

Collapse of Education and Conflict-driven States in South Asia: A Detailed Analysis of Role of MDGs and SDGs

Mr Aniruddha Bamal¹

Dr Anukriti Mishra²

Abstract:

We live in an age where education is considered as a universally recognised fundamental right and an important objective of the development of the world and yet millions of children living in certain conflict-driven countries are stuck in an educational distress that alarms to put them in an infinite loop of conflict, instability and poverty. This paper targets the examination of the issues which has led to the disconnection between multiple international educational commitments like Millennium Development Goals and Sustainable Development Goals from the brutal realities of different countries in the South Asian region like Afghanistan, Bangladesh and Sri Lanka. These nations have been not only been experiencing their own unique issues of political instability and corruption but also economic disasters, natural calamities, institutional failure and many more, which ultimately explains how this fragility has demolished the educational infrastructure, leading to total collapse of hopes for the future generations to enjoy their fundamental right to learn and grow. This paper seeks to demonstrate by the analysis of these three states that although the international community has produced thorough and detailed frameworks for addressing educational difficulties by these governments, there is still a significant implementation gap. The paper finally calls for a fundamental reconstruction of how education is protected and provided in contexts of complete failure and fragility, arguing that current approaches, despite the evolution from MDGs to SDGs, fail to adequately address the complex interrelation between political instability, security threats, economic collapse and educational access.

Keywords: *Conflict-Driven States, Education, Millennium Development Goals, Sustainable Development Goals, Human Rights.*

Introduction

Education is an essential human right since ancient times and has been a global principle since the early twentieth century which is supported by numerous nations and global organisations, focusing on the fact that each and every person is entitled to compulsory and quality education at the elementary level and is subjected to equal opportunities to pursue higher education, since education isn't just a means to an end but rather is an essential tool that enables humanity to grow and prosper.

The Education For All (EFA) movement, the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) have made it a global priority to ensure that no child

¹ Assistant Professor, Amity Law School, Amity University Chhattisgarh, Raipur

² Assistant Professor - III, Amity Law School, Amity University Chhattisgarh, Raipur

is denied of their basic education. Even after multiple international attempts to promote universal primary education have been made, over seventy-two million children around the world remain unenrolled. Countries in the South Asian region have the highest absolute numbers of out-of-school children, with many living in such “conflict-driven” states.³

Addressing such challenges is especially challenging in such states, where governments tend to ignore to offer even the basic education services to their citizens (e.g., Afghanistan) or lack the capability to do so due to regional instability (e.g., Sri Lanka). In these complicated development situations, when the international development community is concerned about poor governance, tried-and-tested strategies for extending access may not be helpful. If these states want to improve their quality and access to education, they must address concerns about governance as well as a lack of financial and technical resources to plan and implement comprehensive educational reform.

Education: It's Importance in Today's World

In its simplest sense, education is an organised process by which people obtain experience, knowledge, skills and a clear perspective towards the world. It raises a person's level of civic understanding, refinement, culture, and education. Education is one of the most important tools to build a civilised and socially responsible society. Education is essential for realising an individual's full potential, producing a just and equitable community and progressing the nation forward. The provision of universal access to high quality education serves as the foundation for the world's continued rise and leadership in economic prosperity, social fairness and equality, scientific advances, national integration and cultural preservation. It provides individuals with beliefs, information and skills that promote social interaction and decision making. It increases economic productivity, improves health outcomes, lowers poverty and strengthens democratic institutions. Aside from these obvious benefits, education is crucial to the growth of nations and sustainable communities because it fosters critical thinking, flexibility, personal development, and civic responsibility.⁴

As mentioned under Article 26 of the United Nations' Universal Declaration of Human Rights 1948, every human being possesses the right to education. It also mentions that primary and elementary education shall be free and compulsory for all the children and to attain higher education, each and every person will have equal access, appropriate right based on merits and open technical and professional education for all. The goal of education must be the full development of human character with a greater respect for fundamental freedoms and human rights which promotes understanding, acceptance and unity among all nations, races and religions while also aiding the United Nations' efforts to promote peace.⁵

Lack of proper Human Rights Education was formally recognised as an international issue following the World Conference on Human Rights in 1993. During the conference, the United Nations and a number of other states became aware of the issues pertaining to formal

