

Sustainable Development Goal 4

Quick Guide - References to Refugees and Education in Crisis in SDG 4 Policy Documents

There are two key policy documents associated with Sustainable Development Goal 4 (*By 2030 ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*):

- **Incheon Declaration**, which is a policy/political commitment document for SDG 4
- **Education 2030: Framework for Action**, which provides guidance for implementing the Education 2030 agenda. The Framework provides an outline of guiding principles and approaches, as well as indicative strategies for each of the seven Targets and three Means of Implementation for Goal 4.

While both documents contain much content that is relevant to education in conflict and crisis settings, the chart below highlights some of the explicit references that can be used to advocate for education for refugee and stateless children and youth and education in conflict and crisis contexts.

Education 2030: Incheon Declaration	
Paragraph 11 Political commitment to education in conflict and crisis, and for refugees	11. Furthermore, we note with serious concern that, today, a large proportion of the world's out-of-school population lives in conflict-affected areas, and that crises, violence and attacks on education institutions, natural disasters and pandemics continue to disrupt education and development globally. We commit to developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in these contexts, including internally displaced persons and refugees. We highlight the need for education to be delivered in safe, supportive and secure learning environments free from violence. We recommend a sufficient crisis response, from emergency response through to recovery and rebuilding; better coordinated national, regional and global responses; and capacity development for comprehensive risk reduction and mitigation to ensure that education is maintained during situations of conflict, emergency, post-conflict and early recovery.
Education 2030: Framework for Action: Towards Inclusive and Equitable Quality Education and Lifelong Learning for All	
Paragraph 5 Inclusion and equity - list of marginalized groups	5. The new education agenda's focus on inclusion and equity – giving everyone an equal opportunity, and leaving no one behind – signals another lesson: the need for increased efforts especially aimed at reaching those marginalized or in vulnerable situations. All people, irrespective of sex, age, race, colour, ethnicity, language, religion, political or other opinion, national or social origin, property or birth , as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other status ⁴ , should have access to inclusive, equitable quality education and lifelong learning opportunities.
Paragraph 9 Importance of	9. Unlocking education's power for all will require creating more opportunity everywhere, but especially in countries and regions in conflict. Many of the largest education gaps are found in conflict and emergency situations. It is, therefore, critical to develop

education in emergencies	education systems that are more resilient and responsive in the face of conflict, social unrest and natural hazards – and to ensure that education is maintained during emergency, conflict and post-conflict situations. Better education is also central to preventing and mitigating conflicts and crises and to promoting peace.
Paragraph 10 International instruments and agreements	10. The principles informing this Framework are drawn from international instruments and agreements, including Article 26 of the Universal Declaration of Human Rights [viii], the Convention against Discrimination in Education [ix], the Convention on the Rights of the Child [x], the International Covenant on Economic, Social and Cultural Rights [xi], the UN Convention on the Rights of Persons with Disabilities [xii], the Convention on the Elimination of All Forms of Discrimination against Women [xiii], the Convention relating to the Status of Refugees [xiv] and the UN General Assembly Resolution on the Right to Education in Emergency Situations [xv].
Paragraphs 25-27 Addressing Education in Emergencies is a Strategic Approach for SDG 4	<p>Addressing education in emergency situations</p> <p>25. Natural disasters, pandemics and conflicts, and the resulting internal and cross-border displacement, can leave entire generations traumatized, uneducated and unprepared to contribute to the social and economic recovery of their country or region. Crisis is a major barrier to access to education, stalling and in some cases reversing progress towards the EFA goals in the last decade. Education in emergency contexts is immediately protective, providing life-saving knowledge and skills and psychosocial support to those affected by crisis. Education also equips children, youth and adults for a sustainable future, with the skills to prevent disaster, conflict and disease.</p> <p>26. Countries must, therefore, institute measures to develop inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in crisis contexts, including internally displaced persons and refugees. The principles of prevention, preparedness and response, and established international guidelines such as the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards, should guide planning and response. Education sector plans and policies should anticipate risks and include measures to respond to the educational needs of children and adults in crisis situations; they should also promote safety, resilience and social cohesion, with the aim of reducing the risks of conflict and natural disaster. The capacity of governments and civil society for disaster risk reduction, peace education, climate change adaptation and emergency preparedness and response should be strengthened at all levels to ensure that risk is mitigated and education maintained during all phases, from emergency response to recovery. Well-coordinated national, regional and global responses and systems are needed to prepare for and respond to emergencies and to 'build back' better, towards safer and more equitable education systems.</p> <p>27. Stakeholders should make every effort to ensure that education institutions are protected as zones of peace, free from violence, including school-related gender-based violence. Special measures should be put in place to protect women and girls in conflict zones. Schools and educational institutions – and the routes to and from them – must be free from attack, forced recruitment, kidnapping and sexual violence. Actions must be taken to end impunity for persons and armed groups that attack</p>

