



EDUCATION

Global Framework for Refugee Education

A framework to guide the pledging process for the first Global Refugee Forum and subsequent initiatives to meet the 2030 education commitments of the Global Compact on Refugees

Prepared by the Global Refugee Forum Education Co-Sponsorship Alliance,
November 2019

This Global Framework for Refugee Education has been produced by the Global Refugee Forum's Education Co-Sponsorship Alliance, comprising [more than 60 partners](#). It aims to help partners to translate the Global Compact on Refugees and the Refugee Education 2030: A Strategy for Refugee Inclusion into pledges for concrete action to help achieve inclusive and equitable quality education for all by 2030.

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"I dream of my children building South Sudan when peace returns," says Patience. Yet still only a child herself, the young refugee has already survived an ordeal since she and her two cousins arrived in Uganda in 2014. Separated from her parents and without anybody to pay fees, she has been forced to drop out of school. "I used to dream of becoming a lawyer. To talk on behalf of women," she says.

Further Information

- Download the Global Framework for Refugee Education and related documents from the Global Refugee Forum [Resources Page](#)
- For information on how to present a pledge at the Global Refugee Forum visit the Global Refugee Forum [Pledges and Contributions Page](#)
- For information on the work of the Education Co-Sponsorship Alliance, please contact Ita Sheehy, Senior Education Advisor (GRF), sheehy@unhcr.org

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THE FRAMEWORK AT A GLANCE

ABOUT

- In December 2019, the Global Refugee Forum Education Co-Sponsorship Alliance prepared the Global Framework for Refugee Education for the **first Global Refugee Forum** in Geneva.
- This Framework aims to create the conditions for **global support for the education of refugees and host communities** to meet the commitments of the [Global Compact on Refugees](#) and the Sustainable Development Goals (SDGs), particular [SDG4](#), which aims to *'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'* by 2030. (Graph 1 on page 6 illustrates the Framework.)
- The Framework complements the refugee education strategy: [Refugee Education 2030: A Strategy for Refugee Inclusion](#).
- The Framework provides a basis for national and international stakeholders, including host governments, humanitarian and development partners, to **mobilise and articulate education pledges, contributions and evidence-based good practices** for presentation at the Forum.
- To prepare impactful pledges, stakeholders are encouraged to engage in local, regional and national consultations to **identify opportunities and coordinated action for the inclusion of refugees in the local education systems** while strengthening the capacity of these systems for all learners ahead of the 2019 Forum and beyond.

OVERALL CALLS TO ACTION

1. **INCREASE FUNDING & NATIONAL CAPACITY:** Provide multi-year funding that contributes to the sustainable strengthening of national education systems and capacities. Support policy, planning, implementation, management and data collection that take refugee inclusion and effective host community support into account for all levels of education. In addition, ensure that access to certified accelerated, non-formal and alternative education opportunities as well as policy, pathways and arrangements for recognition of prior learning and qualifications are available.
2. **STRENGTHEN PROGRAMMING & PLANNING:** Develop national policy, national Education Sector Plans and costed emergency preparedness plans that are crisis and conflict-sensitive, and engage a wide variety of stakeholders. These plans should create and promote the conditions to include refugees, asylum seekers and returnees, as well as stateless and internally displaced persons in national schools and

programmes.¹ Such planning and programming should be based on analysis of barriers, assets and opportunities for including refugees in host-community schools and non-formal programmes, engaging refugee and host communities to build trust, cohesion, and identify barriers and facilitators. National Education Sector Plans and preparedness plans, as well as humanitarian and development programming, should reflect the results of that analysis, be gender-responsive and address the needs of children and youth out of school, those marginalised and those with disabilities.

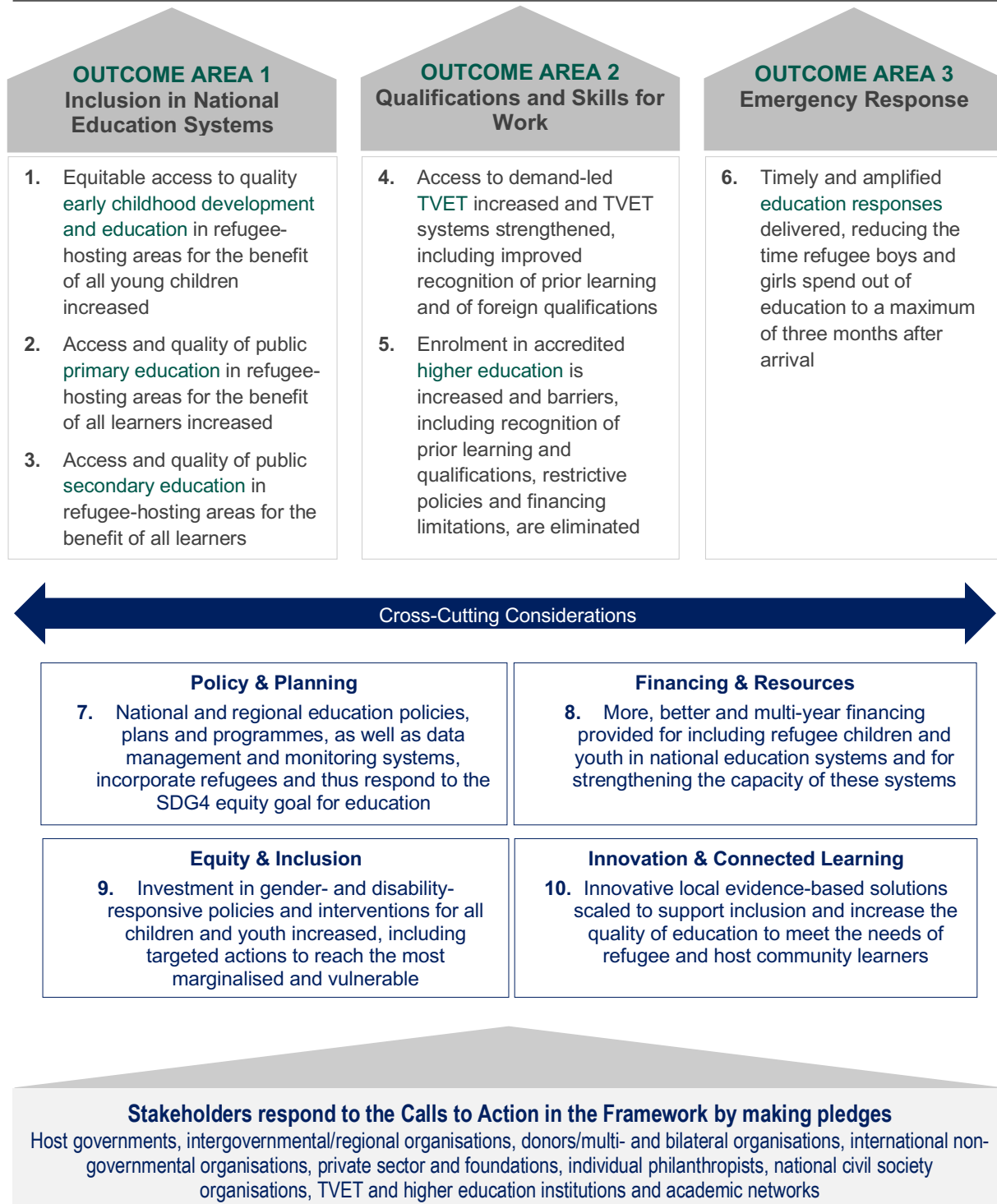
3. **SUPPORT & TRAIN TEACHERS:** Invest in education programmes and national policies that prioritise teacher recruitment and retention, training, deployment, management and support, with a focus on female teachers. Qualified pre-primary, primary and secondary school teachers are the cornerstone to achieve SDG4. In emergencies, crises and fragile contexts, teachers need classroom management skills that enable them to impart learning and feel accomplished. They also need to know what to do in cases in which psychosocial help is needed but beyond their capacity to support. They must also be trained to reduce bias and promote social cohesion in the classroom.
4. **IMPROVE DATA FOR BETTER INVESTMENT:** Increase investment in existing national data systems to generate robust, accurate and timely data. This evidence can be used to inform programming and prompt action that addresses the needs of marginalised and vulnerable children and youth, such as those who are out of school and those with disabilities. Host governments, donor partners and multilateral organisations, with the support of academic specialists, should focus resources on improved data generation, management, analysis, sharing and utilisation. These can contribute to efforts that develop and improve refugee-inclusive assessments and mechanisms that track the SDG4 indicators.²
5. **STRENGTHEN PARTNERSHIP & COORDINATION:** Ensure effective coordination between education ministries, development and humanitarian partners that anticipates protraction; leverages agile humanitarian action and funding; harmonises humanitarian and development financing and planning in line with sector goals; draws upon domestic resources; and increases the effectiveness of external resources in line with national Education Sector Plans and priorities.
6. **ENGAGE & ACCOUNT TO REFUGEES AND HOST COMMUNITIES:** Adopt the approach that refugees have requested: *'Nothing about us without us'*. Ensure and promote meaningful consultation and participation of both refugees and host communities in decision making and community-based initiatives in a way that is inclusive, non-discriminatory and accounts for the diversity of communities. This will strengthen ownership, appropriate action and sustainable solutions in support of inclusive and equitable quality education.

¹ *The Global Compact on Refugees and the Refugee Education 2030 Strategy promote the inclusion and education rights of asylum seekers, returnees, stateless and internally displaced persons. For the purpose of this document 'refugee inclusion' is used throughout this document.*

² UNESCO-UIS. 2019. *Meeting Commitments: Are Countries on Track to Achieve SDG4?*

GRAPH 1: FRAMEWORK MATRIX

GOAL - Foster the conditions, partnerships, collaboration and approaches that lead to all refugee, asylum seeker, returnee and stateless children and youth and their hosting communities, including the internally displaced in those communities, to access inclusive and equitable quality education that enables them to learn, thrive and develop their potential, build individual and collective resilience, and contribute to peaceful coexistence and civil society.



SECTION I: CONTEXT

Introduction

Refugee children and youth have a right to education.³ Their right to and need for quality education do not pause in times of emergency and displacement; instead, they become amplified. Access to inclusive and equitable quality education in national systems creates conditions in which children and youth can learn, thrive and develop their potential; build individual and collective resilience; experience and negotiate peaceful coexistence; and contribute to their societies. Inclusion is the best option for refugees, displaced and stateless children and youth and their hosting communities.

