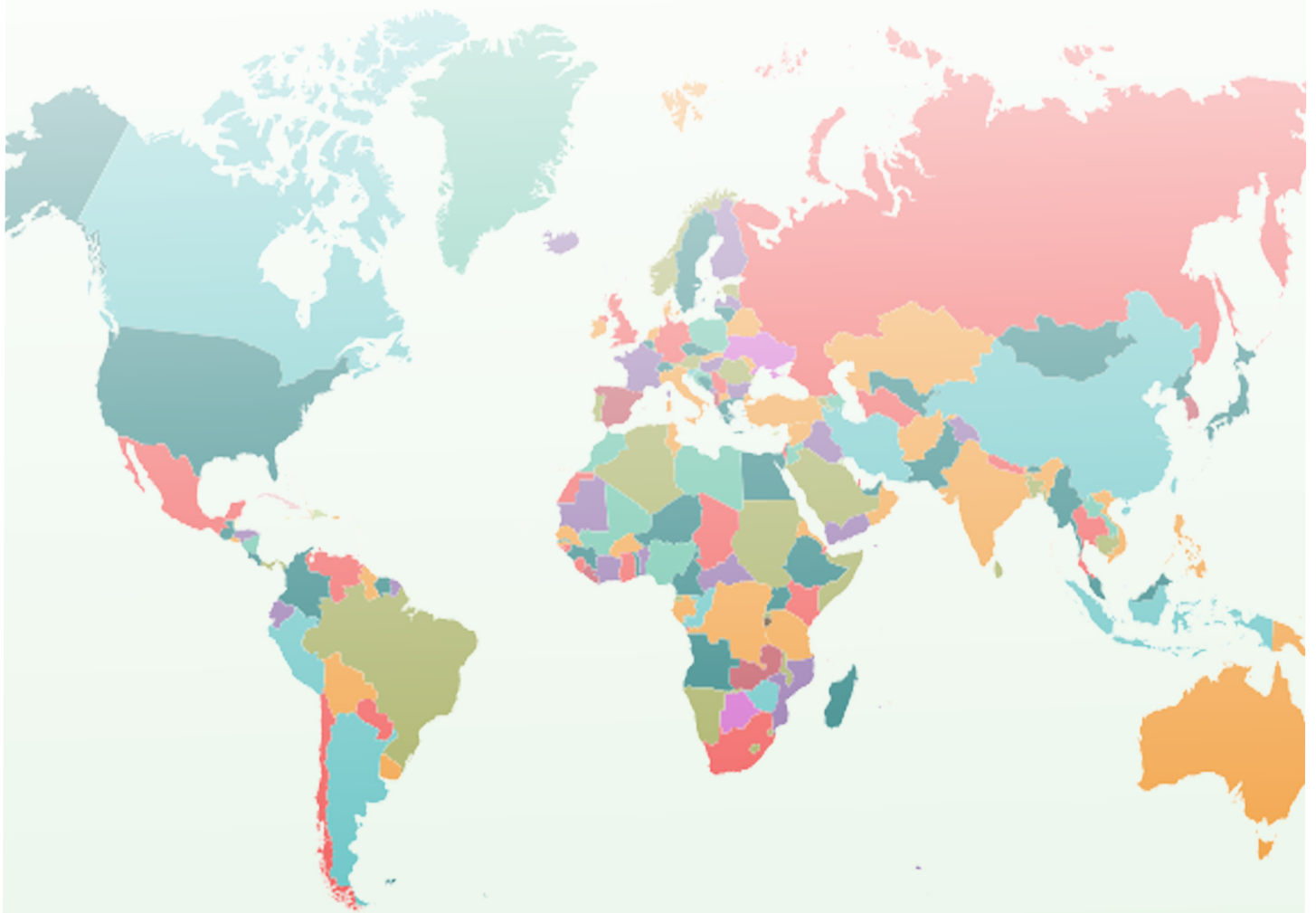


# THE GLOBAL CAMPAIGN FOR EDUCATION - US

## *COUNTRY ADVISOR ACTIVITY GUIDE*

INTERACTIVE PDF



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# THE UN SUSTAINABLE DEVELOPMENT GOALS

**What are the Sustainable Development Goals (SDGs)?** In 1992, during the Earth Summit in Rio de Janeiro, Brazil, over 178 countries adopted an inclusive plan of action to create a global partnership for sustainable development. Following the summit, in 2000, member states unanimously signed on to the Millennium Declaration which outlined eight Millennium Development Goals (MDGs) to reduce extreme poverty by 2015. **By 2015, the number of people living on less than \$1.90 a day had been reduced from 28.6% of the world population (1999) to 10%.**

