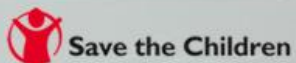




## 3rd HIGH LEVEL DIALOGUE on Gender, Education and Protection of schools in humanitarian settings

**IDPS, REFUGEES AND RETURNEES:  
SECURING ACCESS AND QUALITY  
EDUCATION FOR GIRLS, WOMEN AND BOYS**

VENUE: AUC HEADQUARTERS, ADDIS ABABA, ETHIOPIA  
DATE : 5 FEBRUARY, 2019



### **OUTCOMES OF THE HLD**

1. The High level Dialogue on Gender, Education and Protection of schools in humanitarian settings was held on the 5<sup>th</sup> February 2019 at the AUC Headquarters on the topic ***"Internally displaced persons, refugees and returnees: Securing access and quality education for girls, women and boys,"*** in line with the AU theme for 2019 and this on the margins of the 32<sup>nd</sup> AU Extraordinary Summit, with support from the Government of Norway.
2. Participants included AU Ministers from South Sudan, Sierra Leone, Central Africa Republic, Liberia, Angola, Sahwawi Arab Democratic Republic, Uganda, as well representatives from Nigeria, Cote d'Ivoire and Senegal responsible for Education, Gender, Humanitarian Affairs, and Defense as well the RECs, the PAP, development partners, CSOs, youth and education advocates.
3. The objectives of the meeting were to:
  - a. Improve participants' understanding of impacts of humanitarian situations on education, especially for girls and women, and the role of education in peace building;
  - b. Share experiences among AU Members States and non-State actors policy frameworks and practice in protecting education during humanitarian situations through implementation of the Safe School Declaration and Guidelines, among other humanitarian instruments;
  - c. Strengthen commitment on specific measures to protect girls, women and boys in education systems under all circumstances.
4. The HLD highlighted gendered educational realities for IDPs, returnees and refugee persons; and also covered the issue of protecting education during conflict and emergency situations, in order to stop militarization of schools and so enable continuing access to education for all, under all circumstances.
5. Through presentations and Panel discussions, participants proposed ways of addressing the vulnerability of girls, boys and women IDPs, refugees and returnees in order to ensure their schooling in a humanitarian context.
6. The participants committed in their various capacities, to mainstream gender, humanitarian issues, and protection of schools in education sector planning, and agreed on the following recommendations:

- a. *Develop inclusive processes with all stakeholders and community members to ensure that schools provide safe and secure learning environments including during conflict and humanitarian situations;*
- b. *Mainstream gender-responsive education sector planning in humanitarian and emergency situations to end with the phenomenon of out-of school children living in conflict, post conflict and humanitarian crises;*
- c. *Ensure that quality education is secured as a right for all displaced persons, returnees and refugees through effective implementation of Agenda 2063, the CESA 16-25, as well as the Kampala Convention which recognizes state parties' obligation to provide education alongside necessary humanitarian assistance to IDPs and refugees;*
- d. *Support financial and technical capacity building of affected countries and states in fragility to:*
  - *Expand absorptive capacity in order to provide education to refugees and displaced persons within the local education systems;*
  - *Rebuild schools and confidence of school communities and families to bring back their children to school following emergencies and other destructive interludes; and*
  - *Support and motivate teachers to deliver quality teaching with practical and relevant knowledge and skills.*
- e. *Establish a culture of zero tolerance against peacekeepers, civilians and humanitarian personnel being involved in all forms of violence and abuse perpetrated against refugees, IDPs and returnee learners and teachers;*
- f. *Promote peace and resilience education as well as Prevention of Violent Extremism (PVE) through education for refugee, IDP and host communities, especially for the youths;*
- g. *Promote multi-lateral actions and mutual learning by ensuring that all major stakeholder agencies participate in the CESA Peace and Education Cluster in order to build on synergies and enhance efficiency of programmes to protect education;*
- h. *Develop national gender sensitive comprehensive policy and operational plans that unify Peace Education and protection of education through the Safe School Declaration Guidelines, and bring on board all relevant institutions and partners;*
- i. *The AUC should spearhead the development of a mechanism for regular reporting on the situation of education in Member States taking into account the situation of girls and women, the safety and security of schools and the education systems, and the extent to which refugees are mainstreamed into local education systems;*
- j. *Enhance a tripartite partnership between AU member states, RECs, development partners, and all stakeholders for better investment in the right individuals among refugees and IDPs;*

- k. Facilitate experience-sharing, best practices and success stories; such as: field visiting to refugees' camps and communities for Ministers of Education among countries;*
- l. Integrate resources and investment; including utilizing emergency funds for school reconstruction in local communities to ensure quality education for refugee children and children from host communities;*
- m. Facilitate birth registration for refugee and IDPs and ensure registration of children at schools; including the refugees identification card in the absence of birth certification;*
- n. Call on all AU member states to adopt and implement policies that ensure re-entry into schools for pregnant girls and girls on maternity leave;*
- o. AU and Save the Children to facilitate experience sharing among member states on refugee management;*
- p. Preventing and Protecting early child marriage and pregnancy through providing technical and vocational education, training and scholarship programmes to empower girls and women with skills.*

The Meeting calls upon all AU Member States, the AUC (HRST, AU/CIEFFA, DPA) with the support of development partners such as Save the Children, UNESCO, UNICEF, UNHCR, Norway, Canada, the RECs, the Pan African Parliament and all relevant institutions to disseminate these recommendations and take them forward for protection of right of education for All children including IDPs, refugees and returned persons.

***Done in Addis Ababa-Ethiopia on 5<sup>th</sup> February 2019***

***Participants to the 3<sup>rd</sup> High level Dialogue on Gender, Education and Protection of schools in humanitarian settings***