But millions of refugee children and youth are missing out on their right to quality education. At least 3.7 million refugee boys and girls are out of school. Refugee children are five times more likely to be out of school than non-refugee children. Only 63 per cent have access to primary education compared to 91 per cent of children globally, and only 24 per cent of refugee youth receive a secondary education, compared to 84 per cent globally. At the tertiary level, just 3 per cent of refugees have access compared to 37 per cent globally. Young women are disproportionately affected. For every ten refugee boys in secondary school, there are fewer than seven girls.⁴ The inexorable rise in forced displacement around the world means there are big gaps between refugees and their non-refugee peers.⁵

In 2018 [Global Compact on Refugees \(GCR\)](#) was adopted in response to these growing disparities. Refugee situations around the world have increased in scope, scale and complexity. Host countries need to be supported to provide refugees with the protection, assistance and solutions they require. To maintain the resilience of refugees during long-term displacement, and to improve opportunities for social cohesion with host communities, all children and youth in crisis-affected areas require opportunities for qualifications and skills acquisition that lead to self-actualisation, civic participation and economic inclusion.

Inclusive and equitable access to quality education is necessary for self-reliance. Refugee children and youth must have access to quality early childhood development and education (ECDE) programmes, primary and secondary education as well as accredited non-formal education programmes.⁶ These types of opportunities will allow young refugee women and men to enrol in technical and vocational education and training (TVET) and higher education programmes, gaining additional qualifications for work.

³ *The Framework reflects an understanding that the right to education is an enabling right for children and youth of all ages and abilities and provides a foundation for protection particularly in displacement situations. This is grounded in the [Universal Declaration of Human Rights of 1948](#) and elaborated in the [International Covenant on Economic, Social and Cultural Rights of 1966](#) and the [Convention on the Rights of the Child of 1989](#). The Framework reflects the distinct legal status and rights of refugees, asylum seekers and stateless persons under international laws. These include the [1951 Convention Relating to the Status of Refugees](#) and the [1954 Convention relating to the Status of Stateless Persons](#).*

⁴ UNHCR. 2019. *Stepping Up: Refugee Education in Crisis*. Please note that data for Early Childhood Development (age 0-6 years) has not been available.

⁵ UNHCR: [Global Trends: Forced Displacement in 2018](#).

⁶ *This refers to both certified/ accredited non-formal and alternative education programmes.*

But refugee children and youth continue to face specific challenges and barriers to access or complete school in their host country (Box 1). These barriers are often aggravated because of under-resourced schools in refugee-hosting communities. Eighty-four per cent of the world's refugees live in developing countries.⁷ These countries often already face enormous challenges in delivering inclusive and equitable quality education to their own populations. The observed stagnation⁸ in the targets of SDG4 underlines this. Approximately 262 million children and youth aged 6 to 17 are out of school, and more than half of the children and youth in this age group are not meeting minimum proficiency standards in reading and mathematics.⁹

Without special measures to reach the most marginalised children and youth in crisis contexts, including refugees, SDG4 will be unattainable. More, better coordinated and targeted technical and financial efforts are needed to meet the 2030 SDG targets – and refugees must be included in these efforts. The refugee education strategy, [Refugee Education 2030: A Strategy for Refugee Inclusion](#), highlights approaches and measures for how to do this.

In preparation of the first Global Refugee Forum in December 2019, the Education Co-Sponsorship Alliance has authored the Global Framework for Refugee Education. This Framework provides an overview of the multi-stakeholder and multi-pronged approach needed to achieve this. It aims to be a catalyst for education pledges in support of the GCR education commitments and SDG4 targets at the Global Refugee Forum and to attract new partners.

Box 1: Barriers to quality equitable education

Particular barriers refugee children and youth face

- missed months or years of school because of crisis and displacement
- being/becoming overage for their grade
- the need to learn new languages of instruction and examination
- different subject matter
- missing documentation
- unfamiliar enrolment procedures
- protection issues
- transportation limitations
- trauma and need for access to psychosocial support
- heightened insecurity, exploitation, economic pressures and harmful social norms
- stigmatization

Challenges shared with host community children and youth

- family poverty
- direct, indirect and opportunity costs
- gender-specific barriers
- disability-specific barriers
- sociocultural barriers
- insufficient, or insufficiently trained teachers, particularly female teachers
- lack of teaching and learning materials

Specific challenges girls and young women face

- Girls are at increased risk of SGBV, child marriage and early pregnancy, which can leave them out of the school system due to restrictive national policies or a lack of practical support

⁷ UNHCR: *Global Trends: Forced Displacement in 2018*.

⁸ UNESCO-UIS. 2019. *Meeting Commitments: Are Countries on Track to Achieve SDG 4?*

⁹ *SDG4 Progress & Info (2019)*.

The Global Compact on Refugees

In December 2018, the UN General Assembly affirmed the GCR after two years of extensive consultations led by UNHCR with Member States, international organisations, refugees, civil society, the private sector and other experts.

The GCR is designed to provide a framework for more predictable and equitable responsibility sharing. It recognises that sustainable solutions to refugee situations,

including education, require international cooperation. It provides a blueprint for governments, international organisations and other stakeholders to ensure that host communities get the support they need and that refugees can thrive and lead productive lives.

The GCR includes arrangements for follow up and review through a Global Refugee Forum to be held every four years between 2019 and 2030. (Graph 2 on page 12 offers an overview of the process.) It also includes national and regional arrangements for specific situations, tools for funding, partnerships and data gathering and sharing. It emphasises a strong partnership and participatory approach with refugees and host communities, including promoting gender equality, ending all forms of sexual and gender-based violence (SGBV), combatting discrimination and offering meaningful participation to children and youth, persons with disabilities and older persons.

The Global Compact on Refugees – 4 key objectives

- ⇒ Ease pressures on host countries
- ⇒ Enhance refugee self-reliance
- ⇒ Expand access to third-country solutions
- ⇒ Support conditions in countries of origin for return in safety and dignity

Box 2: Education Commitments in the Global Compact for Refugees

68. In line with national education laws, policies and planning, and in support of host countries, States and relevant stakeholders will contribute resources and expertise to expand and enhance the quality and inclusiveness of national education systems to facilitate access by refugee and host community children (both boys and girls), adolescents and youth to primary, secondary and tertiary education. More direct financial support and special efforts will be mobilized to minimize the time refugee boys and girls spend out of education, ideally a maximum of three months after arrival.

Source: Global Compact on Refugees, p. 13, paragraphs 68-69.

69. Depending on the context, additional support could be contributed to expand educational facilities (including for early childhood development, and technical or vocational training) and teaching capacities (including support for, as appropriate, refugees and members of host communities who are or could be engaged as teachers, in line with national laws and policies). Additional areas for support include efforts to meet the specific education needs of refugees (including through “safe schools” and innovative methods such as online education) and overcome obstacles to their enrolment and attendance, including through flexible certified learning programmes, especially for girls, as well persons with disabilities and psychosocial trauma. Support will be provided for the development and implementation of national education sector plans that include refugees. Support will also be provided where needed to facilitate recognition of equivalency of academic, professional and vocational qualifications. (See also section 3.3, complementary pathways for admission to third countries).

71. [...] and strengthening of these skills and qualifications through specific training programmes, including language and vocational training, linked to market opportunities, in particular for women, persons with disabilities, and youth.

75. [...] Measures to strengthen the agency of women and girls, to promote women’s economic empowerment and to support access by women and girls to education (including secondary and tertiary education) will be fostered.

Source: Global Compact on Refugees, p. 13-14, paragraphs 68-69; 71; 75.

Refugee Education 2030: A Strategy for Refugee Inclusion

The **Refugee Education 2030: A Strategy for Refugee Inclusion** was released in **September 2019 after a year of consultations**¹⁰ with Member States, partners and stakeholders. It is aligned with the GCR and the **2030 Agenda**. The Strategy builds upon initiatives spearheaded by regional actors.¹¹ It promotes a comprehensive inclusion approach that reflects the GCR's aim to harness collective acknowledgement and action regarding the global trend of protracted displacements. The strategic approaches suggested in the Refugee Education 2030 Strategy are partnerships; collaborative learning and capacity development; innovation, evidence and growth.¹² In line with the GCR, the Strategy promotes the inclusion of refugees, asylum seekers, and returnees, stateless and internally displaced persons in national education systems. At the same time, it aims to support host community learners, girls and young women and children and youth with disabilities both in refugee and host communities.¹³

Sustainable refugee inclusion requires a development perspective. 'Inclusion' refers to: including refugees in national education systems of host countries; inclusion in all efforts that aim at strengthening those systems; inclusion in bi- and multilateral funding that supports national Education Sector Plans and programmes; and inclusion in sector analysis, planning, monitoring and reviews and education management information systems. The inclusion approach encompasses both targeted interventions to support refugees to successfully integrate into national schools in both formal and certified non-formal education programmes and the overall strengthening of national systems and capacities to deliver on SDG4. In support of this approach, humanitarian and development actors should align for quality financial and technical sector support, effective use of resources and programming that engages regional and local actors and refugee and host communities.

The Global Refugee Forum

The first **Global Refugee Forum** represents a critical opportunity to translate the principle of international responsibility-sharing into concrete action. This will be achieved through high-level pledges and contributions and the exchange of evidence-based good practices.¹⁴

¹⁰ The full list of Member States and partners that contributed to the Strategy are listed on p. 39 of the Strategy.

¹¹ Among many such regional initiatives, notable influences are: *Agenda 2063: The Africa We Want*; the *Continental Education Strategy for Africa 2016-2025 (CESA 16-25)*; the *Pan African High Level Conference on Education and its Nairobi Declaration and Call for Action on Education*; *The Abidjan Principles*; *Declaración de Buenos Aires*; *The Djibouti Declaration*; the *Dubai Roadmap for Education 2030 in the Arab Region (2017-2018)* and the *Strasbourg Declaration*.

¹² UNHCR. 2019. *Refugee Education 2030: A Strategy for Refugee Inclusion*, p. 30-32.

¹³ The *Global Compact on Refugees* and the *Refugee Education 2030 Strategy* promote the inclusion and education rights of asylum seekers, returnees, stateless and internally displaced persons. For the purpose of this document 'refugee inclusion' is used throughout this document.

¹⁴ Good practices submitted ahead of the Forum can be accessed [here](#).

High-level outcomes expected from the Forum include “*Dedicated support to expand access to secondary, tertiary, and higher education programmes for refugees.*”¹⁵

This first Forum will be co-hosted by UNHCR and Switzerland and co-convened by Costa Rica, Ethiopia, Germany, Pakistan and Turkey with a focus on six thematic areas: arrangements for burden and responsibility-sharing, education, jobs and livelihoods, energy and infrastructure, solutions and protection capacity.¹⁶

Aims of the Global Refugee Forum

- ⇒ **Deliver concrete pledges and contributions that will advance the objectives of the Global Compact and achieve tangible benefits for refugees and host communities.** Contributions may take the form of predictable financial, material and technical assistance; resettlement places and complementary pathways for admission to third countries; and other actions that States have elected to take at the national level.
- ⇒ **Highlight key achievements and exchange good practices, both with respect to specific country or regional situations as well as on a global level.** The exchange of innovative, action-oriented and sustainable good practices will support the international community in developing forward-looking and impactful contributions that will transform the lives of refugees and their host communities.

