Key messages from the Inter-agency Network for Education in Emergencies (INEE)

- In adopting the Sustainable Development Goals (SDGs), governments pledged to deliver inclusive and equitable quality education for all by 2030 – yet this goal will not be reached without paying increased attention to safe and relevant education of equal quality for children and youth affected by conflict and emergencies.

- To see meaningful change in the lives of crisis-affected children and youth, we must shift our approach and ambition, and understand better the humanitarian-development nexus. We must share what works in education in emergencies, provide more and better financing, improve planning and coordination of responses, and prepare national education systems to respond to crises.

- INEE plays a key role in convening actors, setting standards, building capacities, and strengthening efforts across the humanitarian-development nexus to reach crisis-affected children with quality learning opportunities. By using these standards effectively, we can contribute to meeting the complex education needs of the most marginalised.

Education in emergencies

- 1 in 4 of the world’s school-aged children and youth – half a billion! – live in crisis-affected countries.

- More than 62.5 million children in 32 countries affected by crisis are out of school – and many of those who are in school are not safe, do not learn, or their curricula continue to perpetuate conflict.

- Girls and young people with disabilities are particularly disadvantaged, with girls being 2.5 times more likely to be out of school than boys in countries affected by conflict.

- Today’s crises are often protracted, resulting in extensive periods of displacement and disruption, and refugees are five times less likely to attend school than other children and youth. Only 61% of refugees attend primary school, compared to 91% at the global level; just 22% refugee adolescents receive a secondary education, compared to 84% around the world; and 1% a higher education!

- Refugee children often learn in poor and under-resourced parallel education systems, though there is a real push now towards inclusion of refugees into national education systems of host countries.

- Moreover, in conflicts around the world, schools, universities, students, and teachers are attacked as a tactic of war, and education institutions are used for military purposes putting children at risk. The 28 worst affected countries each had at least 20 attacks on education between 2013 and 2017.

Recommendations

- All states - 51 in 2019 - sharing their Voluntary National Reviews on SDG4 must report on progress made to ensure refugee and crisis-affected children and youth have access to quality education. Crisis affected countries reporting in 2019 include Cameroon, Central African Republic, Chad, Congo, Eritrea, Indonesia, Iraq, Israel, Mauritania, Nauru, Pakistan, Philippines, Turkey. While major donor countries include France, New Zealand and the UK.

- Governments, agencies and civil society must ensure that delivery of education in emergencies is conflict and gender sensitive and guided by the INEE Minimum Standards. Greater efforts are needed to expand our knowledge of “what works” to achieve quality learning outcomes for children.

- Donors should increase funding for education in emergencies and be more transparent around their investments. Funding must be more rapidly available, as well as flexible, multi-year, and additional.

Learn more at www.ineesite.org/advocacy
SDG4: Accelerating progress in education in emergencies at the High-Level Political Forum (HLPF), New York, July 2019

Background
The SDG 2030 Steering Committee has identified the persistence of violence, conflict, climate change and situations of emergencies as a major bottleneck in progress towards reaching SDG4 on education.

The 2019 HLPF provides the opportunity for donors, conflict- and climate change affected states, other member states, UN agencies, civil society and technical experts to assess progress towards reaching SDG4; discuss challenges and lessons learned; and agree on solutions and steps to accelerate progress.

Apart from SDG4, education in emergencies relates strongly to the other SDGs that are reviewed in 2019: SDG 8 (Decent work and economic growth); SDG 10 (Reduced inequalities); SDG 13 (Climate action); SDG 16 (Peace and justice); and SDG 17 (Partnerships). Only together can human dignity be assured!

The INEE Advocacy Working Group will lead a side event at the HLPF 2019, linking education in emergencies and SDG4

Goals & objectives
The goals of this HLPF side event are to:

- build political and practical support for education in emergencies in order to accelerate progress towards SDG4: delivering inclusive and equitable, quality education for all by 2030.
- increase understanding amongst stakeholders of the role that education in emergencies plays in reaching other SDGs such as through the standard setting instruments of INEE and others.

The event will achieve this by:
- developing a shared understanding of the state of education in emergencies – making the case for accelerated action in support of education in emergencies to reach SDG4.
- showcasing positive developments and lessons learned in policy and practice which can be replicated and scaled up, with a focus on using INEE’s open source standard setting instruments.
- providing states with an opportunity to present their Voluntary National Reviews on SDG4 in relation to crisis-affected and displaced children and youth.
- providing young people with an opportunity to voice their experiences of education in emergencies.

Participation
- Representatives of member states, UN agencies, multilateral organisations, the private sector and civil society organisations. A donor and a crisis-affected country will join INEE as co-hosts.

Date, location and organisers
The event will take place during the HLPF, 8-19 July 2019, in New York and will be organised by the INEE Advocacy Working Group, whose members are Care US, DAI, Education Above All, Global Coalition to Protect Education from Attack (GCPEA), Global Campaign for Education (GCE), Global Education Cluster, IRC, Plan International, Right to Education Initiative, Save the Children, and Xavier Project.

About the Inter-agency Network for Education in Emergencies (INEE)
The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network of UN agencies, NGOs, donors, governments, universities, private individuals, and affected populations working together to ensure all persons the right to quality education in emergencies and post-crisis recovery. The INEE Minimum Standards for Education: Preparedness, Response, Recovery contribute to give governments and humanitarian workers the tools they need to help fulfil the right to education in emergencies.

Further information
If you wish to be involved please contact the INEE Advocacy Working Group at advocacy@ineesite.org