

THE HIDDEN CRISIS: ARMED CONFLICT AND EDUCATION
EFA Global Monitoring Report 2011

**Report of the Colloquium held at the
Royal Society of Arts, London, March 1, 2011**

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Taking part in the planning of the 2011 Colloquium were Lore Arthur (UKFIET), Alba d'Souza (UKNC) co-convenors, and David Theobald (UKFIET), Yusuf Sayed (University of Sussex); Katy Webley, Emily Echessa and Joseph O'Reilly (SavetheChildren).

1.0 Introduction

This year's 9th edition of the **Education for All Global Monitoring Report 2011** focuses on the "**The hidden crisis: Armed conflict and education**". The report documents the devastating effects of armed conflict on education. It examines the widespread human rights abuses keeping children out of school. The report challenges an international aid system that is failing conflict-affected states, with damaging consequences for education. This ninth edition calls on governments to demonstrate greater resolve in combating the culture of impunity surrounding attacks on school children and schools. It sets out the agenda for fixing the international aid architecture. It identifies strategies for strengthening the role of education in peace building.

The report discussed here is part of The Education for All (EFA) Global Monitoring Report (GMR) series which monitor progress towards the achievement of the six EFA goals that were agreed at the World Education Forum in Dakar, Senegal in 2000. It also records and comments on the performance of different development agencies in providing aid for education and since 2003, it has explored the major policy issues, reforms and strategies that can help to deliver basic education for all. Ten years on, the 2011 report finds that despite notable achievements governments around the world are falling short of their collective commitment. While some of the poorest countries in the world have made impressive gains, there remain worrying signs that the gap between the EFA goals and delivery is widening with armed conflict one of the greatest barriers to education.

For the past four years the United Kingdom for International Education and Training (UKFIET) and National Commission for UNESCO (UKNC) have organised a colloquium in London to launch and to debate the latest report. As in previous years, the United Kingdom Department for International Development (DFID) has helped to finance the 2011 event. This year additional financial support was received from the GMR Paris office, mainly to support the media launch of the Report which preceded the colloquium. The EFA reports website provides access to all of the GMR reports dating back to 2002 and to many of the papers commissioned by the report team which is based in UNESCO, Paris (<http://www.unesco.org/en/efareport>).

1.1 The report's media launch

This year – and for the first time in the history of these events - the GMR colloquium was held on the day that also saw the media launch of the report taking place more or less

simultaneously in about 10 locations across the globe. The main ones were: New York, London, Beijing, Nairobi, Dakar, Beirut, Ramallah, Santiago, Havana and Abuja. London was chosen for the Europe-wide launch. Its presentation was chaired by Nicholas Watts, Chief Political Correspondent of the Guardian newspaper; on the panel were Professor John Morgan, Chair of the UK National Commission for UNESCO, Mr Getachew Enginda, Deputy Director-General, UNESCO, Dr Mark Richmond, Director of the Division of Education for Peace and Sustainable Development, Education Sector, UNESCO, on behalf of the GMR team, Jasmine Whitbread, International Executive, Save the Children, Theo Sowa CBE of the African Women's Development Fund and Peter Colenso of the Department for International Development (DIFD). The media event in London was attended by some 100 people- many of whom also attended the subsequent colloquium. The launch was organised by the UK National Commission of UNESCO and the GMR team in Paris and is not discussed in detail here. The UKNC ensured that the launch, together with the colloquium proceedings, was streamed online in conjunction with a twitter site to many universities and organisations across England, Scotland and Wales. Both events were held by invitation only.

2.0 The colloquium

The invitations were issued by colloquium convenors on behalf of UKFIET and the UKNC. . 190 participants came from all over the United Kingdom, many of whom were academics from higher education, postgraduate students from across the world, NGO representatives, policy makers and individuals with related interests.

The aim of the colloquium was to introduce the current GMR, to critically respond to its findings; to discuss issues around education and armed conflict in relation to the report on the one hand, and on the other, to widen the debate to issues of conflict and education in different contexts.

The presentations were structured around the main themes of this year's report:

- Presentation of the GMR 2011 on education and armed conflict together with a progress report on the achievement of the EFA goals by 2015.
- Improving aid effectiveness in conflict-affected countries.
- Building foundations for long term recovery.

The panel discussion in the afternoon with UNESCO, NGO, government and university representatives on education and conflict looked at a wide range of aspects relating to conflict. This was followed by a question and answer session involving members of the plenary, the panel and participants from the twitter sites.