Education Co-Sponsorship Alliance

Formed in mid-2019, the **Global Refugee Forum’s Education Co-Sponsorship Alliance** represents a wide range of actors including UN Member States, UN agencies, international organisations, financial institutions, national and local organisations, private sector, philanthropists and refugees themselves.¹⁷ The goal of the Alliance is to mobilise concrete pledges and contributions towards inclusive and quality equitable education at all levels for refugee and host community children and youth.

In the context of the Forum, the Alliance approaches refugee education in the Framework from three Outcome Areas:

- 1. Inclusion in national education systems:** Including refugee children and youth in national education systems to benefit from increased access to the full cycle of quality education, including ECDE, primary and secondary as well as certified non-formal education.
- 2. Qualifications and skills for work:** Increasing access to accredited TVET and higher education and eliminating systemic policy barriers.
- 3. Emergency Response:** Providing timely and amplified education responses in emergencies that strengthen local education systems and support hosting communities to facilitate sustainable refugee inclusion.

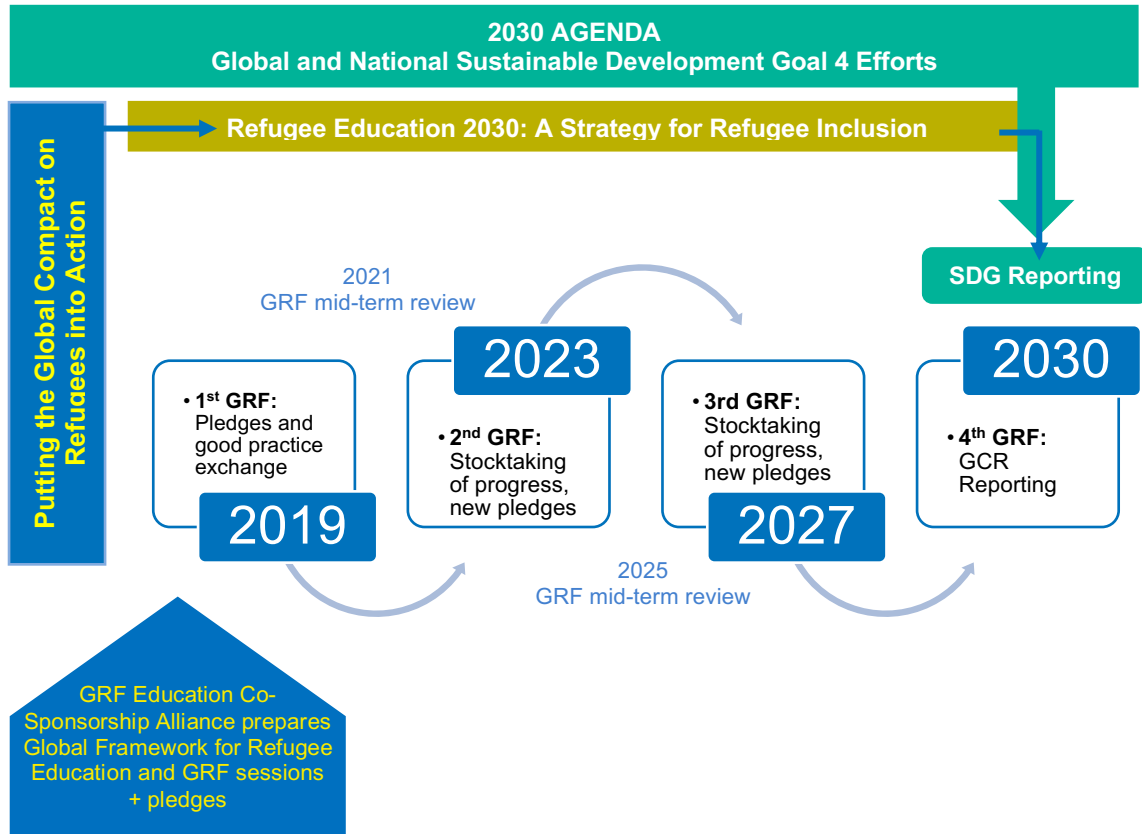
In addition, four cross-cutting areas – Policy and Planning, Financing and Resources, Equity and Inclusion and Innovation and Connected Education – have been considered important to comprehensively reflect on needs and gaps to support refugee education in the Framework.

¹⁵ UNHCR. *Global Refugee Forum 2019 Towards High-Level Outcomes*

¹⁶ Please access information about the organisational arrangements of the Forum [here](#).

¹⁷ Access the full list of co-sponsors [here](#).

GRAPH 2: PROCESS OVERVIEW



SECTION II: FRAMEWORK TO DELIVER ON REFUGEE EDUCATION

Explanatory Remarks

Each Outcome Area in the Global Framework for Refugee Education presents an outcome statement, context information, calls for action and potential pledging areas. The issues identified by the Education Co-Sponsorship Alliance Task Team are not addressing comprehensively access and quality issues related to delivering on SDG4 and refugee inclusion. Rather each chapter highlights priorities to help achieve results at scale for refugee children and youth in emergency and protracted situations. To this end coordination and greater alignment between emergency response and longer-term development programming are required.

Outcome Statements

These briefly describe what needs to be achieved by 2030 to reach GCR commitments and the SDG4 targets for refugees. All outcome areas are interrelated. Achievement in one outcome will likely have a positive direct or indirect effect on other outcome areas.

Context Information

These brief overviews describe the critical steps in the process to include refugees in national education systems. They highlight the specific learning needs of refugee children and youth to successfully integrate and learn along with their national peers. Due to the nature of this document, the context information is not comprehensive.

Calls to Action

Six overarching calls to action have been identified ([At a Glance Section](#)). More specific calls to action have been identified for each Outcome Area. Each highlights actions that need to be supported by all stakeholders promptly and with priority to achieve the respective outcome.

Potential Pledging Area

Suggested pledges reflect the necessary actions and resources needed to achieve the set of outcomes. The proposed pledges are examples and are not exhaustive nor context-specific. In some cases, they are relevant across outcome areas and across stakeholder groups. In order to limit the length of this document, the duplications of pledges have been avoided. The relevance of pledges may vary across stakeholders regarding context, mandate, priorities, resources and comparative advantages. The Refugee Education 2030 Strategy¹⁸ also provides an overview of what different stakeholders could pledge to support refugee inclusion. The proposed pledges for primary and secondary education are presented in one table, as the pledging areas are very similar.

¹⁸ *Refugee Education Strategy 2030 Chapter "Who can help and how?" (pages 33 to 37).*

Stakeholder Groups

The Framework highlights four stakeholder groups: (1) host governments, (2) technical and financial partners, (3) international non-governmental organisations (INGOs), multilateral organisations, private sector partners, academic networks and other actors, and (4) regional and intergovernmental organisations. The Framework aims to help mobilise pledges from a much broader array of stakeholders at the global, regional and national level. Please note that under ‘potential pledges’ in the Outcome Areas TVET and Higher Education one additional stakeholder is listed. TVET and higher education institutions respectively to highlight their unique role and responsibility to improve refugee access. They are also invited to present pledges and good practices at the Global Refugee Forum. The Refugee Education Strategy 2030 provides a more detailed overview of stakeholders, including host governments, intergovernmental/regional organisations, donors/ multi- and bilateral organisations, INGOs, private sector and foundations, individual philanthropists, national civil society organisations (CSOs) and academic networks.

Additional Guiding Questions

The thematic Task Teams of the Education Co-Sponsorship Alliance additionally prepared a [list of guiding questions](#) for country, regional and global level actors to assess refugee education needs within the three Outcome Areas to inform pledge formulation and identify good practices. However, if recent sector analysis, joint monitoring exercises, quality development-level national assessments, action plans, humanitarian response plans and education budgets already exist and identify needs, gaps and actions responsive to refugee inclusion, those documents should be used to inform pledge formulation.

Good Practice Examples

This Framework does not directly reference any of the numerous policy and programme examples from Member States and Education Co-Sponsors, although these have been vital in informing the Framework. Instead, a collection of these good practices is being curated and featured on the [GCR Platform](#), which will be on display at the Forum. All stakeholders are invited to make submissions through the [GRF site](#). The collection of the submitted education good practices will complement this Framework to highlight the wide array of approaches, experience and practices that already exist across the board of all Education Co-Sponsors and other partners.

Additional Resources

The resources section at the end of this document provides an overview of documents that offer additional guidance for the formulation of pledges, contributions and good practices. These include guidance notes on gender and disability responsiveness and children and youth.

OUTCOME AREA 1: INCLUSION IN NATIONAL EDUCATION SYSTEMS

Early Childhood Development and Education

Outcome 1: Equitable access to quality early childhood development and education in refugee-hosting areas for the benefit of all young children increased

CONTEXT

Early Childhood Development and Education (ECDE)¹⁹ is foundational for the SDGs and is part of the transformative agenda for 2030, making it an international priority for the 21st century. Global targets in education (SDG 4.2), health (SDG 3.2), nutrition (SDG 2.2) and protection (SDG 16.2) address key outcomes to realise young children's developmental potential. ECDE also adds value to different strategic frameworks and partnerships.²⁰ It works towards the SDG goals, presenting both opportunities and challenges in policy setting, planning, budgeting, programming and monitoring results for young children. Early childhood encompasses three distinct phases, from 'conception to birth' and from 'birth to 3 years', with an emphasis on the first 1,000 days, followed by the 'preschool and pre-primary years' (3 years to 5 or 6 years or the age of school entry).

In these early years, children's brains undergo the most rapid periods of growth and learning. Approximately 90 per cent of the brain's growth occurs within the first five years of life and about 80 per cent within the first two years.²¹ Substantial evidence from neuroscience to economics shows that experiences with severe, prolonged adversity early in life can alter brain development and, therefore, negatively impact health learning and behaviour throughout a person's life.²² For very young children born into conflict or protracted displacement, the long-term impact can be devastating. And yet, a 2018 analysis of 26 active refugee and humanitarian response plans found that only half of the plans mentioned learning or education for children under 5, and even fewer mentioned interventions to support responsive caregiving.²³

ECDE refers to a continuous process through which a young child acquires skills and abilities and develops his/her optimal physical health, mental alertness, emotional confidence, social competence and capacity to learn. The goal of ECDE is to support the

¹⁹ *Early Childhood Development (ECD) is more commonly used and includes an educational perspective. For the purpose of this document ECDE is used to highlight the education component in ECD.*

²⁰ *For example: Every Woman Every Child (EWEC), Global Partnership for Education (GPE), Scaling Up Nutrition (SUN), and The Global Partnership to End Violence Against Children (GPEVAC)*

²¹ *Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development.*

²² *UNICEF's Programme Guidance for Early Childhood Development. UNICEF Programme Division 2017.*

²³ *Bouchane, Kolleen. 2018. Early childhood development and early learning for children in crisis and conflict. Background paper prepared for the 2019 Global Education Monitoring Report.*

youngest children, including those marginalised, to get the best start in life. ECDE programmes are multi-sectoral in nature. They include specific actions to uphold the rights of the child and ensure their optimal physical, cognitive, emotional and social development. Quality ECDE programmes in crisis and forced displacement situations require an integrated response and a set of interventions across sectors – including health, nutrition, education, child protection and water, sanitation and hygiene (WASH). In addition, social policy and programmes are needed for optimal child development outcomes. ECDE programmes also support parents, caregivers, teachers and communities to provide the nurturing care required for their children’s optimal development.