³ Victoria Turrent, *Financing access and participation in primary education: Is there a 'fast-track' for conflict-driven states?*, INT J. ED. DPT. , 409-416 (2011)

⁴ Emre Esen and Soner Polat, *A Systematic Literature Review of Intergenerational Learning Studies for Employee Development*, ADV. ED. COL. K12 EDU., 140-171 (2023)

⁵ United Nations, “Universal Declaration of Human Rights | United Nations” (United Nations, 1948) <https://www.un.org/en/about-us/universal-declaration-of-human-rights> (Last visited Oct. 12, 2025)

schooling. The application goals were altered once more in 1995 when the UN established the Decade for HRE. Following the UN development, nongovernmental organisations, intergovernmental organisations and individuals who advocate for the cause through formal education contributed to the development and diversification of HRE's inclusion in the curriculum across education systems.⁶ The greatest path ahead for utilising and developing our nation's abundant resources and abilities for the benefit of each person, society, the nation and the globe is universal high-quality education.⁷

Conflict-Driven State: What are they?

Currently many nations are under military duress and other political & economical disturbances. Some are engaged in wars, armed conflicts and internal disturbances, while some are going through natural disasters, insurgencies and literal economic collapses. Gross human rights violations are a typical element of the situations highlighted. The International Covenant on Civil and Political Rights (ICCPR), the International Covenant on Economic, Social and Cultural Rights (ICESCR) and a number of other international human rights laws and agreements mandate the preservation of human rights. The value of human rights and dignity has been recognised by the international communities since World War II, but there were many obstacles in the way of guaranteeing human rights and dignity: conflicts, violence, a lack of organisation, disruptions in institutions and battles for legitimacy and authority were all part of the problems for the state-formation process.⁸

The United Nations came into force in 1945, with about fifty states and countless colonies in its incorporation. Over the decades these states and colonies developed and achieved varied levels of stability. Under the purview of international law, any entity requires the following to claim statehood:

- a territory,
- a population,
- an established government, and
- a capacity to enter diplomatic relations with other established nations.⁹

A state needs stability in the international community in order to uphold human rights and implement its commitments. Following the World War II, stability and advancement were made possible in many large parts by developing international law and growing international relations. The international community realised the value of stable governments and the defence of human rights after seeing the horrors of war. Only when states continue to be strong and healthy can there be harmony and cordial relationships between them. However, still the state's status as the sovereign authority is frequently called into question due to the uncertain development of science, technology, political systems and various other elements. These states are called by many terms: "fragile states", "conflict-driven nations", "states in turmoil" and many more.¹⁰

⁶ UNGA United Nations Decade for Human Rights Education A/RES/49/184 (1994)

⁷ MHRD, National Education Policy 2020 (*Department of Higher Education*, 2020)

⁸ Jonathan Di John, *Conceptualising the Causes and Consequences of Failed States: A Critical Review of Literature*, LSE CSRC (2008)

⁹ Montevideo Convention on the Rights and Duties of the States, 1933 § No. 1 (Uruguay)

¹⁰ United Nations, *Trusteeship Council*, <https://www.un.org/en/about-us/trusteeship-council> (last visited Oct. 14, 2025)

Global Development Goals and Their Impact

In the year 1987, the World Commission on Environment and Development published a report for the United Nations titled “Our Common Future”, which was also known as the “Brundtland Report”, introduced the world with the concept of “*Desarrollo Sostenible*” which directly translates to “sustainable development”. The Brundtland Report was then succeeded by the Millenium Development Goals (MDGs) and Sustainable Development Goals (SDGs) in 2000 and 2015 respectively.¹¹

1. Millennium Development Goals

Adopted by the UN in 2000, the Millennium Development Goals offered the global community a set of intersectional and universal goals intended to bring together the world governments, medical professionals, trade eco-centres and even non-governmental organisations. The MDGs, which are comprised of eight goals and twenty-one targets, had three primary objectives:

- a. To promote human development by reducing poverty, hunger, disease, illiteracy, environmental degradation and gender inequality.
- b. To ensure global partnership for development through cooperation between developed and developing nations for sustainable progress.
- c. To establish a framework for measuring progress by setting clear targets and indicators to track improvements in human welfare and development.¹²