2.1 Welcome to the colloquium

Prof. John Morgan, Chair of the UK National Commission for UNESCO opened the colloquium by welcoming participants and speakers to the first session. **Mr. Getachew Engida**, Deputy Director-General of UNESCO, thanked the UKFIET and UK National Commission of UNESCO for organising this important event on a day which coincided with the worldwide launch of this flagship report. He stated that despite remarkable progress the world was not on track to achieve the six EFA goals by 2015. In summary, Getachew Engida reinforced UNESCO's commitment to Education for All and reminded attendees that education cannot wait until a war is over.

2.2 Session 1: Presentation of The Global Monitoring Report 2011 -

progress towards the 2015 goals. This session was chaired by Professor John Morgan.

Dr Samer al Samarrai, Senior Policy Analyst, GMR team, referred to Part 1 of the GMR which monitors the progress towards the EFA goals. He provided three central messages: First, that time is running out and the world is not on track to achieving EFA by 2015. Second, that education should be at the very centre of development, yet education is slipping down on the international agenda; and, unless more political will and mobilisation is realised, the education goals will be missed by some margin. The key part remains to reach the most marginalised. Third, that armed conflict presents a significant obstacle to the realisation of the EFA goals. With reference to the six EFA goals the following was reported:

- Overall early childhood welfare is improving. Yet in developing countries 195 million children under 5 – one in three - experience malnutrition, causing irreparable damage to their cognitive development and their long term educational progress. The food prices have risen considerably since 2008, making the crisis much worse.
- Progress has been made in parts and there are grounds to be optimistic. In sub-Saharan Africa, for example, enrolments rose by one third - despite increases in the overall school population at primary level. In the period between 1999-2008 the number of children in primary schools increased by 52 million, though since then progress toward university primary education has since slowed down, particularly since 2008 and the onset of the economic crisis. This means that based on current trends, there will be more children out of school in 2015 than there are today. This is really worrying.

- Goal three is on youth and lifelong learning. The demand for secondary and tertiary education is still growing yet there remain gaps and global inequalities. There are 74 million adolescents are out of school this year and the link between education and employment is really weak. Many youngsters leave school without needed qualifications.
- 796 million, or 1 in 6 adults, which is 17% of the world's adult population (two-thirds of these are women), lack basic literacy skills. Progress has been really slow and most will miss the 2015 targets by a long way. There has been a lack of political will and finance. Nevertheless, some countries, notably in Latin America, are making considerable progress.
- Many countries are achieving some form of gender parity at the primary and secondary levels. However, there are still a lot of countries that are missing the gender parity goals by 2015. It is noteworthy that had the world achieved gender parity at the primary level in 2008, there would have been an additional 3.6 million girls in primary school.
- A lot more information is now available on the quality in education which remains low. There are enormous gaps within countries and within groups. Learning outcomes remain worrying. Many children are leaving school with basic skills far below expectations. Inequalities within countries affect progress in education.

Samer al Samarraï referred to EFA financing. The GMR notes enormous progress since Dakar. Up to 2008 we have had a relatively buoyant economy. However, since 2008 the onset of the global financial crisis had put pressure on international donor budgets as well as national budgets. There have been severe cuts to educational spending in many of the poorest low income countries since then and aid for basic education has stagnated. The next few years look relatively bleak. Nevertheless, many countries had made progress in equity, access and quality, and further achievements were still possible.

Dr Mark Richmond, Director of the Division of Education for Peace and Sustainable Development, Education Sector, UNESCO, presented Part 2 of the GMR on education and armed conflict. He noted that the topic of education and conflict was not a new one, it had been discussed numerous times elsewhere and one could argue that a GMR on conflict was long overdue. However, he stressed that the GMR offered in-depth insights and analysis not achieved elsewhere. In terms of data provided the GMR notes that between 1998 and 2008 about 2 million children were killed in conflict zones, 6 million were left disabled and about 300 000 were exploited as soldiers. One should remember that conflicts are usually

protracted, often over a 12 year period – which, in terms of childhood and schooling is a really long time. The GMR finds that there continues to be an indiscriminate use of force in many countries; many governments do not care; often children, teachers and school buildings are targeted; sexual violence and rape are a tactic used in conflicts; sexual violence has become systemic affecting not only young girls but also women and boys. The GMR argues that an international commission on rape and sexual violence should be created, with the International Criminal Court directly involved in assessing the case for prosecution. A further problem is that national budgets for education are often used for the purchase of weapons, as the GMR shows. 21 of the world's poorest countries spend more on weapons than on education.

Mark Richmond argued that we have a distortion of values or priorities, and the international community is not pulling its weight. Often international aid is directed at countries which are linked to national security agendas; that is, education is often not seen as a priority, other factors come into play. However, one has to recognise that while armed conflict destroys opportunities for education, education itself can contribute to - rather than prevent - armed conflict. Unequal provision can fuel disparities and resentment and in schools the curriculum itself may reinforce ethnic, language and religious divisions.

