

Migration and displacement often place children without access to quality education. To achieve Sustainable Development Goal (SDG) 4 on inclusive and equitable quality education, migrants, refugees, returnees and internally displaced persons (IDPs) must be included. That means enabling access for all children out of school to quality life long education and learning opportunities. Inclusive national education systems benefit both displaced populations and host communities. Access to quality education prepares for durable solutions and a better future for displaced persons.

### SWEDISH POLICY PRIORITIES

Sida's main mission is to create conditions for people living in poverty and oppression to improve their living conditions – this includes migrants, refugees, returnees and internally displaced persons where they are among the poorest and most marginalized.

Central to Sida's work is the 2030 Agenda for Sustainable Development with the principle of reaching the most vulnerable and to Leave no one behind. SDG 4 and the two compacts on Migration<sup>1</sup> and for Refugees<sup>2</sup> guide Sida's work on education and migration. A key element in Swedish development cooperation is ensuring that children living in poverty and in other vulnerable situations have access to quality education without discrimination, also in crisis situations.

Swedish Policy Framework for Development Cooperation and Humanitarian Assistance<sup>3</sup> highlights that;

- Sweden will work towards a holistic approach to learning with **a focus on national education systems**, including good quality teacher training that leads to sustainable development;
- Pay particular attention to the importance and role of **education in conflict and post-conflict situations and in humanitarian crisis**;



- Support **equal rights, equitable and inclusive education** of good quality at all levels for all girls and boys, women and men, from early childhood education and throughout their lives;
- The importance of creating the conditions for children and youth to **return to normality** as soon as possible, through opportunities to education.

Sida's Strategy for Sustainable Social Development at global level and Sida's bilateral strategies include the objective to support:

- Improved, equitable, inclusive and gender-equal education and quality lifelong learning.<sup>4</sup>

Never before have so many people been displaced. Children are the most vulnerable, at risk being left outside of the school system for their entire childhood and becoming victims of abuse, discrimination and human trafficking. Poor countries remain poor due to weak governance systems and corruption, despite a long period of peace. There is a growing need for socially sustainable development for people and systems to be resilient and able to manage risks, shocks and challenges, such as the impacts of climate change, natural disasters, refugee situations and epidemics. Resilient solutions need to be integrated, coordinated and cross-sectoral.

*Strategy for Sweden's global development cooperation in sustainable social development 2018–2022*

1 [GCM](#)

2 [GCR](#)

3 [Ministry for Foreign Affairs, Policy framework for Swedish development cooperation and humanitarian assistance, \[2016\]](#)

4 [Ministry for Foreign Affairs, Strategy for Sweden's global development cooperation in sustainable social development 2018–2022, \[2018\]](#)

## DEVELOPMENT CHALLENGES

Migration and displacement often place children without access to quality education.<sup>5</sup> Schools continue to be under attack<sup>6</sup> or used for military purposes in conflict situations as described in the Safe School Declaration<sup>7</sup>. Humanitarian emergencies often disrupt education and displacement situations put social services under pressure. Host countries<sup>8</sup> are challenged to fulfil the international commitment to respect the right to education for all. Only 63 percent of refugee children attend primary school, 24 percent secondary education and 3 percent higher education.<sup>9</sup> Girls are 2.5 times more likely to be out of school than boys in conflict-affected countries<sup>10</sup>. Months-long school closure due to Covid-19 risk reverse small gains recently made in expanding access to education for refugee children. Access to Non-formal education and Technical and Vocational Education and Training (TVET) is often insufficient for displaced youth. Protracted displacement may lead to a generation of children growing up without education or skills. The negative impact of crisis and pandemics have severe and long term consequences for the most vulnerable children. Being out of school, even for a limited amount of time, is expected to have long-term impacts on learning, earning potential and well-being. Lack of access to education enhances the level of poverty and increases the risks for child abuse, child labour and early child marriages.

## THE SUSTAINABLE DEVELOPMENT GOAL 4

SDG 4 calls on governments to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. To be able to achieve SDG 4 efforts are needed to improve learning outcomes for the full life cycle, especially for women, girls and marginalized people in vulnerable settings.<sup>11</sup>

## THE GLOBAL COMPACTS

The two international global frameworks; Global Compact on Refugees and Global Compact for Migration are both linked to the SDGs.

**The Global Compact on Refugees (GCR)**<sup>12</sup> aims to “expand and enhance the quality and inclusiveness of national education systems to facilitate access by refugee and host community children (both boys and girls), adolescents and youth to primary, secondary and tertiary education”. GRC also calls for an expedited enrolment in school.

