

Title of presentation

Sustainable Development Goal Four and Refugee Education: An Evaluative Framework for All Level Actors

Presenters

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Abstract

The United Nations (UN) Sustainable Development Goals (SDGs), like the Millennium Development Goals (MDGs), were created as a blueprint to achieve a better and more sustainable future for all; uniting the focus of efforts and resources on specific global concerns. Internationally, social and civic responsibility means that the SDGs have been incorporated into the work and policies of many organisations. However, as the 2030 deadline draws closer it becomes vital to evaluate to what extent they are being enacted. For the most vulnerable populations, like the 82.4 million displaced people globally (30.5 million of whom are classified as refugees or asylum seekers), it is vital special consideration be given so they are not left behind. Though the SDG Indicators framework guides evaluation and has recently been refined to disaggregate data so that – for the first time – information by migratory status is included where relevant, these large frameworks are primarily utilised by national governments and large international non-governmental organisations (NGOs) to quantify success. This is important, but globally the SDGs are incorporated into the work of many levels of actors so an evaluative framework that can be utilised by all is needed. The implementation of SDG-4, which aims to improve education, is an area of particular concern because the long-term effect of lack of education can be so severe. International education policy has repeatedly identified refugees as an underserved group despite global commitments to education for all (EFA). Thus, a more qualitative framework which focuses specifically on the education of refugees and asylum seekers (RAS) beyond the aggregated data is proposed. Utilising the language of SDG-4, the Capabilities Approach and known barriers to the education of RAS, an SDG-4 Evaluative

Framework (SDG-4EF) to find if a minimal level of the tenets of 'good' education are being met for RAS is constructed and justified for use by all level of actors involved in policy and provision of education.