2. Sustainable Development Goals

Even after providing a considerable progress in the development of a sustainable community, the Millennium Development Goals fell short due to unequal progress, limited inclusiveness and weak implementation across developing and underdeveloped nations. Recognizing these gaps, they were replaced by the more comprehensive and inclusive Sustainable Development Goals (SDGs) in 2015 which acts as an international proposal for a "global deal for development" and represents a major advancement. Its agenda is generally relevant and may be modified to meet a range of contemporary situations at the local, national and regional levels, even if it recognises the distinctiveness of the poorest countries. The objective is to offer a path for sustainable economic growth that is consistently based on freedom, respect for human rights, and the promotion of world peace.¹³ There's no denying the fact that "Quality Education" is crucial to accomplishing the 2030 Agenda as it is a goal in itself and because education is linked to every other goal, particularly Goal 3 on "Ensuring a healthy life and promoting the well-being of all people at all ages."¹⁴

¹¹ United Nations (UN). *Informe Brundtland, “Nuestro Futuro en Común”* (1987), www.un.org/es/comun/docs/?symbol=A/42/427 (last visited Oct. 14, 2025)

¹² United Nations, ‘Millenium Development Goals and Beyond 2015 | Factsheet’ (United Nations 2013) <https://www.un.org/millenniumgoals/pdf/Goal_2_fs.pdf> (last visited Oct. 14, 2025)

¹³ Cristian Castillo, Julimar Da Silva and Sandro Monsueto, ‘Objectives of Sustainable Development and Youth Employment in Colombia’ (2020), <https://www.mdpi.com/2071-1050/12/3/991>

¹⁴ James Smith and Emma Michelle Taylor, ‘What Is next for NTDs in the Era of the Sustainable Development Goals?’ 10 PLoS NEG. TRD. 10(7), <https://doi.org/10.1371/journal.pntd.0004719> (2016)

The function of education in conflict-driven states has received increased attention over the past ten years due to its significance for attaining the Education for All (EFA) goals, the MDGs and the current SDGs relating to education. It is well known that crises and wars impede access to education and, in some cases, have halted or even reversed progress towards accomplishing educational goals. The international community's commitment to addressing education in calamity and crisis situations is reaffirmed in the 2030 Framework for Action for Education. It expressly urges countries to "institute measures to develop inclusive, responsive, and resilient education systems" in order to meet the needs of children, teens, and adults in crisis situations, including internally displaced persons and refugees.¹⁵

Status of Education in conflict-driven States

In conflict-driven states, an estimated 128 million elementary and secondary-aged children, of which sixty-seven million are girls, are not attending school. The distribution of school-age children impacted by violence is uneven. According to the 2021 survey, it is estimated that forty-nine percent of the world's out-of-school children reside in crisis-affected states, which also house twenty-nine percent of the world's primary and secondary school-age population. Primary school completion is thirty percent lower and lower-secondary school completion is half as probable for children in conflict-driven as well as failed environments. Particularly at a disadvantage are girls and children who are refugees. Less than half of refugee children receive elementary education, and just twenty-two percent enrol in lower-secondary education. Primary school dropout rates were 2.5x times higher and secondary school dropout rates were ninety percent higher for girls living in conflict-affected nations.¹⁶

1. Afghanistan

Afghanistan is a developing Asian country surrounded by different terrains. Education is the right of all citizens of Afghanistan and all shall be provided up to secondary level, free of charge by the state. According to legal structure of state, the state is obliged to devise and implement effective programs for a balanced expansion of education all over Afghanistan, and to provide compulsory intermediate level education and provide the opportunity to teach native languages in the areas where they are spoken.¹⁷

Afghanistan has been described as the quintessential conflict-driven state. The educational factors in Afghanistan has been confronted with significant hurdles including, but not limited to, war, displacement, migration, natural disasters and other events that have repeatedly put a stop on education in Afghanistan. In Afghanistan problem to access to official documentation ultimately leading to primary school classrooms to contain children of much older ages. They further challenge for education governance. There is a need for change. Changes are seen since the Taliban(militant group) were expelled from Kabul in 2001, the education sector has grown dramatically. The Ministry of Education is currently in charge of an ambitious education sector strategy that is aiming for technological self-

¹⁵ UNESCO, 'Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All' (*World Education Forum, Republic of Korea 2015*) ED-2016/WS/28

