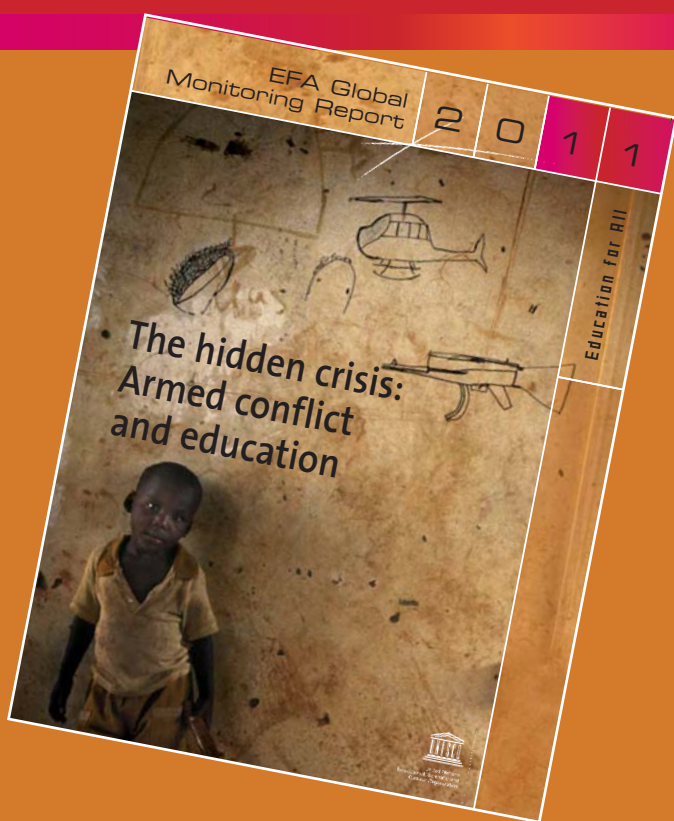


Education For All by 2015

Education International's Response to the Global Monitoring Report 2011



- ❖ Expand early childhood care and education
- ❖ Provide free and compulsory primary education to all
- ❖ Promote learning and life skills for young people and adults
- ❖ Increase adult literacy by 50 percent
- ❖ Achieve gender parity by 2005 and gender equality by 2015
- ❖ Improve the quality of education



EDUCATION INTERNATIONAL
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Dear reader,

The past decade has seen some progress made towards the achievement of Education For All. But one of the reasons why this achievement is being stalled is armed conflicts that are destroying school infrastructure and the lives of innocent girls and boys in many parts of the world.

This year's Education For All Global Monitoring Report (GMR) highlights the stark picture of how some governments continue to spend scarce resources on warfare, which could have been better used on advancing towards the EFA goal. For example, twenty-one low-income countries currently spend more on arms than on primary schools. If they cut military spending by 10 percent, 9.5 million more children could be put in school.

The GMR also reveals that 42 percent of out-of-school children live in conflict-affected countries. The systematic attacks on schools, students and teachers, including sexual violence against girls and women, and the recruitment of child-soldiers, continue unabated in far too many parts of the globe. The consequence is an increased fear among children about attending school, reluctance among parents to send their children to school, and a perennial fear among teachers about the repercussions of delivering their lessons.



All pictures are from Unesco GMR Report 2011 / © Unesco
(please refer to Unesco website for more information)

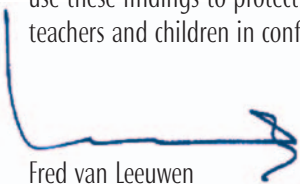


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It is therefore important to ensure education is protected from violence and armed conflict in order to achieve the Education for All (EFA) and education-related Millennium Development Goals (MDGs).

Education International asserts that one of the keys to peace is education. Hence we would like to urge you and your organization to continue to advocate for the provision of education in all corners of the world, and to make schools safe sanctuaries that guarantee the peace and security of all children, girls and boys, teachers and support staff and communities.

This publication provides a summary and analysis of this year's GMR. It highlights the major findings, and suggests how you can use these findings to protect education in your country, and the teachers and children in conflict-afflicted zones.