Young children in crisis contexts are especially vulnerable to physical, developmental, mental and emotional threats. Children exposed to prolonged adversity, chronic neglect, caregiver mental illness, conflict and violence as well as the accumulated burdens of poverty may develop ‘toxic stress’ responses that impact healthy brain development and can have lifelong negative health implications. Research shows, however, that these can be mitigated through access to nurturing care and quality educational opportunities. For the youngest children, particularly refugees, the caregiver relationship is a critical source of resilience.

But refugee families and caregivers face tremendous obstacles to providing positive parenting, responsive care and early learning opportunities (formal and informal). Coping with loss, insecurity, depression, trauma and deteriorated community support structures can hinder caregivers’ capacity to positively engage with their children. For this reason, quality ECDE interventions must also focus and integrate preventative care, mental health and PSS for adult caregivers and families, as well as parental coaching, to rebuild caregivers’ capacity to nurture and care for their young children and rebuild family life.

From a cost-benefit perspective, there is now a broad consensus that benefits derived from ECDE investments far outweigh the costs. The rate of return is estimated to be 13.7 per cent per annum.²⁴ These programmes are affordable; on average they cost an additional \$0.50 per capita per year.²⁵ The returns are actualised in reduced poverty and income gaps as well as increased prosperity and competitiveness of economies. Quality integrated ECDE programmes have the potential to boost individual adult earning by almost 25 per cent.²⁶

Quality ECDE integrates the multi-sectoral elements set out in the [Nurturing Care Framework for Early Childhood Development](#). The core elements of the framework are health, nutrition, protection and safety, responsive caregiving, and play-based early learning. ECDE interventions can be integrated into existing services that reach young children, caregivers and families. The education sector, for example, can provide access to safe early learning spaces and age-appropriate, locally available play and learning materials; train teachers and volunteers on psychosocial support (PSS) for children and caregivers; promote social interaction, play-based learning, movement and mindfulness in structured learning spaces, at home and in the broader community; and encourage parental participation through media and home visits.

²⁴ Jorge Luis Garcia, James J. Heckman, Duncan Ermini Leaf, Maria Jose Prados, *The Life-Cycle Benefits of an Influential Early Childhood Program*, NBER Working Paper No. 22993, 2016.

²⁵ Linda M Richter et al. *The Lancet. Early Childhood Development Series, 'Advancing Early Childhood Development: from Science to Scale 3'*, 2016.

²⁶ Gertler, Paul, et al., 'Labor Market Returns to an Early Childhood Stimulation Intervention in Jamaica' *Science*, vol. 344, no. 6187, 30 May 2014, 998-10.

CALLS TO ACTION

1. **Increase coordinated and predictable funding for ECDE programmes in crisis-affected countries to ensure all young children (age 0–6/age of school entry) are prepared for foundational and lifelong learning.** Multi-year, cross-sectoral funding should include investments in services at all stages of the crisis and recovery response. These investments should support monitoring and formative, longitudinal evaluation research on programme implementation and cost-effectiveness. This will help to put in place short-term and multi-year, high-impact ECDE strategies across a range of settings.
2. **Develop and strengthen national policies to support holistic early childhood services in host countries and dedicate sufficient resources towards ensuring that these policies include refugee children.** For the successful implementation of these policies, ensure that adequate resources and regulatory and monitoring mechanisms are in place.
3. **Strengthen ECDE inter-sectoral, inter-agency coordination for any humanitarian response to support existing government ministries and coordination structures.** Coordination should have a designated lead to ensure that ECDE is a core part of the multi-sectoral response and that programmes are addressing the core elements of the Nurturing Care Framework. The ECDE coordination lead should ensure that programmes integrate rigorous monitoring to ensure that formative and evaluation research is accessible.²⁷
4. **Promote the integration of responsive caregiving and play-based early learning messages, activities and programmatic approaches into standard emergency and humanitarian services such as health, nutrition, education, food and non-food item (NFI) distributions.**

POTENTIAL PLEDGING AREAS²⁸

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| <p>Host governments could pledge to:</p> | <ol style="list-style-type: none"> 1. Increase government spending on ECDE services that include all children, including refugees, to ensure sufficient resources are in place to support inclusive needs assessments and plans and implement strategies for ECDE policies and programmes. 2. Ensure that regulatory mechanisms adequately support the implementation of ECDE policies and high-quality services that include refugee and displaced children and ensure that providers are certified. 3. Ensure humanitarian partners include targeted, comprehensive, family-centred, quality early childhood services in Humanitarian Response Plans, Refugee Response Plans and Mixed or Joint Response Plans in alignment with national education strategies and established community-based structures and existing training mechanisms. |
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²⁷ UNICEF. 2014. *Early Childhood Development in Emergencies. Integrated Programme Guide.*

²⁸ Adapted from recommendations in Bouchane, Kolleen. 2018. *Early childhood development and early learning for children in crisis and conflict.* Background paper prepared for the 2019 Global Education Monitoring Report. *Migration, displacement and education: Building bridges, not walls.*

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| <p>Technical and financial partners could pledge to:</p> | <ol style="list-style-type: none"> 1. Increase or include multi-year funding for, and explicit and targeted provision of, early childhood services in crisis and displacement regions, in alignment with national sector plans including health, nutrition, education and other relevant sectors. |
| <p>I/NGOs, multilateral organisations, private sector and academic partners and other actors could pledge to:</p> | <ol style="list-style-type: none"> 1. In line with government objectives, establish or support the amplification of sustainable family-centred ECDE programmes for all young children affected by crisis or displacement. 2. Advocate for and support relevant standards and adequate resources for comprehensive quality ECDE programming as reflected in education sector planning. 3. In line with government planning, build early childhood focused services into existing services, across sectors. 4. Include refugee and host children, parents and caregivers in the design and implementation of ECDE programmes and policies. 5. Encourage all ECDE programme providers to establish policies and practices that respect and support family cultures and languages. 6. Provide multi-year support for referral services for ongoing mental health support to parents/caregivers of young children, including refugees. 7. Increase access to specialised training for early childhood educators, health workers, and emergency practitioners in other sectors. 8. Ensure programmes supported align with the Nurturing Care Framework in situations of crisis and displacement and national standards. 9. Include and improve regular monitoring and evaluation of ECDE programmes with an emphasis on quality, disaggregated data for pregnant women, children under five, gender, children with disabilities and refugees under full consideration of all protection consideration and the exchange of data and information with all relevant national stakeholders and other providers to improve informed decision making and programme design. 10. Promote ongoing research and regular data collection to better inform early childhood practices affecting refugee and host children and families. |
| <p>Regional and intergovernmental organisations could pledge to:</p> | <ol style="list-style-type: none"> 1. Establish harmonised regional ECDE approaches and curricula. 2. Advocate for increased donor focus on ECDE. 3. Establish regional targets for amplification of sustainable ECDE. |

Primary Education

Outcome 2: Access and quality of public primary education in refugee-hosting areas for the benefit of all learners increased

CONTEXT

At primary level, the number of refugee children enrolled in school in 2018 was 63 per cent, up two percentage points from 2017. Yet, the global primary enrolment rate is 91 per cent.²⁹ Inclusion in accredited national primary education systems reflects the equity goals of SDG4 and the inclusion goals of the GCR and Refugee Education 2030. Multi-year education sector planning, budget allocation, implementation, monitoring and evaluation as well as policies need to systematically address the barriers that reduce refugees' educational opportunities, including gender and disability-related barriers (see Box 1 on page 6).

Refugee learners should be supported to complete primary education with recognised certification that can lead to secondary and other post-primary educational opportunities as well as access to tertiary education, vocational training or livelihoods. Their access to formal and non-formal primary education should be equal to that of local children. Those who are out of school or who have missed substantial amounts of education must be provided with access to accredited non-formal pathways in order to complete primary education, e.g., through accelerated education programmes,³⁰ so they can transition to secondary school.

Primary school teachers are at the centre of every child's learning pathway. They provide access to the essential skillset every child requires to succeed in primary education and beyond. Teachers need and deserve relevant training, professional development, resources, pedagogical support, qualifications, decent pay and good working conditions to remain motivated and to create safe, inclusive and quality learning environments, especially in remote and crisis contexts. Strengthening pre- and in-service training to enable teachers to better respond to the needs of learners in their classrooms, including PSS needs, is essential.³¹ Teaching and learning can also be enhanced by providing sufficient teaching and learning resources, ensuring community-led programming that contributes to student learning and motivation and regular support and monitoring by the relevant authorities to meet and maintain national standards.

²⁹ UNHCR. 2019. *Stepping Up: Refugee Education in Crisis*.

³⁰ A flexible, age-appropriate programme, run in an accelerated timeframe, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out on, or had their education interrupted by, poverty, marginalisation, conflict and crisis. The goal of Accelerated Education Programmes is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity. Source: *Accelerated Education Working Group, 2017*.

³¹ Areas in which specific training and ongoing support for teachers in refugee-hosting communities are particularly important include: psychosocial support; second language support; classroom management and positive discipline; pedagogical methods that support child-centred, play-based learning; culturally responsive pedagogical training; active learning techniques; host country curriculum support; and countering physical, SGBV in schools.

Education stakeholders, including education authorities, organisations, parents and local communities, need to be better engaged in schools. Strengthened partnerships at local and national levels can help ensure that the educational needs of refugee children are taken into account in planning, implementation and monitoring and evaluation. Sensitisation and awareness-raising initiatives can ensure that community members, especially parents, are involved in refugee education.

CALLS TO ACTION

1. **Increase attention to and support for primary (and secondary) teachers** so that they can provide safe, inclusive and quality education for all primary (and secondary) school children in situations of displacement. This includes ensuring they have training that gives them the confidence to deliver and assess learning, to manage the conditions in classrooms with children who have been affected by conflict and displacement and to request and direct community support for learning and extracurricular activities that contribute to student success and retention.
2. **Ensure innovative policies and financing protocols for sustainable, adequate and equitable teacher recruitment, remuneration and working conditions.** Facilitate teacher accreditation and certification for non-qualified local teachers and refugees, in regions where teacher recruitment and retention is challenging along with other practical innovations.
3. **In crisis-affected regions, provide dedicated support to ministries of education to monitor the transition from lower to upper primary, and upper primary to secondary for host and refugee children.** This is especially important when national examinations take place only at the end of the basic education cycle.