¹⁶ THE WORLD BANK, UNESCO AND UNICEF, 'THE STATE OF THE GLOBAL EDUCATION CRISIS: A PATH TO RECOVERY' (International Bank for Reconstruction and Development) UNESCO ISBN: 978-92-3-100491-9 (2021)

¹⁷ Afghanistan Constitution, Year 1382 (2003) § Art. 44 (Afghanistan)

sufficiency. Unfortunately the education is in critical state in country. to a state-building efforts to establish education structure is needed.¹⁸

Even though Afghanistan has made tremendous economic gains during the "reconstruction decade" between 2003 to 2012, with an average GDP growth of 9.4 percent, the effect on poverty reduction and better living standards was uneven. Real GDP growth slowed to 3.7 percent in 2013 and 1.3 percent in 2014. The transition after 2012 has been very difficult, with international soldiers withdrawing from their respective forces, foreign aid declining due to lack of international cooperation and the local economy suffering as a result of military base closures. Reformation momentum stagnated in the years 2013 and 2014, and on top of that, the lengthy election and government formation process added onto the issues by lowering corporate confidence and investment.¹⁹

Afghanistan's education system has been decimated by more than 30 years of non-stop fighting. Despite recent gains in increasing enrolment, many of the country's youngsters continue to dream of finishing elementary school, particularly in remote regions and for girls. Enrolment rates vary greatly in the country's poorest and most rural places and females continue to face unequal access. Afghanistan's sociopolitical and humanitarian issues have a significant impact on its frail education sector. Natural calamities like floods, earthquakes, and landslides make matters worse for all children. These issues creates parents' safety worries, preventing them from taking their children to school.²⁰

The current administration in Afghanistan has prohibited more than 680 publications from colleges, including 140 works written by women, designating them as "anti-Sharia" and "anti-Taliban." Eighteen academic topics were also outlawed because they were thought to be in conflict with the authorities view of Islamic law. Works on human rights, women's sociology, and gender development are particularly prohibited, as are any literature written by women.²¹ The fundamentalism and interference of religion in education has always restricted the exchange of knowledge and it must be avoided.

2. Bangladesh

The state of Bangladesh is a developing nation that gained independence in 1971. The country adopted democracy, and its Constitution is aimed at ensuring welfare. In 2024, the established democratic government faced turmoil when mass protests over the reservation policy led to the overthrow of the government and the resignation of the Prime Minister. It was not only the reservation policy that triggered the violent protests. Despite an increase in GDP, the rising cost of living and market stagnation added to public discontent. Corruption and entrenched political mindsets further fueled youth-led protests across the country.²²

¹⁸ UNESCO IIEP, 'Education and Fragility in Afghanistan: A Situational Analysis', iiep/web doc/2009.09 (INEE 2009)

¹⁹ Nathalie Lahire, et al., 'Afghanistan: Promoting Education During Times of Increased Fragility' (*World Bank*, 2021)

²⁰ UNICEF, 'Education', *UNICEF Afghanistan*, <https://www.unicef.org/afghanistan/education> (last visited Oct. 15, 2025)

²¹ Gulshan Parveen, "Anti-Sharia": 'Misogynist' Taliban bans women authors from university syllabi' (*Wion World*, 19th September 2025), <https://www.wionews.com/world/-anti-sharia-misogynist-taliban-bans-women-authors-from-university-syllabi-1758283600899> (last visited Oct. 16, 2025)

²² Australian Govt., 'Bangladesh – Political Instability exacerbates economic risks', WRD, <https://www.exportfinance.gov.au/resources/world-risk-developments/2024/august/bangladesh-political-instability-exacerbates-economic-risks> (last visited Oct. 16, 2025)

In its current crisis, along with economic and political upheaval highlighted the fact that the standard of education in the country has become almost outdated and in urgent need of drastic reforms. Under the interim government, attempts were made to support the development of the education system. However, the changes introduced were too sudden, especially in the primary and non-formal sectors. Textbooks and curriculum were not distributed as required in August, which led to mass resignations of teachers across the country. This disturbance in academics sparked demonstrations demanding salary hikes, better exam system management, and other reforms. Examinations were severely disrupted, resulting in many children being given automatic pass or fail grades for the year.²³