Fred van Leeuwen
General Secretary





Tips on how to use this guide

The guide highlights key findings from the six chapters of the GMR. In this brochure we provide you with:

- 1. Summary and analysis of the main conclusions*
- 2. Useful statistics*
- 3. Suggestions for further action or additional EI resources*

This guide will be a useful reference tool for your national advocacy efforts in advancing towards the EFA Goals. You can help us improve this publication by giving us your feedback: headoffice@ei-ie.org

Advice: the full report can be found on the GMR website. You can also download the findings broken down into regional reports. Go to: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/>



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Summary of key statistics

<i>Total number of out of school children (primary)</i>	<i>67 million</i>
<i>Number of out of school children in conflict affected countries</i>	<i>28 million</i>
<i>Estimated number of illiterate adults</i>	<i>796 million (nearly 2/3 of them are women)</i>
<i>Number of teachers needed to achieve UPE by 2015</i>	<i>9.1 million</i>
<i>Additional number of teaching posts required to achieve UPE by 2015</i>	<i>1.9 million</i>
<i>Annual external education financing gap</i>	<i>US\$ 16 billion</i>



Progress towards the Education for All goals

The Education for All Global Monitoring Report (GMR), published annually by the GMR Team under the auspices of UNESCO, monitors and analyses international, regional and national trends towards the achievement of the Education for All (EFA) goals.

The overarching message of the 2011 GMR, successively reiterated in preceding reports, is that most of the EFA targets set for 2015 will be missed by a wide margin. Overall, progress towards the EFA goals has been slow and uneven, and governments are failing to meet their collective education commitments.

The GMR supports EI's claim that it is the responsibility of governments and public authorities to ensure that all citizens have access to high quality public education services. Beyond the urgent need for governments to redouble their efforts to achieving the EFA targets and closing the education financing gap by 2015, investments in education must be sustained far beyond the attainment of the goals.

The GMR's monitoring of the six EFA goals, reveals that much needs to be done the world over. Below we provide you with a brief summary of the main areas of concern highlighted in the GMR that require concerted and targeted attention by national governments and the international community. Please use this information, detailed in the GMR, to lobby your governments.

Slow progress towards improved early childhood and maternal education and health

Access to early childhood education programmes has increased since 1999, but wide disparities remain between and within countries. The GMR notes that: 'those who are likely to benefit the most from early childhood programmes are also less likely to participate in them'.¹

¹ GMR, p.29



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Poverty combined with poor health and nutrition continues to impede progress in early childhood education.² Worldwide, one in three children under five years - 195 million children - experience malnutrition, causing irreparable damage to their cognitive development. Hunger is a serious problem, particularly in South Asia, where 83 million children below 5 years are malnourished. The GMR calls on national governments and aid donors to recognise that both child and maternal health are crucial for progress in education.

The 2011 GMR provides new evidence that female education - including access to primary and secondary education for girls, but also targeted maternal health education - can help to prevent life-threatening health risks for children and considerably reduce child mortality.³ EI strongly supports the GMR's message to policy makers that a firmer commitment to gender equality in education is necessary to improve early childhood education and welfare.

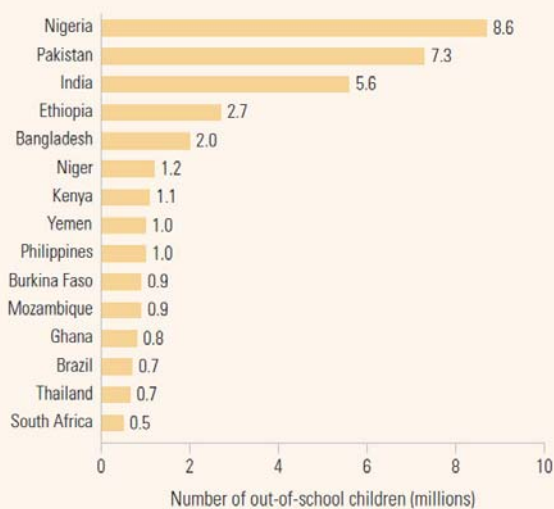
67 million children still out of school

The GMR finds that, worldwide, rapid progress has been made towards the goal of universal primary education (UPE); since 1999 the number of out-of-school children dropped by 39 million.⁴ Sub-Saharan Africa and South and West Asia have made the biggest advancements in getting children into school. Yet, while the number of out of school children continues to decline, progress towards UPE is uneven and slowing; in 2009 there were still over 67 million children out of school.⁵ If current trends continue, around 72 million children will be out of school in 2015.

| ² GMR, p.29 | ³ Ibid. p.35 | ⁴ Ibid. p.41 | ⁵ Ibid. p.40

Figure 1.11: Half the world's out-of-school children live in just fifteen countries

Number of children of primary school age who were out of school in 2008, selected countries



Notes: Data for India, Nigeria and South Africa are for 2007. The countries shown are those with the fifteen largest out-of-school populations. Source: Annex, Statistical Table 5.