Mark Richmond reported that there are 35 conflict-affected countries with 28 million children out of school (42% of the global number), where only 79% of young people are literate and educational inequalities are increasing because of conflict. In many country areas where armed conflict is reported education remains at the bottom of national league tables. It seems astonishing but if the rich countries of the world were to use six days of their spending on the military on education instead, they could fill the EFA finance gap. He went on to describe the 'four-fold characterisation of failures' as set out in the report:

Protection of teachers, students and civilians from human rights abuses including the provision of education to vulnerable populations and reconstruction to seize an education peace premium. There have been some advances in the last decade, but the monitoring and responding mechanism (MRM system) has gaps, and attacks on schools are still a problem. Recommendations include more integrated monitoring across the UN system with UNESCO providing leadership in monitoring attacks as well as a high-level commission on rape and sexual violence.

Provision: education is a 'poor neighbour' in humanitarian aid with a significant gap between the amount of education aid requested and that received. In 2009, for example, aid to education received 2% of total funding, with aid for food and health topping the chart. Recommendations include: the need to change the humanitarian mindset, increased flexibility in the financing framework, more effective needs assessments and improved practices and protection for refugees and internally displaced persons.

Reconstruction: Slow time of responses and an increasingly visible problem of militarization of aid are mentioned. Recommendations include a focus on capacity building and a strengthened Fast Track Initiative. The need for an early transition to long term recovery was stressed by the example of Sierra Leone.

Peace Building: Education is insufficiently integrated into the peace building agenda. Recommendations include attention to the language(s) of instruction, a focus on education for equality and shared identity, as well as making schools safe and non-violent environments, and highlighting the importance of the UN Peace Building Fund and for UNESCO and UNICEF to engage more strongly with the process.

In conclusion, Mark Richmond called for an agenda of change by strengthening human rights protection, by putting education at the centre of humanitarian responses, and by considering education as a force for peace.

Professor Alan Smith, UNESCO Chair holder, University of Ulster, was given the task of responding to the two previous presentations. He began by congratulating the GMR team. It was an credible challenge to put together such a comprehensive report in less than a year. It was also encouraging that the UK government respects the independence of the GMR. DFID should be congratulated for funding such independent research, even though the report may raise critical and challenging questions about international development policies.

Alan Smith found the content of the GMR shocking in terms of impacts of conflict on the lives of children and young people in countries throughout every region in the world. He argued: it is important to remember that the report uses a definition of conflict that identifies conflict-affected countries as those where there have been at least 200 'battle-related deaths' during one year only. This means that we overlook that some kind of armed conflict is taking place in most countries across the globe. The GMR is simply dealing with the tip of the iceberg. The crisis is deeper and more hidden than we think. The total does not include all those children and young people who continue to be affected by the legacies of violent

conflicts that affected their country before those dates, nor does it include the many children who are affected daily by lower intensity conflicts (some across generations), but just as damaging because the violence is sustained and a constant feature of their lives.

The GMR identifies twenty-one developing countries that are currently spending more on arms and the military than on primary schools. This raises questions about the extent to which lucrative trade relations in arms are of more concern to Western governments than humanitarian or development goals. One of the most worrying aspects of the GMR is an emerging discourse on the role of education as part of a global security agenda. Of course, human security is important and intelligent use of aid can address inequalities and grievances that fuel conflict. But this is not the same as suggesting that the military and aid workers have the same mission in conflict-affected countries.

Alan Smith reminded the audience that we are still responding to atrocities from 15 years ago. This includes atrocities inflicted on children and women, and then there is the problem of using children as soldiers. He discussed the 'double-edge' notion of education, as proposed by the report, and emphasised that education is surely still the best weapon against conflict. He proposed that there should be a shift from the 'doing no harm' approach to more positively promoting peace-building activities which should include: a focus on identity formation and citizenship, youth engagement beyond technical skills building, and the need to see youth as a positive factor and not as a risk factor towards the transformation of society. In conclusion, he discussed the UN Peace-building Fund and the importance of early engagement coupled with sustained, consistent support. This includes crucial consideration of social development issues such as the local dynamics of societies.

2.3 Session Two: Improving aid effectiveness in conflict affected countries.

This sessions was chaired by Dr Mary Stiasny, Institute of Education, Board of Directors and Education Committee, UK National Commission for UNESCO.

