

# ***EDUCATION AND POST CONFLICT RECONSTRUCTION***



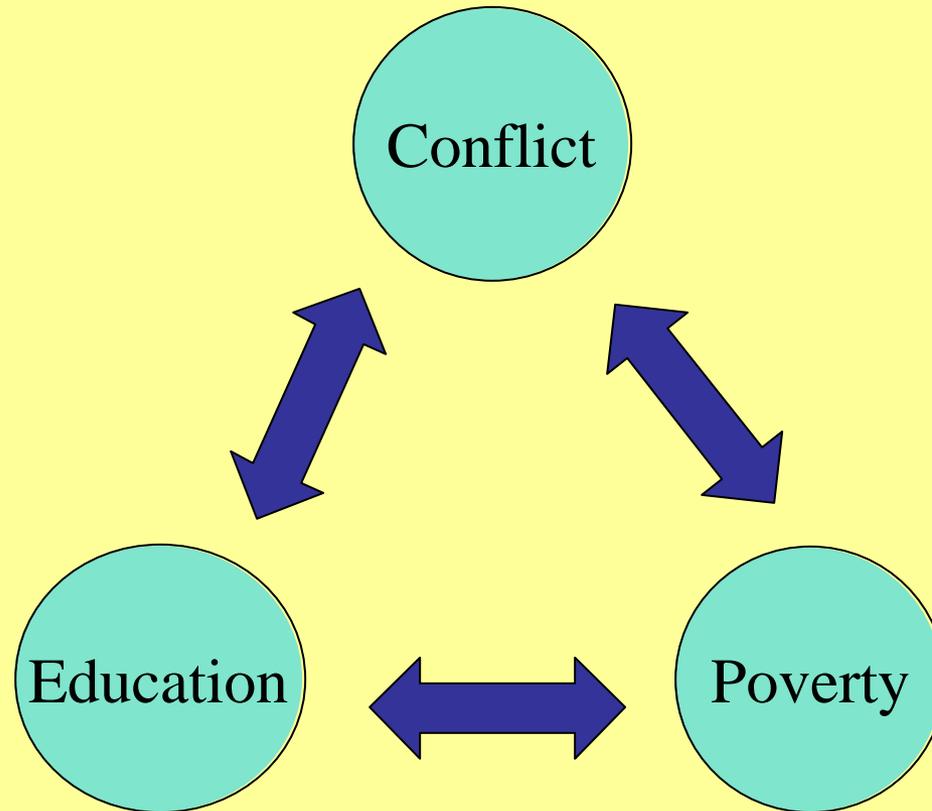
# ***FACTS***

- *# of Armed Conflicts in 2001: 37*
- *# of Refugees in 2001: 12,051,000*
- *# of Refugees returning home in 2001: 462,700*
- *# of Internally Displaced People in 2001: 23 million*

## *Why is Education Crucial in Emergencies and Reconstruction?*

- Schools can serve as a fundamental protection tool for the most vulnerable children*
- School can be a place to address the psychosocial needs of communities and children affected by crisis and displacement*
- School can be a place to communicate essential messages about HIV/AIDS, Peace and Conflict Resolution, and Health and Safety*
- Education is a Right*
- Education is essential to economic and social recovery*

# *Conflict, Poverty and Education*



# EFA STATUS OF CONFLICT COUNTRIES

## Off-Track

Armenia  
Bosnia  
Cambodia  
Eritrea  
Ethiopia  
Georgia  
Guatemala  
Indonesia  
Iran  
Jordan  
Lebanon  
Mozambique  
Nepal  
Russia  
Timor Leste  
Uganda

## *Seriously Off Track*

Afghanistan  
Angola  
Burundi  
Chad  
Congo DR  
Congo Rep.  
Cote d'Ivoire  
Guinea-Bissau  
Iraq  
Liberia  
Madagascar  
Myanmar  
Pakistan  
Rwanda  
Senegal  
Sierra Leone  
Somalia  
Sudan  
Yemen

## On Track

Algeria  
Azerbaijan  
  
Colombia  
El Salvador  
Kosovo  
Laos  
Malaysia  
Philippines  
Sri Lanka  
Tajikistan  
Turkey  
West Bank/Gaza  
Yugoslavia, FRY

# *Poverty Contributes to Conflict*

*Of the countries in conflict or post conflict:*



*60% are Low HDI countries*

*24% are Medium HDI countries*

*68% are “Off-Track” for EFA*

# *Education contributes to Economic Growth, Social Stability and Democracy*

*Education is a necessary if not sufficient aspect of national development. It is the best investment, in terms of return on investment a country can make to promote its own economic and social development and to lay a foundation for democratic society.*

*Achievement of universal primary education is the second Millennium Develop Goal (MDG) and is directly related to achievement of each of the other MDGs.*

## *Education can contribute to Conflict*

- *Schools reproduce the attitudes and social relationships of dominant groups in society*
- *Minorities, the poor and isolated groups lack access to education and therefore access to economic and political systems*
- *School systems that are of poor quality result in unemployment, frustrations and cultural disruption*