GMR (full report) p.41

The GMR notes that: ‘being female, poor and living in a country affected by conflict are three of the most persuasive risk factors for children being out of school’.⁶

School retention is a major problem; many children enrolling in education systems fail to complete primary education. The GMR estimates that in Sub-Saharan Africa alone, approximately 10 million children dropped out of school in 2007. Household poverty, language and ethnicity related inequalities, and rural-urban disparities, combined with poor quality education, overcrowded classrooms, inadequate learning materials, and under-qualified and poorly motivated teachers are all factors that contribute towards high dropout rates.

The GMR supports EI’s claims that national education programmes need to prioritize, not only school enrolment, but also retention and school progression. Public authorities must ensure that schools and teachers are well-equipped and qualified to provide good quality education. Marginalised and vulnerable groups must be targeted within inclusive education programmes.

Neglected adult literacy and uneven skills of young people

In 2008, 17% of the world’s adults lacked basic literacy skills, representing 796 million people, almost two-thirds of whom are women. Sub-Saharan Africa, South and West Asia and the Arab States account for the largest numbers of illiterate adults world-

⁶ GMR, p.40

wide. EI is concerned about the low level of political commitment to achieving adult literacy and stresses the importance of lifelong learning.

The GMR finds that access to secondary and vocational education has improved, but large inequalities remain between and within countries.⁷ It notes that: ‘the skills developed through education are vital not just for the well-being of young people and adults, but for employment and economic prosperity [...]’.⁸ In particular, the GMR has noted that the global economic crisis has brought skills and learning to the centre of the education agenda. Second chance and vocational education and training programmes can help to bridge skills gaps, address youth unemployment, and insecure unemployment.

EI argues that youth and adult learning needs, in particular vocational education and training, should receive as much attention as other levels of education.

Gender parity in education still a long way off

While much progress has been made in increasing gender parity in primary and secondary school enrolment, gender disparities are far from being eliminated. Advances in gender parity have been made in sub-Saharan Africa, South and West Asia and the Arab States, yet the GMR notes that ‘many poor countries will not achieve the target without radical shifts of policy and priorities in education planning’.⁹ According to the GMR, 69 countries have not yet achieved gender equity in primary school enrolment.

The GMR finds that progress towards gender parity in secondary school enrolment is much lower than gender parity at the primary level. EI argues that achieving gender parity requires interventions at all levels of education, if girls and women are to enjoy equal opportunities within society and on the labour market. The GMR aptly notes that gender divisions in primary and secondary education reinforce wider gender-based inequalities and that ‘one of the most critical roles for government leaders is to challenge the social attitudes and practices that undermine gender equality in education’.¹⁰

Quality education needs sufficient and qualified teachers

Educational quality remains low in many countries. The focus of governments on expanding primary and secondary school enrolment has come at the expense of improving educational quality; increased enrolments in primary education have not been met with adequately resourced schools and classrooms and the employment of qualified teachers. EI strongly supports the GMR’s claim that ensuring all teachers are appropriately trained, resourced and supported is crucial to improving children’s learning

| ⁷ GMR, p.53 | ⁸ Ibid. p.54 | ⁹ Ibid. p.53 | ¹⁰ Ibid. p.53

achievements. The GMR confirms EI's findings that these conditions are currently not being met.

The GMR estimates that in order to achieve universal primary education by 2015, an additional 1.9 million teachers are needed to fill the teacher demand-supply gap and overcome high pupil-teacher ratios. Sub-Saharan Africa faces the largest teacher shortages, yet all regions struggle with attracting and retaining qualified teachers in the profession. The GMR additionally stresses the need to address teachers' employment conditions and school governance in order to overcome issues such as teachers' absenteeism and to reduce learning inequalities.

Continued inequality and marginalisation in education and beyond

Income, gender, ethnicity, language and other disparities within countries continue to hamper equal opportunities for education as well as compulsory school completion. The GMR supports EI's demand that governments need to strengthen equity targets to eliminate inequalities in education and beyond. Marginalised children disadvantaged by factors such as poverty, gender, ethnicity and language require additional support by teachers and the education system.¹¹

¹¹ GMR, p.93



Quality teachers needed to achieve quality education

EI welcomes the GMR's conclusion that teachers count. EI has long argued for full recognition of the critical role of teachers in achieving quality and equitable public education for all.

