



Education

In crisis contexts, formal and non-formal education are critical to create environments where all young people can develop a sense of agency and purpose. Education also ensures physical, psychosocial and cognitive protection. It builds resilience and coping skills and helps young people access other critical services. Quality education ensures young people gain the relevant skills and competencies they need for whole-person development, navigating the labour market and becoming actors for peace and stability. In particular, it is important to ensure that the two critical windows of opportunity for rapid learning and brain development are not missed, the first being ages 0–3 years and the second at 9–14 years.¹²⁴ In this context, education during this ‘second window’ provides a critical opportunity

to build on earlier investments in education, or to provide a second chance to those who missed out on educational and social opportunities as children, due to conflict or displacement.

Educational interventions for young people can benefit the community as well as young people themselves, by building their skills and engaging them in employment and voluntary activities. However, too often even where education is available in emergencies, most programmes target younger, primary-school aged children, with little investment in the developmental and protection rights and needs of adolescents or youth in their early 20s. In displacement contexts, especially, some young people will be illiterate, while others will be university students, and all levels must be catered for in terms of providing appropriate educational activities/opportunities. Access barriers for young women, persons with disabilities and those living in vulnerable situations must be overcome.

Young people are calling for innovative options that include relevant education, human rights, livelihood and life skills training (see [ANNEX 6 ▶ Life skills](#)), which respond to their needs and open up possibilities for the future. During displacement, training and engagement of young people as teachers and facilitators can be crucial to launch and maintain educational projects for younger children, while also developing skills among the older group.

For the Education sector, all areas of focus across the HPC should be considered together with the domains¹²⁵ of the Inter-agency Network for Education in Emergencies (INEE) *Minimum Standards for Education* (known as the INEE Minimum Standards Handbook).¹²⁶

Registration and documentation were strong themes throughout the consultations, especially with regards to health insurance and work permits. Many young people spoke of the consequences of not being able to access diplomas obtained in their country of origin and the inability to have their degrees accredited in the host country.



UNFPA consultations with Syrian refugee adolescents & youth in Ankara, Turkey



Tip sheet

Key actions for Education programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation
Needs assessment and analysis	<p data-bbox="92 853 185 947">1</p> <ul style="list-style-type: none"> → Collect data on needs, priorities and capabilities, and analyse these data disaggregated by sex, age and disability, to understand differing educational needs of young people before and after the crisis. → Analyse data to understand: <ul style="list-style-type: none"> → how many young people of different age groups in the area are in school, in training or NEET (not in education, employment or training), and what proportion of those in each category are female and male; → the education profile of young people, including percentages who: have never been to school, have attended primary school, have completed secondary school, are in higher education; → the barriers to young people accessing education. How are barriers different for girls and boys, for internally displaced persons (IDPs)/refugees and other vulnerable groups? Examples: distance to school; lack of civil documentation; cost of school fees; sex of teachers and administrators; teacher quality; safe and accessible water, sanitation and hygiene (WASH) facilities, lack of access to sanitary pads or other support during menstruation; existence of crèches/child care; accessibility for people with disabilities; family acceptance and support for school attendance; lack of clothing; food insecurity; → the cut-off age after which an adolescent is legally unable to register for formal schooling. 	<ul style="list-style-type: none"> → Hold consultations – grouped by age and sex of participants – with a diverse cross-section of young people to identify needs and barriers to education.

HPC phases	What to do	Tips for young people's participation
<p>Strategic planning</p> <p style="text-align: center; font-size: 24px; background-color: #0070C0; color: white; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">2</p>	<ul style="list-style-type: none"> → Ensure that the Education response plan addresses the needs of young people identified during the needs assessment, and from any other relevant data on young people. → Ensure that the project activities and outcomes in the Education sector response plan directly address the specific needs of young people. → Specify in the response plan which options exist for those who are NEET: formal and non-formal education, alternative education opportunities, technical and vocational education and training (TVET), distance learning, life skills and employability skills. → Build links in the response plan between learning and future employment and livelihood activities. → Advocate for the integration of refugee and displaced young people in the education system, budget and plans of their host area or country. → Continuously advocate and collaborate with education authorities and other education actors for recognized and accredited education for refugees and IDPs. 	<ul style="list-style-type: none"> → Consult with adolescents and youth during the design and development of the strategic planning document (e.g., the Education response plan). → Include a diverse cross-section of young people in Education planning committees.
<p>Resource mobilization</p> <p style="text-align: center; font-size: 24px; background-color: #0070C0; color: white; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">3</p>	<ul style="list-style-type: none"> → Gather information and disseminate key messages from needs assessments among adolescents and youth to influence education funding priorities. → Report on gaps in funding for education programmes for adolescents and youth to donors and other humanitarian agencies. 	<ul style="list-style-type: none"> → Partner with young people in developing key advocacy messages for Education funding.
<p>Implementation and monitoring</p> <p style="text-align: center; font-size: 24px; background-color: #0070C0; color: white; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">4</p>	<p>Access:</p> <ul style="list-style-type: none"> → Offer flexible learning opportunities to young people, as they may have limited time available to attend education due to family or livelihood commitments. → Provide a range of education opportunities so that young people can re-enter the formal school system and/or participate in non-formal learning. → Give young people opportunities for employment as teachers, teachers' aides, mentors and trainers, etc., within education and training programmes. → Address barriers or biases in Education programming that may compromise the safety of adolescent girls and young women and other at-risk groups. 	<ul style="list-style-type: none"> → Engage young people in the provision and review of education services.