Jo Bourne, Head of Profession, Education, DIFD, argued that we needed to be really serious about reaching children in the most difficult places. However, there was a general lack of public support within the UK for increasing development programmes in the current economic climate. The political emphasis was, therefore, on outcomes, accountability and transparency. She confirmed that the UK government intends to honour international commitments such as the MDGs while working towards the improvement of international policies in fragile, conflict-affected states, in particular towards improving the lives of girls and women over the next few years. In addition, the government would continue to meet

responsibilities by responding to humanitarian disasters. Government priorities included the following:

- Honour international commitments
- Introduce transparency in aid
- Boost wealth creation
- Strengthen governance and security in fragile and conflict-affected countries
- Lead international action to improve the lives of girls and women
- Combat climate change

The government was in it for the long run, what was needed was a long term vision and a holistic approach. This meant supporting inclusive political settlements, developing core state functions and responding to public expectations. It also meant addressing the causes and effects of conflict and fragility by linking the state building process with the peace building agenda. Education had a strong role to play in all areas.

Jo Bourne illustrated this point with an example from Kenya, where a child helpline was introduced so that children could use the phone to report abuses they were experiencing and this had since led to criminal prosecutions. Here the justice system had to work together with those in education. Jo Bourne went on to stress that donors who often worked in and around state provisions and functions needed to consider access at the local and community level.

Using the example of the teacher pay role, Jo Bourne cited a case from the Democratic Republic of the Congo (DRC) where teachers were not being paid via a banking system. Instead, a van would arrive with money to pay teachers resulting in the misuse of funds which was a destructive process in one of the poorest regions in the world. Without a country-wide banking system payroll issues would continue to obstruct efforts for reform in education. One challenge for donor organisations was to get the balance between the scale of the problem and the need for innovation right. This was intensified when dealing with not a single but multiple issues.

Dr Mario Novelli, Senior Lecturer, University of Sussex, responded to the previous presentation by acknowledging the government's commitment to aid in conflict and fragile states which was shared across a range of other governments including the U.S. Australia, Canada and the Netherlands, in line with US agenda of the 3Ds – the diplomacy, defence and development. However, there were questions to be asked. While the relationship between education and conflict was important it had to be understood that rationales and driving forces often differed. Even within the UK government there was a division of conflict not just

within DFID but also within the foreign office and in its relationship with the military. The contradictions were internal within the government and between civil society and the state. Linking the UK security agenda with the development agenda would mean that the latter was in danger of being sidelined. Furthermore, it was doubtful if the Human Rights agenda was at the heart of DFID policies.

Mario Novelli then referred to Iraq and Afghanistan and the trend to use the military for the purposes of education as an arm of their insurgency strategy. The further issue raised concerned the uneven distribution of aid. He challenged those in development education to question the ‘winning hearts and minds’ agenda - such as the building of schools which would later be bombed, often with children in them, as they become targets on conflict zones.

Increasingly, the role of aid workers from international organisations was becoming politicised as part of a military strategy which led to killings as documented in this year’s GMR. Combining military aims with development assistance would lead to a delegitimisation of the international development aid programmes leading to an erosion of humanitarian principles. We should help DFID to protect its Human Rights agenda.

He concluded that the GMR should make us think about more ambitious ways of distributing aid for education in fragile conflict affected countries.

2.4 Session Three: Building Foundations for Long Term Recovery

This session was chaired by Professor Seamus Hegarty. Chair, EFA Working Group, UK National Commission for UNESCO.

Professor Lynn Davies, University of Birmingham, began by admitting that she was delighted to be able to talk about the good news, not always about bad, and this had been refreshing. She based her presentation on chapter 5 of the report which was concerned with pointing the ways towards the seizing of the peace premium; the latter was, alas, an ambiguous word: it could be something you pay (like an insurance premium); or something you get, a return on spending – something to be gained after cessation of conflict.

Lynn Davies outlined three statements: the first one concerned the question about what was ‘the right type of education’. The right type of education is one of the best conflict prevention strategies available in any society. The wrong type of education makes armed conflict more likely. The second concerns ethnic division and hostility. The proportion of conflicts around the world - which fall into the category of ‘ethnic’- increased from 15% in the early 1950s to nearly 60% in 2004. The third statement challenges normality: over half of all civil wars over

past 40 years have been due to post-conflict relapses; an estimated 40% of conflicts that ended started again within 10 years. Dispute resolution through violence becomes the political norm. The report reminds us, Lynn Davies argued, that ethnic division is not necessarily a 'cause' of conflict, but when it is combined with inequality of resources and opportunities problems arise.

The GMR makes the distinction between early humanitarian aid and development aid. Education should be at the heart, right from the beginning, of any reconstruction programme. Here we would start to see some inroads into inequality, whether economic or ethnic, as well as basic rehabilitation – which would include 'building back better'. We need to make sure that schools are in places for all groups. Girls should not be excluded because of parents' fear of safety.

