



International Institute
for Educational Planning

INEE

An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

HIGH LEVEL SYMPOSIUM ON CONFLICT-SENSITIVE EDUCATION – WHY AND HOW?

8 April 2013, UNESCO-Paris, Room II

Supporting children's access to quality education in conflict-affected countries by promoting a harmonized approach to achieve Education for All Goals

Global Context

Today 1.5 billion people live in conflict-affected and fragile contexts and about 70% of those have seen conflict since 1989. Provision of education in conflict-affected and fragile contexts remains an unfulfilled promise. Worldwide, approximately 61 million children are out of school;¹ more than half of them are living in conflict-affected areas. In conflict zones, 20 million girls are out of school, and girls account for only 30% of the refugees enrolled in secondary school. In the coming decade, the world faces a shortfall of 18 million primary school teachers and the areas that most need education personnel are countries affected by emergencies and disasters.²

Peace building and state building are key priorities in fragile and conflict-affected contexts. [The New Deal for Engagement in Fragile States](#) (Busan, South Korea Nov. 2011) calls for action in these areas to enable progress towards the [Education for All](#) (EFA) and [Millennium Development Goals](#) (MDGs). Education plays a crucial role in supporting peace and state building processes. A country which has ten percentage points more of its youth in schools cuts risk of conflict in four percentage points;³ as education is central to identity formation, can promote cohesive societies, nation-building and positive values; and can support the achievement of many other MDGs. Yet education has not been adequately included in the international peace building agenda and remains one of the most underfunded sectors in the humanitarian field. An equally important challenge facing crisis-affected countries is the lack of 'coalition of will' at international level.

Important efforts have recently been made to bring education to the forefront of international priorities. In September 2012, the United Nations Secretary General launched the [Global Education First Initiative](#), a worldwide initiative to mobilize all key actors towards a movement to achieve quality, relevant and transformative education for all. Following the launch of the *Global Education First Initiative*, leaders from governments, international organizations and civil society around the world met in the margins of the United Nations General Assembly to demand greater attention to children's education in crisis-affected countries. Through the '[Education Cannot Wait](#)' [Call for Action](#), they advocated the three following actions be implemented: to increase the levels of humanitarian aid to education and improve its delivery; keep education safe from attacks; and integrate emergency prevention, response and recovery in education sector plans and budgets.

¹ EFA Global Monitoring Report 2012 – Youth and skills: Putting education to work

² Background Note for the UN General Assembly: Education in Emergencies, 2009
www.un.org/ga/president/63/letters/background.pdf

³ Collier, P. *Economic causes of civil conflict and its implications for policy*. Oxford University, 2006, p. 6

High-Level Symposium

UNESCO-IIEP and INEE through its Working Group on Education and Fragility are co-organizing a High-Level Event entitled *Conflict-Sensitive Education – Why and How?* to be held on **8 April 2013 at UNESCO's Headquarters in Paris**. The symposium will bring together some 100 to 150 high-level participants representing ministries of education and other government bodies, intergovernmental and non-governmental organizations, UN agencies, bilateral development organizations, the private sector, civil society organizations, as well as leading national and international agencies promoting education in emergency and fragile contexts.

The symposium will see the launch of the INEE Guiding Principles and tools to introduce conflict-sensitivity in education policies, programmes and investment.

The participants are expected to endorse a Declaration for prioritizing conflict-sensitive education in crisis-affected countries, and for the further mobilization of all key stakeholders around concerted actions to help these countries achieve Education for All targets and the MDGs. The INEE Guiding Principles are also expected to support conflict-affected countries applying for funding to the Global Partnership for Education to ensure that their education plans are not conflict-blind.

The programme is attached.

Organizers

The International Institute for Educational Planning (IIEP), as the representative of UNESCO on the INEE Education and Fragility Working Group, has been engaged in the area of crisis-sensitive planning for ministries of education in member states. This has involved developing policy guidance and training materials to integrate conflict and disaster risk reduction into policy and planning.