EI agrees with the GMR's argument that 'sustained progress in education quality depends on making sure that all schools have sufficient teachers, that the teachers are properly trained and supported and that they are motivated'.¹²

Unfortunately, as the GMR rightfully observes, none of these conditions are currently being met. Currently, there is a global primary teacher gap of 9.1 million. Of these, 7.2 million teachers will have to be hired to replace those lost due to attrition (retirement, death, resignation etc), while 1.9 million new posts will have to be created to reduce the pupil teacher ration to 1:40 or less. This means an additional 1.9 million teachers will have to be hired to achieve universal primary education by 2015.

Furthermore, studies conducted by EI indicate that the teaching profession is being de-professionalised and casualised through short or fixed term contract employment. Instead of employing qualified teachers, many countries opt for community, volunteer or para teachers, with no or little professional training. Most contract teachers are usually paid less than permanent teachers (about 40-60% less) and do not have social security, pension and other benefits.

EI supports the GMR's proposal for public authorities to attract more people into the teaching profession, retain and provide them with the necessary skills and support. EI has long argued that initial teacher preparation, induction into the profession, continuous professional development and support are essential elements for improving teacher quality, teaching and learning. It is also important to ensure that teachers are well-resourced and motivated through improved conditions of service.

¹² GMR, p.53

El and its member organisations continue to lobby intergovernmental organisations and national governments to invest in teachers and quality education and to work closely with civil society organisations in urging public authorities to respect and ensure the right to education for every child, youth and adult.

El continues to promote quality teachers and teaching through various initiatives and interventions, including the Quality Educators for All Project (Quality-Ed), a joint initiative of El and Oxfam Novib (Netherlands). The Quality-Ed seeks to promote high quality initial training and certification of unqualified or under qualified teachers, in both formal and non-formal education and to ensure that they are employed as regular teachers. The Quality-Ed also promotes professional development, decent salaries and better working conditions for teachers.

Two pilots, carried out in Uganda and Mali, have led to the development of a teacher competence profile, through an inclusive process involving the Ministry of Education, teacher training institutions (including universities), teacher unions, non-governmental organisations and other stakeholders. The two partners have also commissioned a study on teacher competences and standards and taken a decision to develop a toolkit or guidelines for use by teachers' unions and other country level stakeholders and partners.

El will continue to defend the teaching profession and to work for the improvement of its status, quality teachers, teaching and learning.

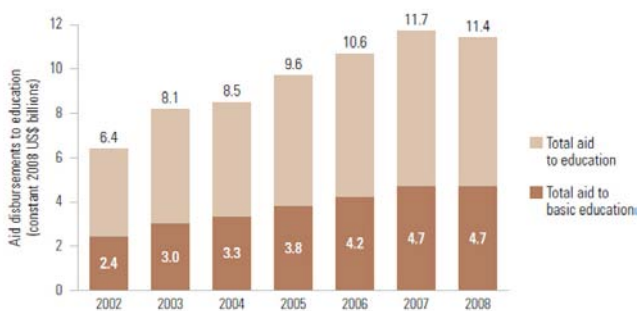


The Education Financing Gap remains wide

The GMR 2011 confirms that financing of Education for All is in danger. Overall, aid to basic education has doubled since 2002 to US\$4.7 billion, supporting progress in Education for All. However, current aid levels fall far short of the US\$16 billion required annually to close the external financing gap in low-income countries. Development assistance to basic education has stagnated since 2007. Aid to basic education in Sub-Saharan Africa fell in 2008, by around 6% per primary school age child. With less than five years to the 2015 target date, national governments and donors need to redouble their efforts to close the Education for All financing gap.

Figure 7: Disbursements of aid to basic education stopped increasing in 2008

Aid disbursements to education, 2002–2008



Source: See Figure 2.8 in the 2011 EFA Global Monitoring Report.

GMR (Summary) p.18

Although national domestic spending on education has progressed, it is not enough. While low income countries have increased the share of national income spent on education, from 2.9% to 3.8% since 1999, some regions and countries have continued to neglect education. Central Asia and South and West Asia invest the least in education. With increased revenue mobilization and a stronger commitment to education, low income countries could raise Education for All spending, from about US\$12 billion to US\$19 billion annually –an increase equivalent to around 0.7% of GNP.