There should be eight early 'hits' after conflict:

- Withdraw user fees (plus wider compensatory measures such as textbook provision)
- Build on community activities (e.g. existing community run schools)
- Rehabilitate existing schools and classrooms
- Recognise returnees educational attainments, or do cross border exams
- Support Accelerated Learning Programmes
- Prioritise skills training within disarmament, demobilisation and reintegration (DDR) programmes
- Provide psycho-social support
- Recruit teachers

One key aspect was to restore trust in a government which cared for all its citizens and would attempt to provide an education for all. Early intervention programmes, Lynn Davies argued, would not only benefit the individual but would also support legitimacy of the state. She concluded by calling for a promotion of peace and tolerance. This would mean considering the language of instruction, the teaching of history and religion, curriculum development for peace and citizenship, reforming education governance, e.g. school selection and allocation of pupils, and making schools non-violent environments.

Lynn Davies concluded by suggesting that sometimes too much was asked of education, by donors and by those evaluating what donors and governments do. Education on its own could not transform conflict. What it can do is make conflict a little bit less likely.

3.0 Session Four: Panel presentations on education and conflict

Brendan O'Malley, Lindsay Bird, Laura Branelli, Kabir Shaikh, Peter Colenso, Stuart Cameron. This session was chaired by Steve Packer, Deputy Executive Chair of, UKFIET, and a member of the EFA Working Group, UKCN.

All six panellists had been given instructions to talk for five minutes only. This meant: reflecting briefly on their organisation's priorities in relation to armed conflict and education, and then to highlight one key issue for debate which they wished to bring to the attention of the audience.

Brendan O'Malley began by focusing on the long-term impact of conflict. In Afghanistan, for example, in 2008 alone there were 760 incidents of attack in education. These could involve students, teachers, parents and school buildings. As well as numbers of incidents, the scale of killings is noteworthy. Between 2006 -2009, 439 teachers, other workers and students had been killed in Afghanistan alone. The impact of education under attack has short-term and long-term effects. Such attacks would undermine stability and trust in government, fuel fragility and reverse development. Schools are soft targets, he argued. They are often symbols of power. He concluded by asking two questions: If DFID's work is scored simply on results, will it be able to support vital work with uncertain consequences? How can UNESCO resolve the conflict between membership and mission? UNESCO should be given strength to protect education.

Lindsay Bird also called for action. Actions were moral and economic imperatives Using South Sudan as an example, she referred to decades of neglect, lack of infrastructure, limited capacity to deliver even basic services, ongoing violence in more remote states. The country had the highest illiteracy rate in the world with 92% of women who could not read and write and only 27% of girls in schools. Returnees are a potential source of further conflict. Yet despite all of these challenges the government has a genuine commitment to peace building. Lindsay Bird argued that conflict resolution and peace building should be at the core of education clusters. She posed the following questions: How does planning for peace do that? Planning can mitigate conflict issues. How can we as an international community (UNESCO, agencies, charities, universities etc) use the synergies to take these issues forward?

Laura Branelli reflections were based on her work with CfBT experience and research. The GMR was clear on pointing to costs of failing to provide education.

We should look at the positive effects of education, consider what kind of foundations we are laying, what opportunities education could unlock, and at delivery mechanisms. With

reference to her work in Somaliland she talked about the importance of getting materials delivered to schools. Involving communities in managing education would maintain legitimacy and was a positive indicator at both school and state levels. She asked: How are we using the peace premium opportunities presented? Where are the windows to promote systemic change?

Kabir Shaikh talked about his involvement with the United Nations Relief and Works Agency (UNRWA) which provides psychosocial support to 52 000 children in Gaza and the West Bank alone. More than 50% of 11 year olds wet the bed. Some wet themselves in the classroom. Some hide under tables when they hear noise or refuse to change rooms in the dark without an adult.. Teachers are also victims of conflict, coming to school after their homes have been bombed. They may also generate some of the violence. External conflicts can become internal conflicts. How do we keep children from seeing violence as normal? They see it in their own lives and in the media. Development aid always requires very quick fixes. This is more difficult in education, where material quick fixes are possible but creating real opportunities for children takes more time and effort.

Peter Colenso promised to be opinionated and to provoke debate. He began by comparing global spending on education with spending on health. He could see three factors which made spending on health so significant. There was political and institutional leadership, and a willingness to put resources into health. The UN system, too, was working hard, globally and locally for health initiatives and to enact change. Furthermore, health problems such as AIDS, for example, had a clear message, promoting universal access to treatment and support from the pharmaceutical companies. Then there were delivery mechanisms which promised good value for money to ministries of finance with results which were measurable in terms of effectiveness. He asked if the same could be achieved for education, and if not, why not?