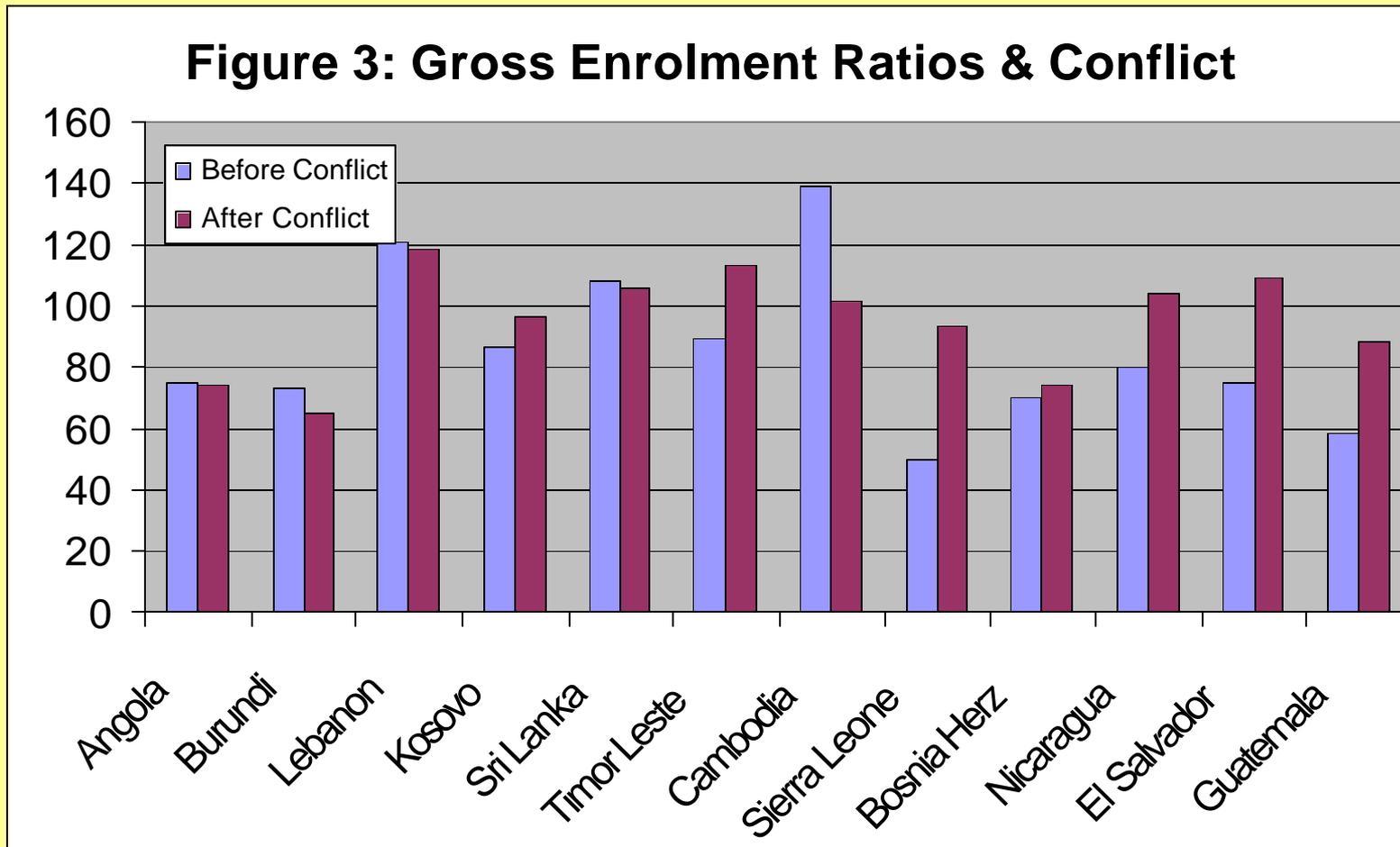
# *Conflict Destroys Education Systems*

- *50 million displaced persons*
- *45-90% of classrooms damaged or destroyed*
- *Teachers dispersed, killed or not working*
- *Textbooks, supplies, and equipment destroyed*
- *Institutional structure, policies and systems are dismantled*
- *Children lost to system*

*However...*

*...Schooling is surprisingly resilient*

**Within a Year of Conflict:**



*Reconstruction offers a great  
conundrum...*



## *For Education the post conflict environment is the*

*.....*

| OPPORTUNITIES   | CONSTRAINTS   |
|---|---|
| <ul style="list-style-type: none"><li><i>-New political “space”</i></li><li><i>-New visions and public expectations</i></li><li><i>-Less bureaucratic resistance</i></li><li><i>-Sudden influx of resources</i></li></ul> | <ul style="list-style-type: none"><li><i>-Weak, conflicted authorities</i></li><li><i>-Weakened civil society</i></li><li><i>-Ineffective communication and decision-making</i></li><li><i>-Unpredictable financial flows</i></li></ul> |

# *What are key lessons learned today about addressing Education in Reconstruction?*



# Overarching Lessons



*-Education should be a part of every conflict analysis and assessment*

*-Engineer reconstruction for the ground up with strong roles for communities and SCO*

*-Build Capacity at the government level*

*-Balance recentralization and decentralization*

*-Reduce Household Costs*

*-Optimize opportunities of new curriculum, new approaches to recruitment and certification of teachers, etc.*

*- Deepened involvement and expanded responsibilities of communities and civil society*

*-Prioritize basic education within a sector-wide approach*

*-Plan financing carefully and be flexible*

*-Maximum transparency of the systems being put into place*



*Assure that systems and the financing are designed to address:*



- Peace Education and Conflict Management*
- Education about health, nutrition, HIV/AIDS, landmines, etc.*
- Gender and other issues related to equity*
- Child Soldiers and other youth at risk*
- Coordinate to the extent possible the intervention of donors, NGOs and others*