



Key messages on conflict and education from the GMR 2015

Conflict remains a steep barrier, with a high and growing proportion of out-of-school children living in conflict zones.

Emergency situations exacerbate marginalization, as poverty, social exclusion, conflict, natural disasters and climate change interact to compound vulnerability. They weaken the social compact and lead to a high number of incidents of school attacks, rape and sexual violence, further marginalizing already disadvantaged groups.

There is a lack of data: A major challenge in addressing or analyzing education in emergency situations is a lack of evidence on the educational and economic costs of disruption of school-age populations at the country level.

Yet it is clear that education systems are disrupted.

- The proportion of out-of-school children living in conflict-affected countries increased from 30% in 1999 to 36% in 2012, and increased substantially in the Arab States and in South and West Asia. Many of the countries affected are the furthest from achieving the EFA goals and need support from external donors to help ensure progress.
- In the Arab States in 2012, 87% of the nearly 4.5 million of children out of school in the Arab States lived in conflict-affected countries in the region, significantly up from 63% in 1999. Among the seven conflict affected countries in the region is Sudan, where 2.8 million children were out of school in 2011, accounting for nearly three-fifths of children not enrolled in the region.
- The displacement crisis in the Syrian Arab Republic is the largest in the world. Some believe it will lead to a 'lost generation' with the majority of Syrian children lacking fundamental necessities and unable to gain an education. In 2013 alone, over 9,500 people a day fled their homes as the Syrian Arab Republic entered its third year of conflict. As of December 2013, of the 4.8 million school-age Syrian children, some 2.2 million inside the country were out of school. Two-thirds of the refugee children in Egypt, Iraq, Jordan, Lebanon and Turkey are out of school, representing about 500,000 children.
- In 2010, an estimated 214 million people migrated internationally. Access to education is not always guaranteed to migrant youth, especially those with irregular legal status.

There have been many policy reactions to the problem of education in crisis since Dakar: Education in emergencies was recognised as one of the six areas of concern at Dakar. INEE was formed after the Forum. Minimum standards for education in emergencies were developed over the course of a year in 2003. Global reports such as the Education Under Attack series and the 2011 GMR brought widespread attention to the scale of the challenges. There is growing financial commitment for fragile states by GPE.

A new cluster approach has helped mainstream the response: Education Clusters have been activated in over 40 countries. The approach has been used extensively for policy planning, advocacy programming and capacity-building.

Humanitarian aid appeals still neglect education

- In 2013, education received 2% of funds from humanitarian appeals.
- It continues to receive one of the smallest proportions of requests for humanitarian aid – 40% of what it requested in 2013, compared with 86% for the food sector and 57% for the health sector.
- The 4% target for humanitarian aid to education is not enough. Even if it had been reached, some 19.5 million children would not have been covered by the consolidated appeal process (CAP).

High-impact crises that cause many fatalities in a short period tend to be much better funded than protracted emergencies. In all, 7 high-profile events have received 44% of humanitarian funding for education since Dakar, out of a total of 260 education appeals

Pooled funding has had an impact in fragile states but needs to be scaled up: Despite a recommendation to scale up pooled funding mechanisms, the volume of humanitarian aid for education flowing through CERF, ERFs and CHFs has not changed since 2010. The share of total humanitarian funding for the education sector disbursed through the three

mechanisms rose steeply in proportionate terms from 2010 to 2012 – from 6.7% to 22.1% – then fell, declining to 11.7% by 2013