	education institutions.
Paragraphs 56-57 Target 4.5 addresses special measures to ensure access to education for vulnerable groups	<p>Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> <p>56. Many children’s education opportunities are shattered by conflict, epidemics and natural disaster. Around 21 million of the world’s out-of-school children, or 36%, lived in conflict-affected areas in 2012, up from 30% in 2000 [xxviii]. It is crucial to maintain education during emergency, conflict, post-conflict and post-disaster situations, and to address the educational needs of internally displaced persons (IDPs) and refugees.</p> <p>57. Indicative strategies:</p> <ul style="list-style-type: none"> • Ensure that education policies and sector plans and their budgeting guarantee the principles of non-discrimination and equality in and through education, and develop and implement targeted urgent strategies for vulnerable and excluded groups. Develop indicators to measure progress towards equality. • Ensure that education policies, sector plans and budget planning include risk assessment, preparedness and response to emergency situations for education, and initiatives that respond to the education needs of children, youth and adults affected by disaster, conflict, displacement and epidemics, including IDPs and refugees. Support sub-regional and regional mechanisms and strategies that meet the educational needs of IDPs and refugees.
Paragraphs 61-63 Target 4.7 addresses the need for curricula on human rights, peace education, DRR, etc.	<p>Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development</p>
Paragraph 66 Target 4.a addresses the need for safe learning environments	<p>Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p> <p>66. Indicative strategies:</p> <ul style="list-style-type: none"> • Institute comprehensive, multifaceted and cohesive policies that are gender- and disability-sensitive, and promote norms and systems that ensure schools are safe and free from violence. • Establish policies and strategies to protect learners, teachers and staff from violence within the framework of violence-free schools, and, in areas of armed conflict, commit to and comply with international humanitarian law, which protects

	schools as civilian objects, and pursue accountability for violation thereof, in implementing Education 2030.
<p>Paragraphs 88, 91, 94</p> <p>Include UNHCR's commitment to the Education 2030 agenda and role on the Education 2030 Steering Committee</p>	<p>88. Cooperation between the World Education Forum 2015 (WEF 2015) co-convenors (UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN Women and the World Bank), regional and intergovernmental organizations, and regional and sub-regional communities will help in tackling common challenges coherently. UNESCO, through its regional bureaux and together with the WEF 2015 co-convenors, will further promote sharing of knowledge, effective policies and practices across the regions.</p> <p>91. The WEF 2015 co-convenors, in particular UNESCO, as well as other partners, including GPE as a multi-stakeholder financing platform, will individually and collectively support countries in implementing Education 2030 by providing technical advice, national and regional capacity development and financial support, as well as support for monitoring, based on their respective mandates and comparative advantages, in complementary ways.</p> <p>94. To ensure strong global coordination, UNESCO will convene a multi-stakeholder Education 2030 Steering Committee (Education 2030 SC), working within the wider 2030 Agenda for Sustainable Development architecture. The Education 2030 SC will be made up of:</p> <ul style="list-style-type: none"> • Member States, forming the majority, with three Member State representatives for each of the six regional groups and one representative of the E-9 countries on a rotational basis; • UNESCO, UNICEF and the World Bank, each having permanent seats, and one representative of the other convening agencies (UNDP, UNHCR, UNFPA, UN Women) on a rotational basis; • one representative of the GPE; • two representatives of NGOs on a rotational basis; • one representative of teacher organizations; • one representative of the OECD, by virtue of its status as an international cooperation organization and its role in the global aid architecture related to official development assistance (ODA); • one representative from regional organizations for each of the six regions, to be decided by the region, with an option to rotate representation. For Latin America and the Caribbean, the representative will be from the Organization of Ibero-American States for Education, Science and Culture.
<p>Paragraph 107</p> <p>Financing gap for education in crisis contexts</p>	<p>107. Increasing and improving external financing: In 2000, the global community affirmed that 'no countries seriously committed to Education for All will be thwarted in their achievement of this goal by lack of resources.' [xlix p.9]. Shortage of funds should not jeopardize the educational opportunities of the billions of learners entitled to receive a quality education. This commitment is even more important with the more ambitious SDG agenda.</p> <ul style="list-style-type: none"> • <i>Increase the amount of aid to education in conflict and crisis.</i> It will be impossible to deliver education to all without successfully reaching children, youth and adults in fragile states and those affected by conflict and natural hazard.

	<p>Education receives just 2% of humanitarian aid appeals [ii]. Urgent efforts should be made to significantly increase support for education in humanitarian responses and protracted crises according to needs and to ensure a rapid response to conflict and crisis situations. Creating synergies between humanitarian and development financing as well as their modalities can increase the effectiveness of every dollar invested in recovery efforts and coherently address short-, medium- and long-term needs in order to support fragile and conflict-affected states in finding a long-term, sustainable solution to crisis.</p>
Indicators	Please refer to interim indicators for Targets 4.1, 4.5 and 4.a – indicators will be finalized in 2016