**The Global Compact for Safe, Orderly and Regular Migration (GCM)**<sup>13</sup> aims to: “provide inclusive and equitable quality education to migrant children and youth, as well as facilitate access to lifelong learning opportunities, including by strengthening the capacities of education systems”.

## NEXUS PERSPECTIVES ON EDUCATION

Support to education for refugees and host population provides means for dignity, skills development and social cohesion. The nexus approach build synergies and links between emergency response, long term development and peacebuilding are important for education in emergencies.

### Example of Sida’s Nexus Approach

A nexus approach is relevant in contexts with presence and activities of both humanitarian, development and peace actors, and requires context-adapted, locally based and jointly agreed plans and solutions. A nexus approach can be about the interaction between humanitarian aid and long-term development cooperation only, while in other situations peace actors are also involved (triple nexus). Conflict sensitivity always needs to be considered as part of a nexus approach. Sida adheres to the OECD/DAC recommendations for a nexus-approach, which emphasizes interaction in three main areas: coordination, programming and financing. In addition, EU has developed guidelines on nexus perspectives for Member States.

*In emergencies* access to quality education saves lives and provides protection and a sense of dignity. Access to quality education for refugees and IDPs provides means for resilience and self-sufficiency and reduces dependence on humanitarian assistance. Education can provide protection against violence and exploitation including recruitment into armed groups. Education is a major factor in the protection of children and important for psycho-social well-being to help children cope with difficult experiences. Quality education can provide essential skills to build children’s resilience and future.

*From a peacebuilding perspective* access to education may contribute to cohesion for refugees and host communities and more peaceful societies. Access to quality education prepares for durable solutions for displaced and contribute to building resilience and to ending humanitarian needs. Education can be mediators of values, strengthening human rights, democracy and strengthen conflict management

*From a development perspective* inclusion of displaced persons in education systems has a multiplying effect on poverty reduction. Investing in education is key to reaching the goals set out in the 2030 Agenda

5 [UNESCO, Global Education Monitoring Report \(GEMR\), 2019](#)  
“Migration, displacement and education: Building bridges, not walls”

6 <https://www.unicef.org/education-under-attack>

7 Safe School Declaration

8 A host country refers to the country of asylum where refugees live

9 Stepping up: Refugee Education in Crisis, UNHCR 2019

10 [https://www.unicef.org/media/media\\_100857.html](https://www.unicef.org/media/media_100857.html)

11 <https://sustainabledevelopment.un.org/sdg4>

12 [GCR](#)

13 [GCM](#)

for Sustainable Development, including peace and stability. Inclusive education is crucial to overcome multidimensional poverty. Investing in education for both displaced and host communities enables growth and development on individual, community and national level.

## SIDA'S MODALITIES TO SUPPORT EDUCATION AND MIGRATION

### Partnerships

Sida supports Education in Emergencies working in partnership with local, national, international and multilateral actors providing support at bilateral, regional and global level. Sida work in partnership with a long-term approach, focusing on learning from experiences.

### Funding

At global level Sida support the *multilateral system*, including UNESCO, Global Partnership for Education (GPE) and Education Cannot Wait (ECW) with programmatic or flexible funding to develop neglected areas with relevance for enhanced access of displaced persons and migrants to education and inclusion in national education systems.

At bilateral level Sida supports Education in Emergencies as part of *Sida's bilateral cooperation* in several displacement contexts such as Afghanistan, South Sudan and Uganda. The Syria crisis is supported at *regional level*.

*Sida's humanitarian funding* is based on a global needs analysis. Funding can be directed towards education in line with the partner organisations' priorities and plans in a specific humanitarian context.

### Dialogue

Dialogue on coordination, policy development and learning is key for Sida. Sida is a learning organisation and supports evidence based development cooperation. Sida promotes coordination and engages in dialogue with partners on efficient aid delivery. Specifically Sida supports:

- Efficient coordination during and after emergencies to enable humanitarian and development actors to plan and work seamlessly;
- Documentation of systematized learning, and good practice of inclusion of refugees in education sector plans and national policies;
- Policy development and methodological guidance on inclusion of displaced populations in local and national systems;
- Capacity and systems building, joint planning, coordination and long-term funding.

## SIDA'S APPROACH TO EDUCATION AND MIGRATION

Sida aims to align with and support the national education system, starting in the early emergency response and transitioning towards medium- and long-term approaches. Focus should be on;

- Mechanisms for crisis management and preparedness in the education sector;
- Immediate service delivery while strengthening local capacity and national systems;
- Coordination, complementarity and synergies between all actors in the education sector;
- Adherence to Interagency Network on Education for Emergencies (INEE) "Minimum Standards"<sup>14</sup>;
- Quality education and education outcomes.