The **Inter-Agency Network for Education in Emergencies (INEE)** is an open global network of representatives from NGOs, UN agencies, donor agencies, governments, academic institutions, schools and affected populations working together within a humanitarian and development framework to ensure all persons the right to quality and safe education in emergencies and post-crisis recovery. Its [Working Group on Education and Fragility](#) formed by 26 member agencies (See Annex I) is contributing to these international efforts by supporting children's access to quality and equitable education in conflict-affected and fragile contexts through a harmonized vision, approach and tools on conflict-sensitive education.

Outputs of the High Level Symposium

The participants are expected to endorse a Declaration for prioritizing conflict-sensitive education in crisis-affected countries, that recommends the use of the INEE Guiding Principles on Integrating Conflict-Sensitivity in Education Policies and Programming, and encourages further mobilization of all key stakeholders around concerted actions to support these countries achieve Education for All targets and the Millennium Development Goals. This INEE Guiding Principles are also expected to support conflict-affected countries applying for funding to the Global Partnership for Education to ensure that their education plans are not conflict-blind.

The Symposium is supported by





United Nations
Educational, Scientific and
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Programme
Conflict-Sensitive Education – Why and How?
Venue: UNESCO Room II
Date: Monday 8 April 2013

| Time | Session ⁴ |
|---------------|---|
| 14:00 – 14:15 | <p>Welcome and Introduction</p> <ul style="list-style-type: none"> - Khalil Mahshi, Director, International Institute of Educational Planning, UNESCO - Lori Heninger, INEE Director - Yolande Miller-Grandvaux, Co-Chair, INEE Working Group on Education and Fragility, USAID Representative |
| 14:15- 15:15 | <p>Panel 1: Building Peaceful Societies in a post 2015 world</p> <p>Introduction: Ambassador David T. Killion U.S. Permanent Representative to UNESCO</p> <ul style="list-style-type: none"> - Qian Tang, Assistant Director General, Education, UNESCO - Carol Bellamy - Chair of the Board of Directors of the Global Partnership for Education <p>Discussion with participants Moderator: Ambassador David T. Killion U.S. Permanent Representative to UNESCO</p> |
| 15:15 – 15:45 | <p>Launch of INEE Guiding Principles and Tools to Support Conflict-Sensitive Education Policies and Programmes in Conflict-affected and Fragile Contexts</p> <ul style="list-style-type: none"> - Yolande Miller-Grandvaux, Co-Chair, INEE Working Group on Education and Fragility, USAID Representative - Maria Lucia Uribe, Deputy Coordinator INEE Working Group on Education and Fragility - Martha Hewison, Save the Children's experience using conflict-sensitive education programming |
| 15:45 – 16:15 | Break |
| 16:15 – 17:45 | <p>Panel II: National Initiatives and Plans to Develop Conflict Sensitive Education Policies and Programmes</p> <p>Ministers of Education from countries such as the Democratic Republic of the Congo, State of Palestine and the Republic of Mali</p> <p>Discussion with participants Moderator: Khalil Mahshi, Director, International Institute of Educational Planning – UNESCO</p> |
| 17:45 – 18:00 | Endorsement of Declaration for prioritizing conflict-sensitive education in conflict-affected and fragile contexts |
| 18:00 | Cocktail and concert for child victims of violence Peter Yarrow |

⁴ Tea and coffee will be available throughout the meeting

Annex I. List of INEE Working Group on Education and Fragility Member Organizations 2011-2013

- American Institutes for Research (AIR)
- Canadian International Development Agency (CIDA)
- Center for Universal Education, Brookings Institute
- CfBT Education Trust
- Comic Relief
- Commonwealth Secretariat
- Creative Associates International (CAI)
- Education Above All
- Education Development Center (EDC)
- European Commission
- Family Health International (FHI) Development 360 (formerly Academy for Educational Development)
- GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit)
- Global Partnership for Education
- Harvard Graduate School of Education
- IBIS
- International Rescue Committee (IRC)
- Kenyan Ministry of Education
- Netherlands Ministry of Foreign Affairs
- Save the Children
- Swisspeace
- Uganda Commissioner for Refuges Office
- UNESCO - International Institute for Educational Planning (IIEP)
- UN Interagency Framework Team for Preventive Action
- UNHCR
- UNICEF
- United States Institute for Peace (USIP)
- University of Florence
- Comparative, International & Development Education Centre, University of Toronto
- USAID