There are three main reasons for the EFA financing gap:

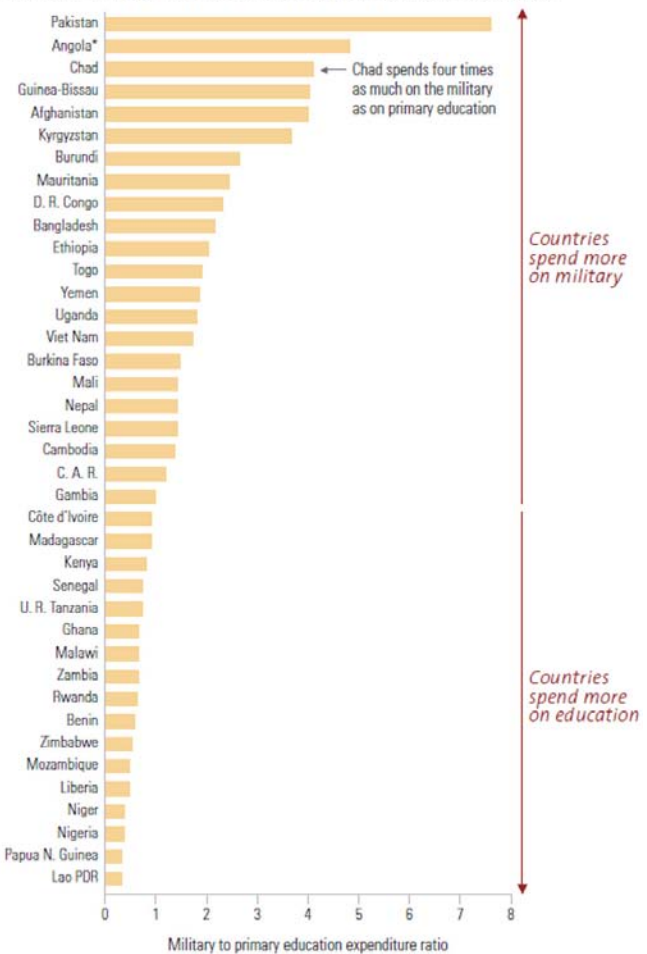
First, the global economic crisis, which is affecting education funding. It increased pressure on national budgets, undermining the efforts of many of the world's poorest countries to finance education plans. Seven of the eighteen low income countries surveyed for this Report cut education spending in 2009. These countries had 3.7 million children out of school. Aid budgets of donor countries are also under pressure.

Second, armed conflicts are diverting finances from education to military spending. Twenty-one developing countries, including Afghanistan, Angola, Yemen, Vietnam, Kyrgyzstan, D.R. Congo and Burundi, currently spend more on arms than on primary schools. If these countries were to cut military spending by 10%, they could put an additional 9.5 million children into school. Military spending is also diverting aid resources. It would take just six days of military spending by aid donors to close the US\$16 billion Education for All external financing gaps.

GMR (Full Report) p.148

Figure 3.7: Spending on arms often outstrips spending on schools

Ratio of military to primary education expenditure in poor countries, circa 2007



* Data from UIS database.
Sources: EPDC and UNESCO (2009); SIPRI (2010b).

The military budget is double the primary education budget in Ethiopia, four times higher in Chad and seven times in Pakistan.

Armed conflict also shifts responsibility for education financing from governments to families. In the Democratic Republic of the Congo, parents pay fees, not only for schools but also for the administration and management of the whole system.

Third, the GMR argues that education should be a core part of humanitarian aid. Where aid levels fall far short, the GMR argues that they should be topped up through pooled financing mechanisms. The GMR proposes an increase in financing to US\$2 billion for these mechanisms.

Donor countries have not lived up to their commitments. Education accounts for just 2% of humanitarian aid. And no sector has a smaller share of humanitarian appeals funded: just 38% of aid requests for education are met, which is around half the average for all sectors.

EI cautions against the use of innovative mechanisms suggested by the GMR for narrowing the gap in EFA funding. In particular, the GMR recommends an International Finance Facility for Education, saying it could help donors mobilize new resources in a difficult economic environment. Issuing bonds could raise US\$3 billion to US\$4 billion annually for education between 2011 and 2015. Another proposal is a 0.5% levy on mobile phone transactions in Europe which could raise US\$894 million annually.

EI urges governments to reaffirm and implement their commitments on EFA funding and cautions against over-reliance on such innovative mechanisms. Although issuing bonds and new taxation, such as the EI supported Financial Transaction Tax, may ease current budgetary constraints, these actions will not provide long term sustainability. At the same time it may lead to substituting aid responsibility with a market based aid financing model.