### Equitable and inclusive national education systems

To reach the most vulnerable children left behind, a focus is required on inclusion of migrant children, un-accompanied minors, orphans, children and youth with disabilities in the national education systems.

Specific measures can be addressed such as:

- Non-formal education in early refugee response and situations of emergencies while planning for transition into education systems;
- A coordinated approach to enhance quality education for all, including the most vulnerable children left behind;
- Multisectoral approaches linking education to other sectors such as Water, Sanitation and Hygiene (WASH), health and livelihoods.

### Education in conflict and crisis situations

In crisis situations, such as large refugee influx and pandemics, education systems are faced with additional pressure due to the emerging situations. Support to education in conflict and crisis situations, including pandemics, require linking emergency interventions to a mid- and longer-term approach in the education sector. Where possible, Sida's approach is to increase the nexus approach by:

- Using flexible, and long-term funding;
- Fund program design which includes both refugees and host community as target groups for access to social services and livelihoods; and prioritise support local actors;
- Identify and focus on the poorest and the most vulnerable, i.e. those who are at most risk to be left behind during crisis situations and the pandemic;
- Continue to support national education plans and priorities as adjusted to respond to the immediate, medium-term and long-term implications for the sector in general;
- While adapting to changing circumstances, keep focus on a long-term perspective and support systems strengthening thus avoiding short term approaches.

<sup>14</sup> [INEE "Minimum standards"](#)

## Equal rights and inclusive education

Education is a human right for all, including for migrants and displaced persons. To achieve SDG 4 and Leave No One Behind specific measures should be considered, such as support to:

- Development of better data collection and management on refugee education;
- Enhanced focus on child protection, psycho-social support, safe schools and prevention of gender-based violence in and outside of schools;
- Recognition of qualifications for refugees and prior learning;
- Linking lifelong learning, TVET, skills development, jobs and livelihood; social cohesion for refugees and host communities;
- Teacher training in conflict and post-conflict situations;
- Non-formal education in early refugee response, while planning for transition into education systems.

### STORY OF CHANGE

Eleven-year-old Mohammad Khaled Shehadeh lives in Al Azraq refugee camp in Jordan. In the camp he gets the chance to catch up with school. His dream is to become a language teacher. The school day starts at 11.30 am for Mohammed and the boys, as the teaching is divided by gender and the mornings classes are for girls.

*– I missed out on school when we had to flee from Syria, and also during the first period here in Jordan, Mohammad explains.*



Mohammad is looking forward to attend classes. School gives him a sense of security and stability. This school is specially adapted for refugee children like Mohammad with traumatic experiences who have missed out on their education. The school offers a fast track for the children to catch up and to continue studying at the right level.

**Sida has funded Unicef in Jordan for education, including for Syrian refugees, to catch up on lost school years through the Non-Formal Education (NFE) Catch-Up program and the Drop-Out program. This has resulted in over 3000 student in refugee camps and host communities having access to informal education.**

## Nexus programming for Education in Afghanistan

The overall objective of the program is to ensure that the right to quality education for Afghan girls and boys, young women and men, is fulfilled, through providing vulnerable and displaced children and youth with access to quality education in a safe and protective learning environment.



The intention is to create a coherent program that meets the specific needs related to education and learning that exist due to increased migration in Afghanistan in recent years. The program is targeting the most vulnerable displaced populations in Afghanistan, with a focus on girls, Internally Displaced Persons (IDPs), returnee and refugee communities. The nexus programming links humanitarian Education in Emergencies (EiE) programming with the mid and longer-term development objectives for the education sector to:

- improve access to education through Community-Based Education (CBE), Accelerated Learning Classes and other innovative approaches to create an inclusive teaching and learning environment for emergency affected girls and boys;
- improve continuity of education by facilitating opportunities for students to transition from EiE CBE schools to the public school system and from lower to higher grades;
- improve the quality of learning;
- create safer and more protective learning environments, including School Water, Sanitation and Hygiene (SWASH) components.

The programme is designed to link with national plans, tailored to address immediate and urgent needs alongside recovery and development needs in a mutually reinforcing fashion.

More than 10 international and national NGOs, both humanitarian and long-term development actors, are working together to implement the nexus program, coordinating their work based on reality and conditions in the context.

Sida supports education in Afghanistan through Education Cannot Wait (ECW) and the Multi Year Resilience Program in Afghanistan, Save the Children International and Norwegian Refugee Council in six provinces in Afghanistan.