Secondary Education

Outcome 3: Access and quality of public secondary education in refugee-hosting areas for the benefit of all learners increased

CONTEXT

More than half of the refugee population is under 18 years of age; yet policies and programmes often overlook the needs, experiences and potential of refugee youth. Solving the ‘problem’ of refugee access to primary school has always been seen as the first step before addressing secondary school. At the same time, however, access to secondary school is one of the most important motivators for primary school completion. Thus, the knowledge and skills acquired in secondary school can serve as a key driver for primary school completion, particularly in resource-restricted environments.

National secondary schools are often inaccessible to refugee youth. In 2018, only 24 per cent accessed secondary school compared to 84 per cent of youth globally.³² Costs are a greater barrier at the secondary level, as even public schools in many countries require some student tuition to cover management, specialised staff, facilities and teaching materials. Diminishing retention rates for refugees along the education continuum, particularly in secondary education, lead to a consistent decline in school enrolment and progression. That means few are in a position to apply for places in TVET or university programmes.

Failure to provide secondary education for refugees and host students is a failure to provide protection, especially for young women. It presents also a failure to amplify opportunities for the economic and social growth these young people need to promote genuine change in their displacement and home communities.

Although there is a distinction between the risks refugee youth are exposed to, girls and boys may rely on harmful activities to survive, including illegal hawking on unsafe streets and trading sex for food or shelter. Girls face specific barriers to accessing secondary education such as cultural norms and SGBV in or en route to school (see Box 1 on page 6). For every ten refugee boys in primary school, there are fewer than eight refugee girls; for every ten refugee boys in secondary school, there are fewer than seven refugee girls.³³ Out-of-school refugee boys seeking to improve their lives may engage in different negative coping mechanisms placing them at increased risk, such as theft and drug/alcohol use and potential conscription into armies and armed groups.

CALLS TO ACTION

- 1. Increase systemic investment in national secondary education in refugee-hosting regions** to improve the availability and quality of education for all youth, including refugees. Gains in primary school access and quality in fragile and conflict-affected environments have not been matched by equal attention and investment in secondary education. Host community youth often find secondary school services difficult to access as well, so bringing this service benefits all learners in some of the poorest economic environments. The pull of secondary school has been shown to increase primary completion and achievement.
- 2. Provide alternative and flexible models of accredited education for all out-of-school youth**, including refugees, so that they can attain the levels needed for transition or return to formal secondary education or move to TVET and other tertiary opportunities. This includes the provision of adequate financing for schools, access to certified non-formal programmes (e.g., accelerated education), TVET and tertiary education institutions and funding opportunities for individuals (e.g., scholarships).
- 3. Develop an evidence base for education programming** that explores success factors and innovative models required for refugee youth to transition from primary to secondary

³² UNHCR. 2019. *Stepping up: Refugee education in crisis*.

³³ Plan International UK's Report. 2019. *Left out, Left behind. Adolescent girls' secondary education in crises' highlights the particular challenges girls and young women face to enrol, stay and complete secondary education in crisis situations*.

school within national education systems and increase the completion rate for secondary school.

4. **Increase opportunities for host and refugee women to become qualified secondary school teachers** to increase workforce equity, improve female leadership visibility in crisis-affected communities and improve female secondary school attendance.

POTENTIAL PLEDGING AREAS FOR PRIMARY AND SECONDARY EDUCATION

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| <p>Host governments could pledge to:</p> | <ol style="list-style-type: none"> 1. Establish a dedicated policy regarding refugee-inclusive national education systems that guide national, district and local authorities as well as humanitarian and development action during emergencies and crises. 2. Remove administrative restrictions that limit refugee access to primary and secondary education, or adopt and communicate interim measures for displaced students who cannot fulfil administrative requirements (e.g., alternative forms of identification or placement testing). 3. Expand or adopt certified/accredited non-formal education that provides pathways (e.g., accelerated education) into the formal system for all out-of-school children, including refugees. 4. Ensure quality assurance and certification mechanisms, including recognition of prior learning for refugee children, youth and teachers. 5. Provide intensive language training and support for all children, including refugees, when the language of instruction and examination is different from the mother tongue. 6. Ensure that education is free at the basic level, including secondary education (up to nine years). 7. Ensure that cost is not a barrier for refugee or host community girls to stay in school for the full cycle, to mitigate the intensification of social norms that lead to them into early marriage or child labour. 8. Ensure pre- and in-service teacher professional development for host community teachers includes training on the skills needed to support refugee learners. 9. Increase opportunities for refugee teachers to teach or provide classroom support in national schools. 10. Ensure policies and administrative procedures facilitate the reintegration of returnees into all levels of national education systems and that accredited education provided in host countries is recognised. |
| <p>Technical and financial partners could pledge to:</p> | <ol style="list-style-type: none"> 1. Support refugee-hosting governments to scale up and expand primary and secondary infrastructure for refugees and host community children and youth. 2. Support meaningful expansion of secondary education infrastructure and the teacher workforce needed for this expansion as a core action. |

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| | <ol style="list-style-type: none"> 3. Provide technical and financial support to encourage innovations that enable host countries to scale up the number of specialised and qualified primary school teachers for all learners, including refugees. 4. In alignment with government education sector planning goals, increase support to implement gender-responsive classroom approaches. 5. Assess refugee and host community household economies and determine the need for targeted initiatives that enable retention in upper primary and transition to secondary education. 6. Fund monitoring and evaluation systems to explore success factors for the transition from primary to secondary, and completion of secondary, within national education systems. |
| <p>I/NGOs, multilateral organisations, private sector and academic partners and other actors could pledge to:</p> | <ol style="list-style-type: none"> 1. In alignment with government planning, support Connected Learning opportunities and infrastructure for safe learning environments. 2. Support governments to expand the pool of qualified teachers, especially female teachers, in refugee-hosting contexts. 3. Strengthen and invest in teacher training and professional development in crisis contexts, including adequate training on PSS and socio-emotional learning (SEL). 4. Promote the integration of education programmes with other services, such as child protection, mental health and psychosocial support to support overall student wellbeing and education success, retention and transition. 5. Scale up cash transfer programmes aimed at supporting families to overcome the opportunity costs and financial stress of displacement that can lead to harmful coping mechanisms such as child marriage or wage-earning activities that keep children, particularly girls and young women, out of school. |
| <p>Regional and intergovernmental organisations could pledge to:</p> | <ol style="list-style-type: none"> 1. Provide dedicated technical support so that economic and linguistic partner countries can adopt harmonised and practical cross-border and regional policies and practical measures that: <ol style="list-style-type: none"> a. ensure quality assurance and certification mechanisms. b. identify proxy documentation/processes that are recognised at the school level for access to schools, examinations and examination results. c. assess prior learning, cycle completion and certification equivalencies. d. adopt harmonised approaches to engaging qualified refugee teachers in national system schools, including through the accreditation and recognition of their qualifications. |

OUTCOME AREA 2: QUALIFICATIONS AND SKILLS FOR WORK

Technical and Vocational Education and Training (TVET)

Outcome 4: Access to demand-led TVET increased and TVET systems strengthened, including improved recognition of prior learning and of foreign qualifications

CONTEXT

TVET encompasses education, training and skills development relating to a wide range of occupational fields in agriculture, industry or services. In many countries, TVET is an integral part of the national education and training architecture and supports economic development by cultivating a skilled workforce linked to labour market needs. TVET can begin at secondary, post-secondary³⁴ and tertiary levels³⁵ and includes work-based learning.³⁶ It is also a critical pathway for lifelong learning.

Refugees and asylum-seekers must have access to national TVET systems on the same basis as host country students with regard to fees and student services. Refugee participation in national TVET systems is strongly aligned to the GCR commitments to achieving refugee self-reliance and solutions. TVET programmes, aligned to national labour market assessments and development goals, can facilitate refugee participation in the economic and social development of host countries. Advocacy for access to the labour market and full participation in the economy, along with adequate labour protections, remuneration, taxation, social security and financial services, is key to maximising the impact of demand-led TVET. Partnerships with the private sector can tap into opportunities for employment and internship matching, advocacy and staff development.

Like other education tracks, TVET students face practical barriers to enrolment and completion of their training programmes. Scholarships and student allowances should be equally applicable to TVET programmes. TVET programmes should be linked to existing

³⁴ Post-secondary non-tertiary education (ISCED level 4) provides learning and educational activities building on secondary education preparing for both labour market entry as well as tertiary education. It typically targets students who have completed upper secondary (ISCED level 3) but who want to increase their opportunities either to enter the labour market or to progress to tertiary education. Programmes are often not significantly more advanced than those at upper secondary as they typically serve to broaden rather than deepen knowledge, skills and competencies. It aims at learning below the high level of complexity characteristic of tertiary education.

³⁵ Programmes at ISCED level 5, or short-cycle tertiary education, are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practically based, occupationally specific and prepare students to enter the labour market. These programmes may also provide a pathway to other tertiary education programmes. Source: UNESCO-UIS. 2012. *International Standard Classification of Education. ISCED 2011*.

³⁶ UNHCR. 2019. *Key considerations on Technical and Vocational Education and Training (TVET)*.

bridging, language or catch-up courses to facilitate effective participation in TVET programmes. Lack of proof of prior learning or qualifications should not pose a barrier to enrolment in TVET.

TVET programmes often provide academic and career guidance to inform student decisions about coursework and careers before, during, and after enrolment. Refugee students can similarly benefit from career guidance as well as career readiness training as part of the TVET curriculum and should be included in opportunities such as career days, apprenticeships and internships. TVET students may also benefit from orientation courses, particularly those which include information about the right to work.

TVET institutions must ensure that girls and women have equal access to TVET programmes and are not limited to gender-stereotypical programmes, such as sewing or hairdressing. Advocacy and mobilisation may be needed to communicate the advantages of TVET as an education pathway and to reduce stigma or negative perceptions of TVET as a viable career option. Strategic, sustainable partnerships, including with the refugee and host community, mentors and secondary schools, are crucial to broadening the impact of refugee participation in TVET. Refugee students may need access to counselling or other PSS as part of their TVET student experience.

TVET programmes play an important role in supporting young people to consider entrepreneurship or self-employment. Mentorship and apprenticeship programmes can deepen the student experience. TVET programmes should also provide accounting, networking, marketing, business planning and other core entrepreneurship skills training. TVET programmes can be particularly responsive to environmental sustainability and orientation towards green jobs. Blended learning and innovative approaches can be used to promote flexibility and access to TVET programmes as well as boost engagement and quality of instruction. Coordination with government ministries and awareness of labour market conditions, development plans and local context are all crucial to planning for responsive and relevant participation of refugees in national TVET systems.

CALLS TO ACTION

1. **Increase investment in refugee access to TVET programmes** through the expansion of scholarships, fair and public national loan schemes and standardised equitable tuition fees.
2. Ensure that TVET programmes are aligned to national development plans to generate an opportunity to **bring together investments from development partners in coordination with education and labour market stakeholders.**
3. **Ensure women and persons with different needs** can enrol in all fields of study and are not limited to particular areas of study. TVET curriculum should be gender-responsive and should promote inclusion, diversity and social cohesion. TVET campuses should be safe places to learn and students should have access to health care and counselling as part of their study programme.