EI strongly supports the GMR's call to make basic education a high priority. Donors frequently underline the importance of developing country governments aligning public spending priorities with their Education for All commitments. They need to observe the same principle. If all donors spent at least half of their aid on education at the basic level (the current average is 41%) they could mobilize an additional US\$1.7 billion annually.

What can you do?

Teacher organizations can use the evidence of the GMR to argue for a change in the financing of quality public education, including through development assistance to basic education which has stagnated since 2007.

For more information, please read the relevant GMR section, by following the link below: <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/gmr2011-part1-ch2.pdf>



Armed conflict and education

Three chapters of the GMR examine the devastating effects of armed conflict on education, with 42% of out-of-school children living in conflict-affected countries. It analyses the incidence of attacks on schools and violence against children and teachers, and how lost education opportunities reinforce the poverty, unemployment and marginalisation that drive many conflicts. Because the GMR focuses on countries in armed conflict, it fails to report on the subtle attacks involving State actors mostly targeting the higher education sector and teachers. EI members report that these attacks on mostly unionized teachers promoting academic freedom, more inclusive curriculum and language of instruction, or reporting corruption in education are insidious and occur in non conflict situations, as well as in armed conflicts.

While the 2000 Dakar Framework for Action on Education For All recognized armed conflict as a major barrier to progress in education, evidence presented in this GMR demonstrates that the brunt of armed conflict on education has been underestimated, and that insufficient attention has been paid to strategies addressing the concern.

EI General Secretary, Fred van Leeuwen concludes: “Armed conflict is destroying not only school infrastructure, but the hopes and potential of generations of children and teachers on a scale largely unrecognized. The overall picture reveals widespread disregard for the human rights of children and teachers and the sanctity of schools, with direct implications for the achievement of the Millennium Development Goals for education. The message of this Report is that enforcement of the right to education should be strengthened and education be given a far more central place on the international agenda, including on the issues of investment and contents.”



Table 3.2: Conflict-affected countries, 1999–2008

Low income 16 countries	Lower middle income 14 countries
Afghanistan*	Angola
Burundi*	Côte d'Ivoire
C. A. R.*	Georgia*
Chad*	India*
D. R. Congo*	Indonesia
Eritrea	Iraq*
Ethiopia*	Nigeria*
Guinea	Pakistan*
Liberia	O. Palestinian T.*
Myanmar	Philippines*
Nepal*	Sri Lanka*
Rwanda	Sudan*
Sierra Leone	Thailand*
Somalia*	Timor-Leste*
Uganda*	Upper middle income 5 countries
Yemen*	Algeria*
	Colombia*
	Russian Fed.*
	Serbia
	Turkey*
	Total 35 countries

* Indicates a current or recent conflict (with at least one year reaching 200 battle-related deaths between 2006 and 2008).

Source: Strand and Dahl (2010).

GMR (Full Report) p.138

“Education and armed conflict – the deadly spirals”

The GMR highlights how conflict is destroying educational opportunities for millions of children and adults as most fatalities happen away from the battlefield. Chapter 3 identifies the mechanisms of destruction including the targeting of schoolchildren and teachers as a legitimate target in military strategy by state and non-state parties, in clear violation of international law. The consequence is a growing fear among children to attend school, among teachers to give lessons, and among parents to send their children to school. The report gives graphic coverage of the impact of violent conflict on education in the thirty-five identified armed conflict situations. It also highlights, throughout the 258 pages of the report, the remarkable dedication and courage of teachers.

The GMR also explains how the wrong sort of education can help fuel conflict by fostering intolerance, prejudice and injustice. And how, while education systems have the potential to act as a powerful force for peace, reconciliation and conflict prevention, sometimes they fuel violence through too little or unequal access to education, and when education is used to reinforce political, ethnic, cultural or religious domination and segregation. The GMR highlights Cote d'Ivoire as an example to show how school subsidy initiatives reinforced the South-North divide.¹³ The Report also gives examples of the imposition of dominant languages through the school system as a frequent source of grievance reinforcing wider issues of social and cultural inequality, as in Bangladesh, Turkey, Nepal, Thailand, Pakistan and previously in South Africa and Algeria.¹⁴

The GMR reflects on the striking contrasts between the wealth, for example generated by the exploitation of minerals, or diversion of huge budgets to military spending on arms, and the dilapidated state of classrooms, low levels of education and high levels of poverty, arguing that this situation can generate a strong sense of grievance.