Even though enrolment has increased somewhat, Bangladesh's educational system still faces many obstacles. School enrolment fell to 11.45 percent in 2023 from 17.16 percent in 2022. In 2020, Bangladesh's total education rate was 74.9 percent, with 72 percent of women and 77.8 percent of men enrolled. Although almost universal primary school attendance has been attained, there is still a learning crisis evident due to poor quality of learning. Even while the government offers free textbooks and encourages students to attend class, these initiatives haven't had much of an impact on the standard of education. Building teacher capacity is one of the main problems facing the educational system. To effectively execute the curriculum, which itself urgently needs to be updated, teachers need improved training and assistance.²⁴

Rapid and disruptive policy changes have also hampered the education system, impairing its efficacy and stability. Furthermore, the potential for long-term development is limited because the number of resources allocated to education is still below worldwide standards. These issues have been made worse by the lack of steady, long-term reforms, placing the educational system in a precarious position.²⁵

A number of improvements have been suggested to address these problems like requesting government to raise education spending to three to four percent of their GDP, making sure that teachers are better prepared to fulfil the requirements of pupils and thorough revision of teacher training programs and evaluation systems. Without these changes, Bangladesh's education system will continue to struggle with quality and long-term sustainability.²⁶

3. Sri Lanka

Amidst the Third World nations, Sri Lanka stands as a beacon of hope for promoting education since olden times. At eighty seven percent, women are not falling behind the country's literacy rate of over ninety three percent. The combined gross enrolment for elementary and secondary education is ninety two percent and the education index is 0.84. Therefore, even the most developed nations are envious of Sri Lanka's educational records. However the most concerning situation is in higher education. The "unsatisfied social

²³ Arafat Rahaman, 'Education Left Behind', THE DAILY STAR (last visited Oct. 16, 2025) <https://www.thedailystar.net/news/bangladesh/news/education-left-behind-3959881>

²⁴ World Population, 'Country Rankings | Education', WORLD POPULATION REVIEW (last visited Oct. 16, 2025) <https://worldpopulationreview.com/country-rankings/education-rankings-by-country>

²⁵ United Nations, Millenium Development Goals and Beyond 2015 | Factsheet (United Nations 2013) https://www.un.org/millenniumgoals/pdf/Goal_2_fs.pdf

²⁶ Anonno Afroz, "The Broken Ladder: Analysing the Present and Future of Bangladesh's Education System", THE BUSINESS STANDARD (last visited Oct. 17, 2025) <https://www.tbsnews.net/features/big-picture/broken-ladder-analysing-present-and-future-bangladesh-education-system-1207046>

demand" for higher education is still a significant problem. Just two percent of the student body continues to be full-time students, while the tertiary enrolment ratio is barely six percent. Out of 75,000 eligible applicants, just thirteen colleges have the capacity to enrol about 13,000 students annually. Consequently, there is a great deal of pressure to get into a university.²⁷

Despite having universal primary education and a high literacy rate, Sri Lanka's education system has significant flaws that are hidden by these figures. According to the Department of Education, in 2001, 6.19 percent of children aged five to fourteen did not attend school, and 22.13 percent of youth aged fifteen to sixteen did not attend school. According to the World Bank's 2005 report, over eighteen percent of kids have not finished their education up to grade nine. Evidence from the literature points to a variety of reasons why children do not attend school, such as a shortage of food and clothes, the necessity of the child's wages for the family, the distance to school and insufficient transportation, challenging terrain, and recurrent sickness.²⁸

Sri Lanka has succeeded in raising literacy rates, but it has failed to offer pupils top-notch educational opportunities. Sri Lanka does poorly when it comes to school internet access and science and math instruction. Generally in past, all streams required maths. however, many scholars, have criticised this as a prescription for producing a generation of Sri Lankans who lack mathematical literacy.²⁹

There are currently about thirty private universities in the nation that grant degrees, but they have not been acknowledged as higher education establishments by successive governments. Additionally, there is no adequate system for monitoring, quality assurance, or control to assess the calibre of the programs these universities provide. Despite many attempts by the government to enact the Private University Bill, which aimed to provide a legal framework for these schools, it was shelved owing to complaints from different factions in the country.³⁰ This is followed by the issue of Salaries of teachers, including the fact that salary of University lecturers is very low. For example, a senior lecturer with a Ph.D. earns around US\$ 450-500 a month. Teacher motivation and work attitudes have deteriorated over the past few years due to lack of incentives to teachers. Another issue raises when many blame the teachers for doing private tuition as a business to earn more.³¹