Stuart Cameron focused on how conflict reinforces educational inequalities, particularly in the poorest countries. Indeed, armed conflict had an impoverishing effect on populations, making poor countries even poorer. He cited examples from Northern Uganda where 45% had less than 2 years of education compared to the country as a whole with less than 10%. Conflicts lead to fewer jobs and lessened incentives to go into education, he argued. Child labour continues to be a barrier. Internally displaced people have to compete for resources, including education. Governments are often unwilling to pay for education of refugees in informal settlements. All these factors would fuel further conflict. Inequalities between regions, often reinforced by decentralisation, could also increase poverty and therefore lead to

further conflict. He asked if aid agencies are taking poverty and inequalities seriously enough when education systems are being rebuilt. There should be greater emphasis on need rather than security of delivery – and a greater emphasis in equity.

3.1 Session Five: Questions and Answers

This session was chaired by Steve Packer, Deputy Executive Chair of UKFIET, member of the EFA Working Group, UK National Commission for UNESCO.

Those present were encouraged to take a few minutes to prepare questions which would be addressed to panel presenters of the day. Below is a summary:

- Most questions raised concerned the role of teachers in armed conflict-affected countries such as: the role of community education; central and local accountability of teachers, ghost teachers, sustainability, safety and training, teacher displacement and deployment. Answers provided referred to the necessity to tracking and paying teachers which was more important than buildings. There was a need to re-engage teachers after conflict. Some may have forgotten their teaching past. It was important to plan for strong career progression which should be transparent. Military protection of teachers and children could lead to more attacks and increase conflict. Involving the community in school defence is low-cost and may be quite easy.
- Performance evaluation was best undertaken by external bodies since self-evaluation was not sufficient.
- Another participant raised concern that there was not enough passion. There was no sense of crisis, or of urgency. We would talk about problems but what are we doing?
- Further questions related to collaboration with other aid agencies, so that work would not be duplicated or be counter-productive. Concern was raised about the relationship between the global strategies and local imperatives.
- Space for more in-depth and critical research was needed. We would need more advocates for monitoring, evaluation and continuous research to inform future interventions.
- It had to be recognised that aid for health problems could point to tangible and quick results – while education would always be slow and long-term and less easy to quantify. However, we should not forget that education *can* be delivered in conflict-affected settings.

3.2 Final Reflections

Professor Seamus Hegarty thanked everybody for having made this a thought-provoking day. He asked just how long we have to sit talking about such heavy issues, when we do know what needs to be done. While the GMR provides ample and authoritative data, it needs to be borne in mind that in reality matters are much worse – but these do not make headlines in the media. We all need to raise awareness and persuade politicians that these matters are important and urgent.

4.0 Speakers' Profiles

Lindsay Bird holds an MA in Education, and a Doctoral Degree in Education and Conflict, from the Institute of Education, London University. Dr Bird contributed to the IIEP series on education in emergencies and reconstruction before joining IIEP in 2008. The primary focus of Ms Bird's work at IIEP is related to research and capacity development for planning education in situations of conflict or fragility. She collaborates closely in this regard with UNICEF and Save the Children as part of the Global Education Cluster and the Interagency Network for Education in Emergencies (INEE).

Jo Bourne is Head of Profession at the Education Department for International Development. She worked for DFID Zimbabwe, Malawi and Rwanda and for the European Commission in Uganda before returning to the UK to take up a Senior Education Advisory position in DFID's Policy Division. Prior to joining DFID Jo was a teacher in the UK and China, and a volunteer teacher trainer with VSO in China. She is an alumni of the Institute of Education.

Laura Brannelly's background is in policy, strategy and research relating to education financing and delivery. A focus of Laura's work has been on how aid, public finance and public-private partnerships can be used to effectively deliver education services and support the achievement of the Education ForAll (EFA) goals. Her work has included research on donors' engagement in education in fragile and conflict-affected states, and effective financing of education in situations of fragility. She has also worked with the Ministry of Education in Rwanda to develop financing options for Rwanda's post-basic education strategy.

Stuart Cameron has worked at the EFA Global Monitoring Report since February 2009. He has worked in Bangladesh for the international Consortium for Research on Education, Access, Transitions and Equity (CREATE). For three years he worked at the UK Institute of Development Studies where he wrote about research on health and international development for the information service Eldis.

Peter Colenso is Head of the Human Development Group in DFID. The Human Development Department covers Education, Health and HIV/AIDS. Formerly Head of Profession for Education in DFID, Peter has also worked as an Education Specialist for the World Bank and for NGOs.

Professor Lynn Davies is Professor of International Education at the Centre for International Education and Research, University of Birmingham. Her research and consultancy interests are in the area of education governance, focussing on democracy, rights and equity, and on capacity development in fragile contexts. From experience in conflict and post-conflict societies such as Angola, Bosnia-Herzegovina, Kosovo and Sri Lanka, a specific focus is on conflict and education, looking at education's role in mitigating or contributing to violence and social division. Current work lies in the areas of de-radicalisation, Islamophobia and violence in schools.

