



## SDG 4 – EDUCATION 2030 AGENDA: LEAVING NO ONE BEHIND

### A POSITION PAPER ON EDUCATION IN EMERGENCIES/REFUGEE EDUCATION AND OUT OF SCHOOL CHILDREN



**Purpose:** To further inform discussions on the link between short term emergency response and long term development reflected in the SDG4 commitments, the New York Declarations and the Comprehensive Refugee Response framework (CRRF) in emergency and crisis situations. The paper also puts emphasis on support to Governments and systems to adopt a comprehensive approach to inclusion of refugees and IDPs in local schools and amplified support to host communities.

**Goal:** Access to certified, inclusive and equitable quality education for emergency- and crisis-affected children and youth is adequately integrated in all education sector planning and implementation for the realization of SDG4.

#### **Preamble: Education Sector Planning that includes emergency and crisis affected populations**

Globally, 263 million children and youth are out of school from primary to upper secondary. UNESCO Institute of Statistics data suggests that at least 35% of all primary aged children, 25% of lower secondary, and 18% of upper secondary-aged students are out of school in conflict affected areas. UNHCR estimates that 50% of refugee children do not attend primary, and that 78% of refugee youth do not attend any form of secondary. The figures for displaced and emergency-affected children could be higher than estimates suggest, as displaced students and their families are not always counted or disaggregated in national statistics.

It will not be possible to reach the SDG4 goals for education without clear planning that anticipates and addresses known barriers to educational access and quality for crisis-affected children and youth.

#### **Key messages on Education Sector Planning that includes emergency and crisis affected populations:**

- The SDG4 goals cannot be met if the needs of conflict-affected populations are not addressed. The longer children are out of school, the greater the risk to their protection against trafficking, harmful child labour, early marriage, and recruitment into armed militia.
- National Governments need to create linkages between short term response in emergency and crisis contexts and long term development framed in the recent New York declaration –recommending a comprehensive compact that brings refugees and host community children together and working with all stakeholders (all Government line Ministries, donors, private sector, CSO's) to provide access to long lasting and sustainable education.

- The launch of SDG 4 for education for all by 2030 represents a critical window of opportunity to ensure that all emergency- and crisis-affected children and youth are visible and accounted for in the next 15 years of education sector planning, development and monitoring at national and sub-national levels. That includes IDPs, refugees and stateless persons, as well as the communities that share services with them –the host community.
- Children and youth are rights holders with particular vulnerabilities. Ensuring that we support governments to respond within three months to the needs of IDP, refugee, stateless and other crisis-affected students whose educations have been interrupted, and the needs of children, adolescents and youth who have not had educational opportunities because of emergencies and crises, is our collective responsibility.
- Sector plans that include policy and budget directives that specifically address children and youth whose educations have been disrupted, for example through support for Accelerated Education or informal education programs can support realization of the SDG4 targets.
- Humanitarian actors need to align with the national education sector plans in support of SDG4 so that humanitarian actions during emergencies and crises dovetail with national education sector planning.
- Humanitarian actors need to join forces with SDG4 Steering Committee member association for the development of education in Africa so that the certification and equivalency needs of student populations affected by emergencies and crises are addressed in regional SDG policy suggestions and directives.
- Contingency planning that reflects the goals of the national education sector plan will create conditions for “right from the start” responses in emergency and crisis contexts that support joint humanitarian and development support to national planning.

**In conclusion:** the paper strongly recommends inclusion of refugees and all other children affected by emergencies and crisis, in the education **sector plans, programmes, budgets and monitoring systems**. And, this to be linked to a comprehensive approach by all partners including **governments, agencies, CSOs and communities**.

This paper was produced by the Regional Education in Emergences Working Group.