At the moment, a relatively modest portion of Sri Lanka's government budget goes towards education. Government spending on education as a proportion of GDP was a pitiful 2.14 percent as of 2018. This amount is far less than the Education 2030 Framework for Action's critical benchmark, according to at least four percent to six percent of GDP is to be allocated to education. Even if there have been plans to increase funding for the education sector in 2022, it is certain that Sri Lanka, which is now struggling financially, would have other priorities. The Sri Lankan government may be forced to reduce spending, notably in the field of education, as part of an austerity agenda. Since the government reduces its capital

²⁷ N Manoharan, 'Education System in Sri Lanka – I: The Problems' (*Institute of Peace and Conflict Studies* 2022)

²⁸ M. Kamala Liyanage, 'Education System of Sri Lanka: Strengths or Weaknesses', INS. DEV. ECO., JP.EX.TO.. 116-140 (2014)

²⁹ *Ibid.*

³⁰ *Ibid.*

³¹ Nimaya Dahanayake, 'Sri Lanka's Economic Crisis is Hurting Education and Students' Future Prospects, ECONOMIC CRISIS, <https://www.csf-asia.org/sri-lankas-economic-crisis-is-hurting-education-and-students-future-prospects/> (last visited Oct. 17, 2025)

investment as part of these measures, it is possible that the increase spending in budgeted school development would not be realised.

Conclusion

It is quite evident that despite all the efforts made to make education a top priority across the globe by making it free, compulsory and an essential human right, still education in many nations lying in the South Asian region continues to suffer deeply under the weight of conflict, political instability, and institutional fragility. The Millennium Development Goals and the Sustainable Development Goals have established glorious global frameworks, yet the objectives they seem to achieve fail to materialise in the face of failed governance, lack of proper enforcement and constant repression by authoritative organisations.

In Afghanistan, extremism and decades of war and oppression by the Taliban has destroyed the value of education, mainly by repressing the ease of access to it to the children, especially girls. Bangladesh is the prime example of how spontaneous political unrest, constant protests, national governance failure and lack of a long-term educational planning undoes all the years spent in development and growth of the nation. This has left the educational institutions empty and the teachers demoralised. Sri Lanka, despite of being an educationally-rich nation in the past, failed to keep up with the current educational requirements because of corruption, outdated curricula, poor planning and management which kept on weakening the system to its core. Across all these nations, countless children suffered by not getting quality education, teachers leaving the profession due to lack of funds to sustain themselves and education becoming more of a booming business than a necessary right.

Moving forward, the states must focus on accountability, innovation and resilience. The governmental organisations responsible for handling education must be held crucially accountable for any unstable actions. To reduce corruption and instability, authorities must create long-term, ironclad, non-political education laws and statutes with strict punishments for anyone who tries to violate them. The recruitment process and training for the teachers must be transparent, unbiased, based on merit and must be regularly assessed by appropriate authorities.

Government authorities must incorporate new and modern technological advances in the field of education to make learning updated with the current global scenario. The budget for educational institutions must include emergency funds which can be utilised to keep the ground running even in the state of an economic collapse. NGOs and other organisations must be involved under collaborations with the governments to ensure learning access to children in the repressed, rural and remote areas.

Apart from national outlook, international cooperation is also very important. These states must establish international education treaties and coordinate with the developing and developed nations, establishing relations to develop their current infrastructure, incorporate better technology to improve their curriculum and also get better training support for their teachers and academicians. Collaborative research with leading

organisations, partnerships with universities for improved research, foster innovation and developed improved solutions for establishing roots for a better future.

Finally, education must be looked and focused on as not some profit-generating business, but rather as a foundation of peace, progress and stability. It has become a matter of concern to protect our existing traditions and focus on the future advancements, as ignoring this will only lead to poverty, extremism, inequality and unjust migration, ultimately destroying the very essence of the society that the citizens have spent centuries building. Governments, international organisations and civil society must act with immediate effect to safeguard learning wherever it is under threat. When education is preserved even in the midst of conflict, nations secure the possibility of a stable and humane future for generations to come.