Getachew Enginda, is Deputy Director-General, UNESCO. Since joining UNESCO in 2004 as Deputy Assistant Director General for Administration, Engida became Comptroller and Director of the newly established Bureau of the Comptroller (BOC) in 2007. In his capacity as Director of BOC, he participated in a number of UN system coordination mechanisms. He is currently Chairperson of the Audit Committee of the United Nations Joint Staff Pension Fund..

Professor Seamus Hegarty is Chair of the EFA Working Group within the UNESCO UK National Commission. He served as Director of the National Foundation for Educational Research for twelve years until his retirement in 2005. He is founder editor of the European Journal of Special Needs Education, now in its 26th year. He has written or co-authored more than 20 books and numerous papers. He has advised UNESCO and other international bodies on special needs issues for close on 30 years and served as Principal Academic Adviser for the Salamanca World Conference.

Professor Hugh Lauder is Professor of Education and Political Economy at the University of Bath (1996-to present). He specialises in the relationship of education to the economy and has for over 10 years worked on national skill strategies and more recently on the global skill strategies of multinational companies. He is a Visiting Professor at the Institute of Education and a member of the ESRC Virtual College and the Executive Chair of UKFIET.

Professor W. John Morgan is Chairman of the Board of the UK National Commission for UNESCO. He is also UNESCO Chair of Political Economy and Education at the School of Education, University of Nottingham. His current research and publication focuses on higher education and economic and social change in the BRIC countries and especially in China, Russia and India. In May 2010 he was awarded an honorary D.Sc. by the Institute of Sociology, Russian Academy of Sciences. He is also interested in Peace Education and has published a number of articles on Martin Buber with A. Guilherme.

Dr Mario Novelli is Senior Lecturer in International Education at the Centre for International Education (CIE), University of Sussex. His research explores the relationship between education, globalisation and international development, with a specific focus on education and conflict. He is currently working on a 6 country case study research programme on '*education and peace building in post-conflict contexts*' for UNICEF. He teaches on the Masters in International Education and Development at the University of Sussex, and is the programme leader of the International Doctorate in Education.

Brendan O'Malley is a freelance journalist and works as an independent consultant specialising in education, development and conflict for UNESCO, Education International and a number of other international organisations. He is author of *Education Under Attack* 2007, the first global study on targeted political and military violence against education staff, students, teachers, unions government officials, and institutions, and author of *Education under Attack 2010*, the much more comprehensive follow-up. He has addressed the UN General Assembly and many international fora on this issue. He is a member of the UK National Commission for UNESCO Education Committee and also of its Education For All Working Group.

Steve Packer works as a part time independent education consultant. In recent years he has undertaken work in Southern Africa, Nigeria, Afghanistan and Papua New Guinea. From 2002-2005 he helped to establish the Education for All Global Monitoring Report as its Deputy Director. Between 1993 and 2002 he served as a senior education adviser for DFID; as regional education adviser for Central Africa and then as head of policy in DFID's Education Department. He coordinated DFID's involvement and input in to the Education for All World Education Forum in Dakar in 2000. Currently he is Deputy Executive Chair of UKFIET and serves on the EFA Working Group of the UK UNESCO National Commission.

Dr Mark Richmond is the Director of the Division of Education for Peace and Sustainable Development, Education Sector, UNESCO. He is also the UNESCO Global Coordinator for HIV and AIDS. His current portfolio includes education and HIV & AIDS, education for sustainable development, and education for peace and human rights. Strongly committed to UNESCO's work on education for post-conflict and post-disaster situations, he commissioned

UNESCO's pioneering study *Education under Attack* (2007) and is actively involved in international efforts to protect education from violent attack.

Dr Samer Al-Samarrai is a Senior Policy Analyst and an education economist, who joined the GMR team in April 2008. His areas of interest include international education policy, the governance and financing of education systems, educational access and learning outcomes, education-labour market linkages and the relationships between poverty and education. More recently he has worked with the Bangladesh poverty assessment exercise and in Kano State, Nigeria, to help develop its 10-year education sector plan.

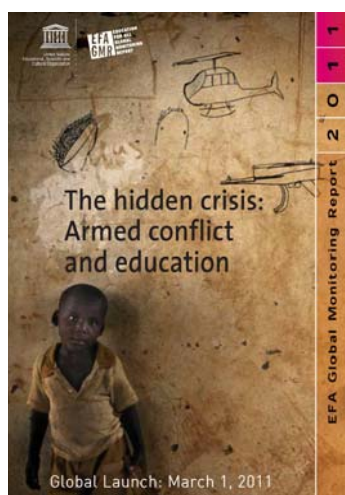
Kabir Shaikh, was until July 2009, the Director of Education for UNRWA/UNESCO which provides education for half a million Palestinian refugee children based in Syria, Lebanon, Jordan, Gaza and the West Bank. He is on the EFA working group of the UK National Commission for UNESCO; he is also a Member of the Governing Board of the Council for Education in the Commonwealth (CEC). For over 40 years Kabir worked in Education in England holding various posts including Chief Inspector for Education in London, Chair of the Association for Science Education's National Working Party on Science for a Multicultural Society, and Chair of the Partnership Board for Leicester City Education. He is a Fellow of the Royal Society of Chemistry. In 2003 he was awarded a CBE for services to Education.

