

# Education under Attack? The Impact of a Localized War on Schooling Achievements

Lusine Ivanov-Davtyan

CERGE-EI, Czech Republic

## Abstract

How is pupils' educational performance affected by indirect exposure to a war outside the conflict area; and does collective affectedness differ from direct family affectedness? To answer these questions, I link individual school records from periods before and after the war to victim data of the Armenian-Azerbaijani war of 2020. I find that the exposure to war-related casualties at school-level (collective affectedness) leads to an increased performance in the language of the most popular direction for migration, while decreased in Armenian studies. In contrast, exposure at family-level leads to an increased performance in Armenia-related subjects signaling to a higher connection to the motherland and a higher sense of national identity. Further quintile analyses suggest that the spillover impact is significant only for the pupils in the lower tail of grade distribution. This study potentially contributes to the literature (1) by delivering new insights into the spillover impact of a war outside the direct conflict area, and (2) by revealing the differences of the impact at society versus personal level using unique individual-level datasets.

**Keywords:** Localized War, Education, Violent Conflict, Schooling Performance