The Report makes the case that violence against children in schools has a significant impact on educational participation and attainment, but also increases the risk of children themselves behaving aggressively and engaging in criminal activity. Evidence from several countries shows that violence in schools can become part of a cycle of conflict. One such country is Colombia¹⁵ where El affiliate FECODE relentlessly argues for schools to be zones of peace.

Finally Chapter 3 analyses the effort of international aid and shows that the current aid is insufficient and that an inadequate or inappropriate assessment by donors may reinforce patterns of discrimination exacerbating the causes of conflict.¹⁶ The GMR also posits that education should be a core part of humanitarian aid. The Report reveals several humanitarian situations in D.R. Congo, Pakistan, Chad, Burma, Afghanistan, Central African Republic

| ¹³ GMR, p.167, Box 3.7 | ¹⁴ Ibid. p.168 | ¹⁵ Ibid. p.170 | ¹⁶ Ibid. p.181

“which lack everything but enthusiastic pupils and dedicated teachers”.¹⁷

Chapter 4 “Making Human Rights Count”

calls on governments and the international community to provide a more robust defense of children, teachers, civilians and education buildings during conflict. While there is an extensive body of international human rights laws, rules and norms that should protect children and other civilians caught up in armed conflict, impunity reigns, and UN Security Council resolutions aimed at protecting children and education in conflict situations are widely ignored.

This chapter, which deplores that current monitoring, partial and fragmented as it is, understates both the scale and intensity of the human rights abuse, sets out strategies including rigorous investigation of human rights violations, recourse to prosecution and sanctions against state and non-state actors responsible (see Agenda for Change).

Chapter 5 “Reconstructing education – seizing the peace premium”

makes the case for integrating education into the wider peace-building agenda. Policy reform in areas such as curriculum and language of instruction can help unlock education’s potential to build more peaceful, tolerant and inclusive societies.¹⁸

The recruitment of teachers in post conflict education strategies is identified as requiring long term strategies. The GMR refers to some transitional strategies to train and deploy teachers used in Sierra Leone and Liberia.¹⁹

Additional information on armed conflict and education is available at:

<http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/gmr2011-part1-ch2.pdf>

EI in defence of education, schools, teachers and students

Since the adoption of an EI Executive Board recommendation in 2008 on ‘Education under Attack and Persecuted Teachers’, EI has engaged in multiple cohesive initiatives to urge the international community to prevent violations of the right to education, to ensure the safety and security of learners, teachers and academics everywhere, to strengthen international law and to end impunity.

| ¹⁷ Ibid., p.200 | ¹⁸ GMR, p.230 | ¹⁹ Ibid. p.226

El Declaration ‘Schools shall be safe sanctuaries’

In 2009, EI adopted a Declaration ‘Schools shall be safe sanctuaries’²⁰ containing seven articles, each articulating a call to action by the international community. They are:

1. Reaffirm the commitment to the principle of the right to education in safety;
2. Take practical measures to ensure protection;
3. End impunity for attacks on students, teachers, academics, all other education personnel and education facilities;
4. Strengthen monitoring of attacks and efforts to end impunity;
5. Prioritise action and share expertise on resilience and recovery;
6. Make education an agent for peace;
7. Support campaigns of solidarity.

Teacher unions in Colombia, Australia and Canada, among others, have already included the EI Declaration in their working programme.

In September 2009, the EI report to CEART highlighted the increasing number of attacks against teachers and academics. This EI report²¹ found that ongoing violence, targeted against teaching professionals and intellectuals, is unwarranted, and undermines democracy and the well-being of societies in settings such as schools, where people are extremely vulnerable to attack.

In 2010, the World Teachers’ Day (WTD) theme “Recovery begins with Teachers” also addressed the issue of the protection of education in fragile and conflict situations. The WTD communiqué insisted that teachers guarantee the continuity of education, both during and after natural disasters and other crises. They provide much-needed psychosocial support to ease the trauma of children and youth who have witnessed extreme violence, or lived through the destruction of their homes and the loss of family members. Following a disaster, the best way for governments to show their commitment to peace and development is to invest in quality education - which cannot happen without teachers.²²

The Declaration and its guide are also good vehicles to articulate concerns on attacks against teachers within the newly formed Global Coalition on Protecting Education from Attack.

| ²⁰ EI report to CEART | ²¹ Ref. to EI WDT 2010 declaration

| ²² UNESCO, Education under Attack, 2010,

Global Coalition on Protecting Education from Attacks (GCPEA)

Considering that attacks against education and persecution of teachers, children and unionists merit a far more central place on the international agenda, EI has engaged in a partnership with UN agencies UNESCO and UNICEF and with other civil society organizations.