POTENTIAL PLEDGING AREAS

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| <p>Host governments could pledge to:</p> | <ol style="list-style-type: none"> 1. Identify and mitigate barriers that prevent refugees from enrolling in TVET programmes. 2. Strengthen national TVET systems and promote the inclusion of refugees in TVET programmes. 3. Design, adopt and implement TVET curricula to facilitate mobility and portability of credits across institutions and borders. 4. Invest in teacher training, infrastructure, teaching materials and training materials. Equip teachers with technical and pedagogical skills, so that they can provide engaging learning environments that are inclusive for refugees. 5. Ensure TVET curriculum is linked to national labour market demands and forecasts and that graduates have skills directly applicable to the workplace. 6. Allow all TVET graduates, including refugees, to enter the formal labour market and access financial services. 7. Ensure that degree offerings and curricula are market-oriented and respond to the need for green jobs, mobility and work in technological fields. 8. Ensure TVET curricula are gender-responsive. |
| <p>Technical and financial partners could pledge to:</p> | <ol style="list-style-type: none"> 1. Invest in TVET teaching and learning resources and infrastructure to the benefit of the host community and refugee youth alike. 2. Provide funding and technical assistance, including funding for scholarships, for TVET institutions to include refugee students. 3. Make available information about the labour market, particularly in refugee-hosting areas. 4. Develop research to understand the employment outcomes of refugee TVET graduates and their impact on local economies. 5. Provide funding to ensure that refugees receive dedicated language support, bridging courses and access to certified blended learning to succeed in their training and integrate successfully in the programme. 6. Promote inclusive policies that allow refugee TVET graduates to access the formal labour market and obtain decent work with adequate labour protections. 7. Create mechanisms for refugee access to financial services, including digital finance. |
| <p>I/NGOs, multilateral organisations, private sector and academic partners, and other actors could pledge to:</p> | <ol style="list-style-type: none"> 1. Identify local economic opportunities and skill needs including at sector-level, to guide demand-led TVET provision. 2. Promote market-linkages for TVET institutions to ensure that offered courses contribute to (local) economic development and offer relevant skillsets, including through public-private partnerships and the involvement of social partners on boards of TVET institutions. |

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| | <ol style="list-style-type: none"> 3. Establish or mobilise local networks to make internships, mentorships and on-the-job-training available to refugees and host community students in the appropriate field. 4. Provide capacity building for TVET administrative and teaching staff to include and integrate refugees in TVET programmes. 5. Provide technical support to establish systems for the recognition of prior learning and foreign qualifications. 6. Sensitise learners and parents to the advantages of TVET as a valuable education option, in addition to (or as an alternative to) university or other tertiary education. 7. Private sector to provide technical advice and confirmation that training is practice-oriented and increases employability. 8. Provide on-the-job training and transition to employment for refugee TVET graduates through apprenticeships or internships. |
| <p>TVET institutions could pledge to:</p> | <ol style="list-style-type: none"> 1. Support continuing professional development of TVET teachers and trainers. 2. Provide pre-service, TVET-specific teacher education that includes training on issues of relevance to refugee learners' needs. 3. Provide academic and career guidance and psychosocial support to TVET learners as they make decisions about coursework and careers before, during and after enrolment. 4. Ensure protection considerations are taken into account and refugee students have access to appropriate support systems. 5. Offer entrepreneurship, critical thinking and life skills to support well-rounded student development. 6. Facilitate the development of essential life skills and competencies through additional training and experiential learning; equip learners with effective communication skills for writing, speaking and presenting, including digital media skills; and use foundational courses to instil respect for diversity, inclusivity and social cohesion. 7. Enable blended delivery of courses where appropriate. |
| <p>Regional and intergovernmental organisations could pledge to:</p> | <ol style="list-style-type: none"> 1. Provide dedicated technical support so that economic and linguistic partner countries can adopt harmonised and practical cross-border and regional measures to improve access to TVET programmes. |

Higher Education

Outcome 5: Enrolment in accredited higher education is increased and barriers, including recognition of prior learning and qualifications, restrictive policies and financing limitations, are eliminated

CONTEXT

As of 2019, approximately 3 per cent of university-age refugees are enrolled in higher education.³⁷ To achieve the goal of expanding access to accredited tertiary education for at least 15 per cent of young refugee women and men by 2030, inclusion in quality national higher education systems, access to third-country education and connected education pathways, and overall investment in higher education opportunities for refugees must be significantly expanded. Increasing access to quality higher education³⁸ and eliminating systemic practical and policy barriers are central to the GCR commitments.

Higher education builds on the competencies and skills acquired in upper secondary education that support learning at a higher level of complexity and specialization. However, the persisting gap in secondary education opportunities for refugees compared to non-refugees is so wide that the knock-on effect on higher education continues to be dramatic. Increasing the access to higher education thus depends also on large-scale, impactful investments at the secondary level.

Cost poses one of the most fundamental barriers to higher education. More resources should be made available to cover tuition and fees as well as to defray the cost of infrastructure, teaching and learning resources, teacher training and capacity development across tertiary education pathways for refugees. National scholarship, loan and subsidised learning opportunities should be accessible to refugees on similar terms to national students. Access to higher education and financing for higher education should be non-discriminatory.³⁹ Additional measures are needed to ensure equal opportunity for male and female students and students with different needs.⁴⁰

³⁷ Enrolment takes into account a limited number of available data sources, including enrolment of Syrian refugees in the five main hosting countries in the MENA region, global DAFI enrolment, OECD student visa entries for individuals from major refugee populations, reported connected learning enrolment and other known enrolment in host countries.

³⁸ Tertiary education builds on secondary education, providing learning activities in specialised fields of education. It aims at learning at a high level of complexity and specialisation. Tertiary education includes what is conventionally understood as academic education but also includes advanced vocational or professional education. Tertiary education refers to ISCED levels 5 to 8. It comprises ISCED levels 5 (short-cycle tertiary education), 6 (bachelor's or equivalent level), 7 (master's or equivalent level) and 8 (doctoral or equivalent level). Source: *UNESCO-UIS Glossary*.

³⁹ *International Covenant on Economic, Social and Cultural Rights* Article 26.

⁴⁰ The Conference Report "*The Other 1 Percent – Refugee Students at Higher Education Institutions Worldwide*" provides an overview of recommendations to improve refugee access to higher education based multi-stakeholder discussions on 18/19 June 2019. It includes also a list of practical actions to facilitate their access and integration on campus.

Eligibility for higher education opportunities routinely requires proof of prior learning or qualification certifications. Accessible, affordable assessment and recognition systems are needed to ensure that refugees are not excluded due to lack of education documentation or inability to recognise certifications issued in another country.⁴¹

Support for transition to employment and other post-graduation opportunities should be prioritised as part of higher education commitments. This may include providing access to information on the right to work, internships, soft skills training, mentoring, career guidance and other counselling services. Market assessments should be the foundation for the transition to employment programming. Partnerships should be forged with potential public and private sector employers and existing economic inclusion and livelihoods programmes linked to national labour markets.

CALLS TO ACTION

1. **Strengthen emphasis on the transition from secondary to tertiary education**, including all types of post-secondary learning opportunities. This may include language, information and communication technology and other skills training, catch-up or bridging courses and market-based career advising and counselling services. Support specific interventions to ensure that girls and persons with different needs transition successfully from secondary to tertiary and from tertiary to work.
2. **Strengthen systems for efficient and cost-effective recognition of qualifications and prior learning.** Ratify the Convention on the Recognition of Qualifications concerning Higher Education. Utilise the [European Qualifications Passport for Refugees](#) and forthcoming [UNESCO Qualifications Passport for Refugees and Vulnerable Migrants](#).
3. **Increase funding for scholarship programmes for refugees and vulnerable host community youth.** Make national funding opportunities open for refugee students. Allow refugees to access education pathways under the same conditions as national students.

POTENTIAL PLEDGING AREAS

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| <p>Host governments could pledge to:</p> | <ol style="list-style-type: none"> 1. Identify and mitigate barriers that prevent refugees from enrolling in tertiary education institutions. 2. Ratify UNESCO's Global Convention on the Recognition of Qualifications concerning Higher Education. 3. Develop or adopt certification and assessment systems to efficiently assess refugees' prior learning and qualifications. |
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⁴¹ Accessibility and requirements for qualifications vary across tertiary education options such as connected education and TVET. The newly launched [UNESCO Qualifications Passport for Refugees and Vulnerable Migrants](#) is a promising initiative to address qualification recognition, building on the [European Qualifications Passport for Refugees](#).

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| | <ol style="list-style-type: none"> 4. Ensure refugees have equitable access to and pay the same fees as national students in higher education institutions. 5. Utilise and share data on enrolment of refugees in higher education. 6. Recognise qualifications earned through connected education. 7. Identify and mitigate barriers to transition to employment, participation in labour markets and access to financial services. 8. Partner with development actors to strengthen national higher education systems. 9. Prioritise partnerships that build on existing national programmes for higher education and transition to employment for the benefit of both refugee and host communities. |
| <p>Technical and financial partners could pledge to:</p> | <ol style="list-style-type: none"> 1. Ratify UNESCO's Global Convention on the Recognition of Qualifications concerning Higher Education. 2. Establish complementary pathways to expand opportunities to quality, protection-appropriate higher education opportunities in third countries. 3. Eliminate discriminatory barriers to student visas. 4. Invest in host country higher education systems, resources and staff. 5. Advocate for inclusive right-to-work policies and encourage private sector partners to hire refugee graduates. 6. Promote and support knowledge exchange and capacity development of public higher education institutions in hosting countries and build on existing networks and initiatives. 7. Increase funding for scholarship programmes dedicated to refugees and vulnerable host community students in host countries. |
| <p>Higher education institutions could pledge to</p> | <ol style="list-style-type: none"> 1. Expand scholarship programmes for refugees and vulnerable host community students. 2. Ensure refugees and asylum seekers have equitable access to places at university and scholarships. 3. Promote and utilise non-discriminatory curriculum for teaching about refugees. 4. Adopt welcoming campus policies and inclusive student support systems to ensure refugee students can fully integrate into academic and student life on campus. 5. Ensure teaching and support staff have adequate training to respond to the needs of refugee students. 6. Promote refugee inclusion as a component of overall internationalisation objectives. 7. Host scholars at risk. 8. Promote research to inform refugee higher education programmes and enhance data availability and relevance. |
| <p>I/NGOs, multilateral organisations,</p> | <ol style="list-style-type: none"> 1. Strengthen student support services to support refugee students to effectively integrate into higher education institutions and to access |