However, the mission to create a sustainable world did not end there. In 2015, all United Nations Member States adopted the Sustainable Development Goals (SDGs) as **“a blueprint for peace and prosperity for people and the planet, now and into the future.”** There are 17 SDGs, each recognizing various interconnected areas of reform and outlining specific targets and indicators to achieve success by the year 2030. The 2030 Agenda for Sustainable Development elicits governments and civil society to adjust their priorities and align policies and budgets to meet these standards. Their progress is reviewed on an annual basis by a High-Level Political Forum which allows countries to demonstrate the steps they have taken to achieve each goal.

## **SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning:**

In 2018, more than half of children and adolescents globally were not meeting minimum proficiency standards in mathematics and reading.

**SDG 4** encompasses the following targets:

- Universal access to early childhood development.
- Universal access to free, equitable, and quality primary and second education.
- Universal access to quality technical, vocational, and tertiary education.
- Eliminate gender disparities in schools
- Eliminate disparities among persons with disabilities, indigenous peoples, and children in vulnerable situations.
- Ensure that all children acquire skills to promote the principles of sustainable development and human rights.
- Build and upgrade education facilities.
- Expand the number of scholarships available to developing countries.
- Increase the supply of qualified teachers.

[Full list of indicators and targets here.](#)



# WHAT HAPPENS IN EMERGENCIES?

## MIGRATION, DISPLACEMENT AND EDUCATION IN EMERGENCIES


### FAST FACTS:

- **Impact:** About **1 in 8** people are internal migrants, and about **1 in 30** are international migrants.
- The number of international migrants increased from 93 million in 1960 to **258 million** in 2017.
- More than half of persons forcibly displaced are under the age of 18.
- The educational progress of migrants and displaced populations is difficult to monitor under SDG 4 due to their legal status and movement across areas.
- **Financing:** To meet the most basic education needs of children in crisis would require the share of education in humanitarian aid to increase **10 times**
- **Right to Education:** Refugees' right to education in host countries was guaranteed in the 1951 UN Convention Relating to the Status of Refugees.

### BARRIERS TO EDUCATION:

- Asylum-seeking children and youth are detained in many countries, often with limited to no access to education.
- Immigration and citizenship policies often hinder access to school.
- Teachers affected by migration and displacement are often ill equipped. In six European countries, half of teachers felt there was "insufficient support to manage diversity in the classroom."
- Major displacement would require extensive teacher recruitment, retention and training.
- Displaced persons settling in remote areas are typically subject to resource constraints.
- Public attitudes can affect migrants' and refugees' sense of belonging, and can lead to discrimination in schools. The more educated have more positive views toward immigration.
- In 2017, compared to other students, twice as many foreign-born youth left school early in the EU.

All Data sourced from the UNESCO GEM Report 2019. [Read it here.](#)



**WHAT IS EDUCATION CANNOT WAIT (ECW)?** ECW is "the first global fund dedicated to education in emergencies and protracted crises." It was established during the World Humanitarian Summit in 2016 as a way to advance the education agenda in the humanitarian aid arena. ECW brings together public and private partners to mobilize funding to children victimized by natural disasters, conflict and emergencies. Since its inception, ECW has reached more than 765,00 children and youth with quality education.

# INVESTIGATE



## GUIDING QUESTIONS FOR DISCUSSION:

*Partner up to review the resources and answer the following questions below.*

Create connections and inferences from the material. Use information from the links in bold to support your answer.

1. What significance does the **United Nations Declaration of the Rights of a Child of 1959** hold? Is there any mention of the right to education for refugees and migrants?

2. How are the **United Nations Millennium Development Goals (MDGs) different from the Sustainable Development Goals (SDGs) of 2015?**

- Compare your knowledge of the UN Declaration of the Rights of a Child to the MDGs and SDGs. What are some noted differences, why do you think things have changed, and how do you think it will impact the outcome?
- How do the MDGs and SDGs respectively apply to youth in emergency or conflict situations? Do you think they effectively address education in emergencies?

3. Read the information about **Sustainable Development Goal #4: Ensure inclusive and equitable quality education and promote lifelong learning.** What did you find interesting about it? How do you think it's measured?

- Read through the SDG 4 indicators and targets. If you had to add a new target and indicator applying to education in emergencies, what would those be?

4. Compare the **areas in the world** in regards to the percentage of out-of-school children of primary school age. Where are the needs highest? Why do you think that is? Is there present conflict or crisis in the region?