EI worked closely with UNESCO providing data for UNESCO's global studies "Education Under Attack" (May 2007 and February 2010). EI then actively participated in an international expert seminar sponsored by UNESCO, which brought together some 70 experts in education in emergencies, international humanitarian and human rights law, and child protection. Participants called for improved prevention, response and research into the nature, scope, and motives of attacks and their long-term impact. The seminar led to the formation of a new inter-disciplinary Global Coalition for Protecting Education from Attack. Since the inception of GCPEA in February 2010, EI has been a member of the Steering Committee, along with representatives from the Council for Assisting Refugee Academics (CARA), Education Above All, Human Rights Watch, Save the Children, UNESCO and UNICEF.

This coalition aims to improve knowledge and understanding and raise awareness of attacks on education among key actors; cultivate public support for safe education; toughen provisions on protecting education stakeholders; strengthen international norms and standards; improve existing monitoring and reporting systems and accountability.

Within the mandate provided by the Executive Board, and in line with the knowledge gaps identified by GCPEA, EI collaborates with other partners to study the feasibility of international monitoring mechanisms, such as the one suggested by the GMR in the Agenda for Change.²³

What can teacher organizations do?

In addition to using the body of data, figures, research and evidence compiled by the GMR to sustain their advocacy in negotiations with Governments and education stakeholders, teacher organizations can also develop programmatic responses to address attacks on schools, teachers and children.

Ratification and implementation of international law

Teacher organizations in countries that have not yet ratified the Optional Protocol of the Convention on the Right of the Child could lobby for its ratification and implementation. Such campaigns would be particularly relevant in countries such as the Central African Republic, Côte d'Ivoire, Haiti, Pakistan and Somalia where attacks on schools, under-age recruitment, violence

²³ GMR p.254

against civilians and widespread rape and other sexual violence are reported.

Reporting mechanisms

One efficient reporting structure is the UN Security Council Monitoring and Reporting Mechanism, called MRM. It does not yet include attacks against schools, but it highlights violence against children in armed conflict. The MRM currently covers 22 'situations of concerns'. These are: Afghanistan, Burma, Burundi, the Central African Republic, Chad, Colombia, Côte d'Ivoire, the Democratic Republic of Congo, Haiti, India (centre/east states), Iraq, Lebanon, Nepal, the occupied Palestinian territory-Israel, Pakistan (north/west), Philippines, Sri Lanka, Somalia, Sudan, Thailand, Uganda and Yemen. Teacher organizations in those countries can submit allegations to the MRM procedure either directly or through EI.

Teacher organizations can also advocate for ending the culture of impunity, including the conspiracy of silence surrounding rape and sexual violence, by supporting the creation of an International Commission on Rape and Sexual Violence headed by UN Women.



Education International

Rising to the EFA challenge

Less than four years before 2015, the world is off-track and unlikely to achieve the Education for All (EFA) targets and education Millennium Development Goals. Inadequate education financing, teacher shortages, quality and equity concerns remain some of the biggest challenges that need to be tackled to achieve EFA. Violence and armed conflict continues unabated in a number of countries, causing fear and forcing many students and teachers to abandon schools. EI, therefore, urges governments and the international community to renew their commitment to quality education for all and the MDGs by investing more in learners and teachers. Donors ought to renew their aid commitments by closing the annual education financing gap of \$16 billion. Governments and the international community must protect schools, learners and educators from attack and use the post-conflict situation as an opportunity to build a better education system and to tackle long-existing problems.

As defenders of human, children's rights and labour rights, teacher unions ought to be at the forefront of the campaign to protect education, schools, students and teachers from attack. EI urges its member organisations to continue to support and defend the rights of their colleagues and students affected by violence and conflict and to lobby for the full implementation of international human rights law. As the GMR aptly concludes, education can be a strong force for peace-building and has the potential to help break the vicious circle of armed conflict and poverty and replace fear with hope.²⁴ Teachers and education unions can help contribute to peace and harmonious co-existence.

²⁴ GMR p.253

The noble concept of universal free public education is still an unmet promise for millions of children worldwide.

Real progress can only be made through on-going and substantial dialogue between government policy makers and the unions of teachers and education workers around the world.



Education International

EI is the Global Union Federation representing 30 million teachers and education personnel from pre-school to university in 173 countries and territories.

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