

Reporting by Session Note-takers at the 2019 Annual Consultations with NGOs

Date:	05/07/2019
Session Title:	Education: Building Bridges to Inclusion and Quality
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Major points arising from speakers and discussions	
<ul style="list-style-type: none"> • The session confirmed that Education is a key pillar supporting resilience and solutions aligned to the Global Compact on Refugees (GCR). The Global Compact highlights the importance of inclusion of refugees in national systems, including national education systems, as a means to achieve greater self-reliance and solutions for refugees. • Implicit in the concept of inclusion in national systems is the recognition of the immense contribution that host government and civil society make to support the refugees who have sought safety in their countries. • Inclusion is also premised on the notion of responsibility sharing and the fact that the international community must contribute to the immense resource investment required to ensure that refugees are not only safe, but also have the opportunity to thrive. • The GRF aims: One, to strengthen the architecture and arrangements to operationalize the GCR in the long term. Two, to translate solidarity and responsibility sharing principles in to concrete action. • Main points on inclusion efforts include need to anticipate and address: coordination with national government, language gaps, curriculum alignment, infrastructure, consultation with communities, links to livelihoods and outcomes for resilience and self-reliance, need for variety of partners and types of partnerships. • Challenge of shifting donor focus and available funding impacts multi-year education planning; imperative to explore private sector partnerships. • Refugees can contribute invaluable perspective and knowledge about experiencing and utilizing education systems, and can inform education programming. 	
Recommendations/Conclusions/Decisions on the way forward	
<ul style="list-style-type: none"> • Leverage civil society to call for pledges to respond to educational needs in order to ensure these are owned by national stakeholders. This could involve developing a global plan of action that would outlined needs and be used to advocate for meaningful pledges. Civil society suggested that pledges should reflect meaningful inclusion of refugees and host community in the national system; improving the quality of education resulting in good learning outcomes, and must result in a robust accountability system. • The transition to national systems is not a one-size-fits-all process, and must be adapted to every context in consultation with civil society, refugee communities, and hosting governments. This underscores the importance of a multi-partner approach and consultation with all stakeholders at the national, regional and global level. Pledging towards the GRF can address opportunities to support or progress towards inclusion. 	
Top two quotes from the session	
<ul style="list-style-type: none"> • “There is nothing more permanent than a temporary learning center” • “Many NGOs were involved in influencing the drafting of the GCR and we have a responsibility to ensure that the GRF leads to effective education actions on the ground. 	
Any general points regarding UNHCR-NGO partnerships	