5. **Think locally:** What actions would improve inclusive education in your community?

# PLAY THE PART!

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## **Choose a country from the list found here.**

Each has a large refugee/migrant population and/or for various reasons has experienced setbacks to ensuring inclusive and equitable quality education and promoting lifelong learning. Spend some time researching information on your country's education status to answer these questions:

- 1. What specific barriers does this country face in achieving SDG #4?**
- 2. Why you think these barriers exist? Base your answer on evidence from your research and the understanding you have from your findings.**
- 3. How is geography related to your findings. How does location affect access? How has regional conflict or an influx of refugees played a role?**
- 4. Are there laws, policies, or programs in place for refugees and migrants to access education?**
- 5. How does the country experience inequality in the following categories in education?**
  - Gender
  - Disability
  - Language
  - Rural vs Urban residency
  - Socioeconomic status
  - Are there any other conditions specific to this country?
- 6. What role does culture and identity play in your findings? What makes this country unique?**

## **FIND THE FACTS:**

*Use the following resources and databases to aid your research:*

**1.) First gather information from the country's Ministry of Education and other government agencies.**

**2.) Then look for resources using the following international databases:**

- [The World Bank Country Data](#)
- [UNHCR Statistics Database](#)
- [UNESCO Institute of Statistics](#)
- [UN Data](#)
- [OECD Data](#)

# PLAY THE PART!

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- **Prepare an oral presentation that would be used to address this country's government using your research.**

## Project:

- As a group, imagining you are an advisor to a global education stakeholder of your choosing, devise a plan to achieve SDG 4 by 2030.
  - Possible stakeholders can include: national education ministries, thinktanks (ex: Brookings), NGOs (international and local), multilateral funds (ex: GPE, ECW), teachers unions, and faith-based organizations.
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- Create recommendations for this stakeholder based off of their current work and mission.
- Get creative, include suggestions relevant to both their organizational structure and the country of focus.
- Present your ideas as a group, outlining your chosen country, stakeholder, and recommendations.

# ADVOCATE

CONTACT YOUR MEMBER OF [CONGRESS ONLINE HERE](#) OR USE THE TEMPLATE BELOW FOR REFERENCE.

LOOK UP YOUR POLICYMAKERS HERE.

## Sample Letter to Congress:

Date

The Honorable \_\_\_\_\_  
United States Senate  
Washington, DC 20510

OR

The Honorable \_\_\_\_\_  
United States House of Representatives  
Washington, DC 20515

Dear Senator/Representative \_\_\_\_\_,

I believe that the United States has an obligation to its citizens to help end poverty around the world and to ensure global stability through the international affairs budget. Robust funding for global education is in the best interest of the United States and the international community. The international affairs budget has ensured millions of children have entered classrooms for the first time, saved millions of lives through our global health investments, and ensured U.S. leadership through diplomatic efforts around the world. At just 1% of our federal budget, it is critical that the international affairs budget not suffer any additional cuts.

As you consider the FY2020 budget, please include critical international basic education programs. I urge you to support international basic education by calling for \$800 million to basic education bilateral programming, \$125 million for the Global Partnership for Education, and at least \$21 million for the Education Cannot Wait Fund for Education in Emergencies in State and Foreign Operations appropriations.

I support the international affairs budget and the basic education accounts because:

- It's good for the global economy: U.S. support for global education has diminished the global gender gap in education. Each additional year of schooling can raise a woman's future wages by as much as 15%.
- It's good for global security: For each additional year of schooling a boy receives, he is 20% less likely to enter violent organizations such as gangs or terrorist organizations.
- It's the right thing to do: Because of U.S. leadership, 34 million more children attended school in 2015 than in 2000.
- Every aspect of the international affairs budget is crucial to our economy, safety, and livelihoods.

Thank you very much for your consideration.

Sincerely,  
NAME



# ADDITIONAL RESOURCES

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## LEARNING SDGS:

[Global Goals, Schools for SDGs](#)

[United Nations Sustainable Development Knowledge Platform](#)

[World Bank Atlas of Sustainable Development Goals](#)

[Microsoft Educator Community](#)

[TeachSDGs](#)

[The World's Largest Lesson](#)

## REFUGEES, MIGRATION, AND EDUCATION:

[The 2018 Global Compact on Refugees](#)

[UNESCO 2019 Global Education Monitoring Report on Migration, Displacement and Education](#)

[JRS/USA Policy Brief, Challenges and Recommendations to Increase Education for Refugee Girls](#)