countries and territories where governance is very weak and governments lack legitimacy — while minimizing risks to aid donors.

Monitoring progress towards the Education for All goals

Monitoring progress towards the six Education for All (EFA) goals set out at the World Education Forum in Dakar in 2000 is central to the purpose of the Global Monitoring Report. The overarching aim of this year's monitoring section is to continue to provide reliable and accurate information on EFA progress to assess whether national governments and the international community are living up to their commitments. The section will examine advances and challenges for each of the six EFA goals using internationally comparable indicators. The section will also explore levels of financing for EFA from national governments and international donors.

 Throughout the section the policy challenges and opportunities associated with achieving the EFA goals will be highlighted. In particular, the section will explore:

 The continued impact of the financial crisis. Prospects for achieving the EFA goals have been seriously hampered by the recent financial crises. The monitoring section will continue to monitor the impact the crisis is having on the prospects of achieving the EFA goals. It will also highlight the effect of the crisis on investments in education at the national and international level.

Successful EFA policies. The section will analyse education strategies that have resulted in sustained progress on EFA. It will identify the key lessons these experiences provide for countries aiming to accelerate their progress towards.