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| <p>private sector and academic partners and other actors could pledge to:</p> | <p>university services such as guidance counselling, medical care, tutoring, community activities and sport.</p> <ol style="list-style-type: none"> 2. Promote cooperation among higher education institutions in order to expand quality academic opportunities for refugees. 3. Share and utilise data reflecting refugee higher education participation and the impact of tertiary education on refugee self-reliance, economic inclusion and social cohesion. 4. Conduct research to understand the factors that influence refugee youth to complete secondary education and continue to tertiary level learning. 5. Fund refugee-inclusive higher education, language, bridging and catch-up courses. 6. Identify and mitigate barriers that prevent refugees from enrolling in university. 7. Ensure protection considerations are taken into account and refugee students have access to appropriate support systems. 8. Make connected education accessible to host and refugee students with the appropriate mentoring support that higher education institutions can provide, such as counselling, tutoring, career development guidance and orientation. 9. Advocate for free or reduced access to internationally recognised language and general education testing systems. 10. Establish or mobilise local networks to make internships, mentorships and on-the-job-training available to refugees and host community students in the appropriate field. 11. Advocate for inclusive right-to-work policies for refugees. 12. Ensure refugee populations are accounted for in national education, economic development and development planning processes. |
| <p>Regional and intergovernmental organisations could pledge to:</p> | <ol style="list-style-type: none"> 1. Provide technical support so that economic and linguistic partner countries can adopt harmonised and practical cross-border measures for: <ol style="list-style-type: none"> a. Regional quality assurance and certification mechanisms for tertiary level education. b. Regional market assessments and need-based labour mobility initiatives. 2. Implement the principles outlined in the 2017 Djibouti Declaration and other regional agreements relevant to refugee education. |

OUTCOME AREA 3: EMERGENCY RESPONSE

Outcome 6: Timely and amplified education responses delivered, reducing the time refugee boys and girls spend out of education to a maximum of three months after arrival

CONTEXT

During emergencies, the risk that vulnerable children and youth will miss out on education and spend long periods out of school increases. The possibility that many will never return to school is magnified and protection risks exacerbated, with long-term implications for individual and community resilience. The GCR emphasises the importance of mobilising more direct financial support and dedicated action ‘to minimise the time refugee boys and girls spend out of education, ideally a maximum of three months after arrival’.⁴²

Education coordination and programming in emergencies should contribute to supporting and facilitating the inclusion of refugees in all levels of national education systems from the onset of a crisis. Emergency response programming should contribute to enhancing student attendance, retention and progression. They should ensure that safe and protective learning environments are in place to support children and youth to attain quality learning outcomes. Putting into action rapid response strategies that contribute to meeting the immediate, medium and longer-term needs of both refugees and host communities will be more effective if the following are in place:⁴³ i) a clear government policy on inclusion, preparedness planning and emergency response protocols; ii) data management and analysis systems; iii) readily accessible, flexible multi-year domestic and international funding mechanisms; iv) national rosters of experienced local education personnel available for deployment in case of emergency; and v) government-led coordination mechanisms with humanitarian and development partners. Integrated education and child protection programming approaches are encouraged.

In situations where access to the formal education system is not immediately possible, or where children and youth have missed out on substantial amounts of schooling, flexible certified education opportunities, including accelerated education and non-formal education programmes may need to be established, or existing national programmes expanded. These programmes should offer clear pathways to transitioning to formal education or further education opportunities, including accredited TVET programmes and livelihoods. In addition, short duration interventions that support the transition into – and retention in – the formal system may also be required and could include bridging programmes,⁴⁴

⁴² *Global Compact on Refugees*. 2018, p.13.

⁴³ A new publication by Overseas Development Institute (ODI) commissioned by the Global Education Cluster, UNHCR and the Inter-agency Network for Education in Emergencies provides new insights into and guidance for education planning and navigating the nexus between humanitarian and development planning processes. ODI (2019) “Strengthening coordinated education planning and response in crises: analysis framework”.

⁴⁴ A short-term, targeted preparation course that supports students’ success taking various forms such as language acquisition and/or other existing differences between home and host education curricula and systems for entry into a different type of certified education. Source: *Accelerated Education Working Group*, 2017.

catch-up classes⁴⁵ and remedial tutoring.⁴⁶ The psychosocial and social and emotional learning (SEL) needs of crisis-affected children and youth should be integrated into the design of programmes supporting educational access and retention.

The needs of host communities should also be considered in the design and implementation of education programmes within emergency responses. It is not uncommon for local children and youth to experience similar learning and access barriers as refugees. Investments in the local education system of the host community will benefit refugee and host community learners. Teachers in schools attended by refugees may benefit from additional support and training in order to effectively understand and address refugee student needs.

Many acute crises become protracted. For this reason, emergency responses planning cannot be separated from education sector planning. National development priorities for strengthening education systems and response options need to be sustainable. This requires fostering strong working relationships with governments at multiple levels; reinforcing existing systems and capacities so that they are able to meet the needs of refugee, displaced and host communities; promoting crisis-sensitive planning; ensuring coherence between domestic, humanitarian and development responses; and fostering innovations to strengthen systems for the benefit of all.

CALLS TO ACTION

1. **Strengthen sector planning, emergency preparedness planning and protocols, and national capacity to support timely and quality education responses in emergencies across all levels of education.** Coordination efforts and programme support should be aligned with and contribute to education sector and development planning in crisis-affected regions for the benefit of both refugee and host community learners, with a central focus on teacher management. Mitigation of the differential effects of emergencies on children and youth should take into consideration any local challenges such as teacher shortages, barriers to the equitable participation of women and girls, PSS and SEL needs, and including learners with disabilities and those with specific protection needs.
2. **Ensure that non-formal programmes established for learners affected by emergency situations lead to certification or support transition for refugee and other forcibly displaced children to the formal national education system.** Where inclusion into national systems is not the most appropriate for the learner, non-formal flexible learning opportunities must be provided that are accredited and ensure clear pathways to the formal system. These programmes should address the learning needs of both young children and youth.
3. **Humanitarian and development actors must work in close partnership with host governments to enhance the quality of coordination and the level of interagency**

⁴⁵ A short-term transitional education programme for children and youth who had been actively attending school prior to an educational disruption, which provides students with the opportunity to learn content missed because of the disruption and supports their re-entry to the formal system. Source: *Accelerated Education Working Group, 2017*.

⁴⁶ Additional targeted support, concurrent with regular classes, for students who require short-term content or skill support to succeed in regular formal programming. Source: *Accelerated Education Working Group, 2017*

collaboration. Effective state engagement with humanitarian and development actors, and state leadership in emergency response with the necessary capacity for this, will help improved coordination to ensure more effective use of available resources, increasing the quality of the response based on joint analysis and planning and ensuring the broadest possible technical and financial participation in education response including at the regional and local levels.

POTENTIAL PLEDGING AREAS

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| <p>Host governments could pledge to:</p> | <ol style="list-style-type: none"> 1. Address the needs of those affected by emergencies and provide guidance to humanitarian education partners to promote alignment between emergency phase responses and goals articulated in education sector plans for sustainable access to quality education, systems strengthening and responsive data management. 2. Develop or strengthen national frameworks to include refugee teachers in national education workforces and support their well-being, professional development and qualification. 3. Ensure policies and administrative procedures facilitate the reintegration of returnees into all levels of national education systems and that accredited education provided in host countries is recognised. |
| <p>Technical and financial partners could pledge to:</p> | <ol style="list-style-type: none"> 1. Commit to joint planning that supports government-led coordination (Ministry of Education and other appropriate ministries) with humanitarian and development education actors at central and decentralised levels. Strengthen the capacities of these actors to undertake collaborative needs analysis, joint planning - including the incorporation of emergency response in national education sector plans - and coordinated implementation. 2. Commit to a greater level of flexibility in delivery options for humanitarian and development funding that reflect the complexity and changing nature of the situations in which people of concern live. 3. Commit to the provision of multi-year funding to support education programming during humanitarian emergencies. 4. Commit to including local communities and populations of concern in all humanitarian and development programme design, delivery, monitoring and evaluation. 5. Commit to strengthening joint coordination, analysis and response planning with an integrated approach to education and child protection programming. |
| <p>I/NGOs, multilateral organisations, private sector and academic partners and other actors could pledge to:</p> | <ol style="list-style-type: none"> 1. Support alignment of humanitarian and development approaches to emergency education responses. 2. Strengthen non-formal education components so that they support the transition to formal national systems. 3. Enable teachers and community workers to support the psychosocial and general well-being of refugee children and youth that addresses the specific needs of girls and young women, boys and young men |

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| | <p>so as to promote more effective learning and their holistic development.</p> <ol style="list-style-type: none"> 4. Address gender-related barriers to education and adopt inclusive and gender-responsive approaches to education as well as take specific measures to support refugee girls who have dropped out, or who are at risk of dropping out, of education. 5. Support the inclusion of robust monitoring and evaluation approaches to assess the impact of education in emergency programming and commit to strengthening the evidence base on contextually effective interventions. 6. Ensure that all education provision in emergencies – both formal and non-formal – aligns with national standards and supports national system strengthening. Where a contextualisation of the INEE Minimum Standards for Education: Preparedness, Response & Recovery, exists, ensure a focus on sustainable refugee inclusion in education systems and within nationally accredited programmes in the host country. 7. Support collaborations with universities and research networks in the Global North and South to establish rigorous research agendas on how best to support learning in specific contexts, particularly during the initial stages of displacement to build evidence on what works, how, for whom, under what conditions and at what cost. |
| <p>Regional and intergovernmental organisations could pledge to:</p> | <ol style="list-style-type: none"> 1. Adopt harmonised approaches to orientation programming during emergency phases that harnesses preparedness planning for sustainable results, especially regionally comparable language training programmes and accredited accelerated education that can also benefit local children and youth in crisis-affected regions. 2. Guide humanitarian and development activities with greater regional alignment. 3. Adopt harmonised approaches to teacher preparedness through the inclusion of protection modules specific to crisis-affected populations in pre- and in-service teacher training programmes. |

CROSS-CUTTING CONSIDERATIONS

Policy and Planning

Outcome 7: National and regional education policies, plans and programmes, as well as data management and monitoring systems, incorporate refugees and, thus, respond to the SDG4 equity goal for education

CONTEXT

Adopting policy, planning and practices that result in meaningful inclusion in national education systems within three months of displacement requires coherence between government ministries, development and humanitarian partners within countries and within and across individual donor structures. Improved policy, planning and emergency protocols, coupled with flexible and responsive financial support, can ensure that clear pathways into formal systems are in place for all children and youth ahead of an emergency. Where implementation rather than policy is the inhibiting factor, planning can help ensure that inclusive policies lead to inclusive practices. Effective planning⁴⁷ can help host governments and stakeholders address systemic barriers that exclude refugees as well as host community children and youth from education and can help humanitarian actors to contribute to education sector planning goals in areas of refugee settlement.

