



NORWAY

**General Assembly
Sixty-third session**

**The interactive Thematic Dialogue of the UN General Assembly on Access to
Education in Emergency, Post-crisis and Transition situations – caused by man-
made conflicts or natural disasters**

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Summary of interventions

By

**Mr Jostein Leiro
Deputy Director General**

New York, 18 March 2009

For education for all to become a reality, education needs to be respected, protected and fulfilled. We have committed ourselves to the Millennium Development Goal number 2 on education for all within 2015, and to be able to reach this goal, we need to intensify our efforts.

There are not only a few reasons, but 75 million reasons for including education in humanitarian response. Namely the 75 million children that are denied their right to education. The enrolment rates have increased substantially. It shows what governments can do with the support from the international community, and that it actually leads to progress. This should encourage us to do more. With the progress that has been made, and with the acknowledgement of the importance of the emergency education, why are we then not doing more? We tend to look at education as secondary to fresh water, food, shelter, blankets. But when we take this forward, we should try to see how we in practical manners can promote education in humanitarian situations. Education is an effective means of protecting children, and should also be seen as a way to make humanitarian assistance to children and youth more effective.

The cluster and humanitarian appeals are financing tools as well as means to integrate education in humanitarian assistance. They are also means to uphold education as a human right at all times in line with the UN Convention on the Rights of the Child.

The Norwegian delegation recognises that further efforts are clearly needed to highlight education both as a lifesaving and life sustaining measure. Emergency education has to be more systematically addressed. In this regard, we appreciate that the Special Rapporteur applies the tripartite concept of respecting, protecting and fulfilling the right to education in emergencies.

Norway has a number of concrete recommendations to national authorities, donors, non-governmental organisations and UN organisations:

National authorities

1. Give priority to realizing education for all by developing measures to provide education for all groups of society, including children and adolescents living in emergencies by integrating it into national emergency plans;
2. Prevent attacks on schools, students and teachers by strengthening efforts to end impunity and prevent the attacks by implementing measures to address the ignorance and misconceptions that lie behind such threats and attitudes;
3. Fight corruption in non-transparent environments such as emergencies and post-crisis.

Donors

1. Make education an integral part of donors' humanitarian response.
2. Increase contributions to education in emergencies, and make contributions more predictable, through for example the CERF (Central Emergency Response Fund).
3. Support and fund emergency education through the education cluster.

NGOS and UN organisations

1. The UN should consider the usefulness of developing indicators for state obligations to respect, protect and fulfil the right to education in emergency, post-crisis and transition situations.
2. Education should be fully integrated in needs assessments and in consolidated appeals.
3. The cooperation between the education cluster and the other clusters be strengthened and one should make sure to avoid overlaps and fill gaps.
4. OCHA could play a more important role in the emergency education work.
5. Educational experts working in the development field should strengthen their cooperation with humanitarian actors.
6. Utilize schools as effective hubs for distribution of humanitarian assistance for children and youth.

Recommendations to all:

1. Ensure respect for the right to development by making it a reality.
2. Improve monitoring, knowledge and identify bottlenecks by studies and research on best practices.
3. Realize that education in emergencies need to start before the crisis strikes and by building it into prevention and emergency response plans, as well as integrating it into peace negotiations.
4. Integrate the gender perspective in all emergency education efforts.
5. Let the voices of the children and adolescents themselves be heard in planning, decision-making and implementation.