Professor Alan Smith is holder of the UNESCO Chair in Education at the University of Ulster, Northern Ireland where he is head of a research unit based within the School of Education. He completed an influential report for DFID on 'Education, Conflict and International Development' and has been a consultant for DFID, GTZ, International Alert, Save The Children, UNESCO, UNICEF and World Bank in the Basque Country, Bosnia, Serbia, Sierra Leone, Sri Lanka, Nepal, Nigeria, Botswana and Zimbabwe. He was contributing author and adviser to the EFA Global Monitoring Report (2011) on education and conflict.

Mary Stiasny is Associate Director at the Institute of Education, University of London. She joined the Institute from the British Council to take institutional responsibility for Learning and Teaching and oversight of the International Strategy, in July 2007. She has written and spoken extensively about internationalism in education, and at the British Council took the lead for the UK in working with the education sector recruiting overseas students, developing partnerships and enabling staff and students to develop an international outlook. Mary is a member of the UK UNESCO Education Committee and a Director of the UK National Commission for UNESCO.



United Kingdom
National Commission for UNESCO



THE HIDDEN CRISIS: ARMED CONFLICT AND EDUCATION

A critical reflection on the EFA Global Monitoring Report 2011

Tuesday, 1st March 2011

*The Royal Society of Arts, 8 John Adam Street,
London WC2N 6EZ*

10.00	Registration, coffee/tea
11.00	<p>Welcome. The Global Monitoring Report 2011 – The Hidden Crisis: Armed Conflict and Education</p> <p>Chair: <i>Prof. John Morgan, Chair, UK National Commission for UNESCO</i></p> <p>Opening Remarks: <i>Mr Getachew Engida, Deputy Director-General, UNESCO</i></p> <p>Progress towards the EFA Goals: <i>Dr Samer al Samarrai, GMR Team</i></p> <p>Presenter: <i>Dr Mark Richmond, Director of the Division of Education for Peace and Sustainable Development, Education Sector, UNESCO</i></p> <p>Respondent: <i>Prof. Alan Smith, UNESCO Chair holder, Education for Pluralism, Human Rights and Democracy, University of Ulster</i></p> <p>Followed by Q&A</p>
12.00	<p>Improving aid effectiveness in conflict affected countries</p> <p>Chair: <i>Dr Mary Stiasny, Institute of Education (IoE); Board of Directors and Education Committee, UK National Commission for UNESCO</i></p> <p>Presenter: <i>Jo Bourne, Head of Profession, Education, Department for International Development (DFID)</i></p> <p>Presenter: <i>Dr Mario Novelli, Senior Lecturer in International Education & Development, University of Sussex</i></p>

	Followed by Q&A
12.45	Lunch
14.00	<p>Building Foundations for Long Term Recovery</p> <p>Chair: Prof. Seamus Hegarty, Chair, EFA Working Group, UK National Commission for UNESCO</p> <p>Presenter: Prof. Lynn Davies, UK National Commission for UNESCO, University of Birmingham</p> <p>Followed by Q&A</p>
14.30	<p>Panel Discussion on Education and Conflict</p> <p>Chair: Steve Packer, Deputy Executive Chair, UKFIET, and a member of EFA Working Group, UK National Commission for UNESCO</p> <p>Panellists:</p> <ul style="list-style-type: none"> - Brendan O'Malley, freelance journalist, author of 'Education Under Attack' - Lyndsay Bird, International Institute of Educational Planning, UNESCO - Laura Brannelly, CfBT Education Trust - Kabir Shaikh CBE, former Director UNESCO UNRWA - Peter Colenso, Head of the Human Development Group, Policy & Research Division, Department for International Development (DFID) - Stuart Cameron, GMR Team, UNESCO
15.10	BUZZ Session: participants break into pairs/small groups to prepare questions for the panel.
15.20	Questions and comments to the panel.
16.15	<p>Final Reflections</p> <p>Chair: Prof. Hugh Lauder, Executive Chair UKFIET, University of Bath</p> <p>Prof. Seamus Hegarty, Chair, EFA Working Group, UK National Commission for UNESCO</p> <p>Mark Richmond, UNESCO</p>
16.30	Colloquium closes

The Colloquium is sponsored by the Department for International Development (DFID)