Planning that is implemented in a harmonised way across all government, development and humanitarian actions can reduce the time learners spend out of school and improve the experience of learning. Coordinated planning processes can additionally allow stakeholders to more effectively navigate challenges related to missed years of schooling, language learning issues, gaps in skills and content knowledge, and infrastructure expansion. It can also help with teacher supply, training, professional development, deployment and management. Finally, crisis-sensitive planning processes can contribute significantly to social cohesion, resilience and peace while creating conditions for sustainable and meaningful inclusion for refugees.

Effective national policy and emergency protocols for education can guide humanitarian and development stakeholders to contribute in meaningful ways to system strengthening in crisis-affected regions. In countries where refugee children have access to the national education system, a significant “policy implementation gap” can often be observed. National policies may not be implemented at the local level or might not take into account the particular learning or administrative needs of displaced populations and the communities that host them. For example, emergency protocols might not embed instructions for recognition of alternative

⁴⁷ Technical guidelines and tools for sector planning processes are available from GPE and UNESCO-IIEP: [Guidelines for education sector plan preparation](#) (2015); [Tools and resources for planning in fragile and conflict-affected contexts \(Thematic Mapping\)](#) (2016); [Guidelines for transitional education plan preparation](#) (2016).

identity documents for registering in school or might not take into account the need for placement tests or interim programming that prepares students who have been out of school for a successful transition to formal systems. These policy gaps have major, if not irreversible, implications on a refugee's education pathway. School attendance may simply not be permitted if the required identity documents cannot be produced. Emergency protocols that sufficiently anticipate and direct the humanitarian education coordination and response stand a better chance of supporting system strengthening for all learners.

In order for effective planning to take place for meaningful inclusion of refugees, countries need accurate, reliable and timely data; such data needs to be disaggregated at the least by age, gender and disability. Education sector data is critical for assessing the educational needs and impacts of displacement on refugees, host communities and education systems at large. Education sectors driven by evidence can enable better collaboration between host-country education ministries and local, national, and international education actors for planning and advocacy. Furthermore, for policy, planning and associated monitoring mechanisms to fully address the displacement context and disparities in access to and quality of education for refugees, accurate, reliable and timely data is required. The current state of data and information on refugee education is fragmented and limited, with data often only managed and used by humanitarian actors. This fragmentation weakens existing national data systems and capacity building efforts. Where possible, with due and robust consideration of issues of protection and privacy, data collection should strengthen and build the capacity of national systems, notably national Education Management Information Systems (EMIS).

Refugees frequently lack documentation that prove prior learning, qualifications and certification, hindering their ability to begin and progress through levels of education. Often this lack of recognition results in refugees being placed into lower grades rather than in accelerated or transition programming that can address their short-term learning needs with the goal of including them in classes with local students at the appropriate level. It is vital that proper assessment, accreditation, validation and certification procedures are in place so that education prior to and during displacement is recognised, and, as necessary, preparatory programmes are opened or amplified. Without recognition and validation of learning, students are prevented from entering higher cycles of education or using their education qualifications to pursue employment opportunities.

CALLS TO ACTION

1. **Support the development of national policy, preparedness plans and emergency protocols for humanitarian action that are crisis-sensitive and responsive to gender, disability and displacement.** These should contribute to creating the conditions to include forcibly displaced and stateless children and youth in national education systems. They should also be aligned to national education sector planning objectives aiming to strengthen and improve quality education for all learners.
2. **Support intergovernmental actors to harmonise and apply regional protocols for registering in school that include measures for assessing, recognising or equating prior learning.**
3. **Support host countries to improve teacher retention, teaching quality and pedagogical skills related to the realities of crisis-affected regions through free professional development programmes.** In addition, support innovations for the

expansion of the teaching workforce in remote and crisis-affected areas, including opportunities for qualified refugee teachers to contribute to national education sector goals.

POTENTIAL PLEDGING AREAS

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| <p>Host governments could pledge to:</p> | <ol style="list-style-type: none"> 1. Revise or establish inclusive policies that aim to remove practical barriers that exclude refugee children from host country national education systems, including barriers that may exclude specific groups of refugees based on their gender, disability, ethnicity or socio-economic background. 2. Revise or develop explicit policy or protocols for the inclusion of refugees, stateless and other displaced people in national education systems that guide the actions of humanitarian and development actors in response to sector goals. 3. Enact policies that provide access to accredited, quality, gender-responsive and innovative non-formal learning opportunities supervised by national authorities, with clear pathways into the formal system, so that children can move when ready. 4. Facilitate and contribute to the recognition of prior learning and qualifications of refugee children, youth and teachers, in collaboration with regional bodies and the international community. 5. Ensure policies and administrative procedures facilitate the reintegration of returnees into all levels of national education systems and that accredited education provided in host countries is recognised. 6. Strengthen national EMIS to facilitate the collection and integration of refugee education, while ensuring sufficient protection of refugee data. 7. Develop policies and legal frameworks that build on the Abidjan Principles on the human rights obligations of States to provide public education and to regulate private involvement in education. Non-governmental and community-based organisations should be supported to provide learning opportunities to fill specific learning opportunities in support of public provision. 8. Ensure meaningful participation of affected communities meaningful in planning, review and decision making in a way that is inclusive, non-discriminatory and accounts for the diversity of communities in order to reflect their feedback in education programmes and plans both in emergency and protracted displacement situations. |
| <p>Technical and financial partners could pledge to:</p> | <ol style="list-style-type: none"> 1. Support governments to develop and implement crisis-sensitive education sector planning. 2. Provide needed funding and technical cooperation to enable, when the timing is appropriate, host countries to draft, amend, finalise and implement national education policies that are inclusive of refugees. |

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| | <ol style="list-style-type: none"> 3. Commit to supporting governments to strengthen links between education in emergency interventions and longer-term policy and planning, particularly links with national Education Sector Plans. 4. Increase the capacity of ministries of education to collect, manage and use quality and timely data, disaggregated by age, gender, disability and, where possible, other forms of diversity for effective prioritisation of investment and to inform evidence-based planning for the education of refugees and host communities. 5. Ensure that refugee and host communities receive information in an effective and transparent way so they can become active participants in the response and help ensure that learners are learning. |
| <p>I/NGOs, multilateral organisations, private sector and academic partners and other actors could pledge to:</p> | <ol style="list-style-type: none"> 1. Adapt emergency and recovery education programmes so that they contribute directly to education sector development goals in crisis-affected regions for the benefit of all learners. 2. Concentrate focus on local challenges regarding equitable participation of women, girls and learners with disabilities. 3. Invest in programmes that contribute to successful inclusion in national systems during emergency phases, such as intensive language and literacy programming or amplified accredited accelerated education programming. 4. Support governments to extend national grade placement processes in crisis-affected regions to identify learning needs and programmes for displaced and host children and youth, and to reduce overcrowding in lower grades. |
| <p>Regional and intergovernmental organisations could pledge to:</p> | <ol style="list-style-type: none"> 1. Provide dedicated technical support so that economic and linguistic partner countries can adopt harmonised and practical cross-border and regional measures to: <ol style="list-style-type: none"> a. develop policies and strategies which build on and complement existing processes, such as the Djibouti Declaration, to support the inclusion of refugee and asylum seekers in national systems and share expertise and good practice. b. invest in and support measures for cost-effective recognition of academic, professional and vocational qualifications, as well as recognition of prior learning and cycle/level completion which aim at helping refugee children and youth to continue their studies at an appropriate level that leads to recognised certification and qualified refugee teachers to teach in host countries. |

Financing and Resources

Outcome 8: More, better and multi-year financing for including refugee children and youth in national education systems and for strengthening the capacity of these systems

CONTEXT

Of the world's refugees, 28 per cent live in the poorest of countries. While these countries must be recognised for hosting large refugee populations, they can struggle to meet the associated costs, which can put a strain on service provision. Given the current trend in protracted refugee situations, it has been widely acknowledged that **financial and technical responses need to be sustainable and forward-looking**. However, there is a prevalence of short-term funding and planning for refugee-hosting contexts, which fall short of the systemic support required to improve services for all learners. As a consequence of low humanitarian aid, already underfunded national education systems, and stretched national education budgets, **refugee education receives only minimal support**. For example, the overall humanitarian financing provided to support refugee education responses in 2016 was 2 per cent of the amount requested in humanitarian appeals. Only two of the ten countries that host the most refugees received more than 2 per cent of the humanitarian appeal request. Financing education for refugees is indicative of larger issues of education financing globally. The [International Commission on Financing Global Education Opportunity](#) estimates that in low- and middle-income countries, **spending on education overall needs to increase from \$1.2 trillion annually to \$3 trillion by 2030**.

Sources of sustainable financing for refugee education include:⁴⁸

- Domestic financing from **national governments** to strengthen the capacity of education systems that provide quality education opportunities to host communities and refugee children alike.
- The **International Development Association (IDA)** has established a refugee sub-window for host governments struggling to meet the needs of both refugees and their host communities, including education needs. The **Global Partnership for Education (GPE)** is a multi-stakeholder partnership and fund that works to strengthen education systems in developing countries, including refugee-hosting countries, to meet the education needs of all children. **Education Cannot Wait (ECW)**, is a global fund dedicated to education in emergencies and protracted crises that works across the humanitarian-development nexus to meet immediate education needs of refugee and host community children and youth, as well as to provide longer-term support through its multi-year resilience window.

⁴⁸ Please note that this list is not comprehensive but is presented as a snapshot.

- **Philanthropic foundations and the private sector**, particularly when financing is provided through partnerships, offer some good examples of supporting high impact programmes that focus on refugee education.⁴⁹

CALLS TO ACTION

- 1. Enable national education systems to effectively include refugees and out-of-school host community children by increasing and sustaining funding from international and domestic sources.** Spending on education overall needs to increase from \$1.2 trillion annually to \$3 trillion by 2030. Increased funding is needed from national governments and international partners.
- 2. Prioritise financing that supports and incentivises the inclusion of refugees and out-of-school host community children in national systems.** Parallel education programmes for refugees cannot provide equitable access to the full cycle of certified education that is the right of all children and youth. Strategies that include and allocate resources for refugees should be part of national sector analyses, planning, budgeting, programming, implementation and monitoring.
- 3. Humanitarian and development actors must work closely together to anticipate protracted crises,** leverage agile humanitarian action and funding, harmonise with development financing and planning, and support national system strengthening with a focus on refugee and host communities. This includes supporting countries with contingency planning to help ensure that national planning and systems are sensitive to future crises.

POTENTIAL PLEDGING AREAS

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| <p>Host governments could pledge to:</p> | <ol style="list-style-type: none"> 1. Provide additional domestic resources to support the inclusion of refugees and out-of-school host community children and youth within national education systems. 2. Allocate an average of 6 per cent of GDP and/or at least 15-20 per cent of public expenditure to education through growth and improved resource mobilisation. 3. Include specific attention to refugees and their learning needs in sector analysis, planning, programming, implementation and monitoring. 4. Ensure preparedness for future crises in development planning and budgeting. |
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⁴⁹ Examples include the LEGO Foundation's *cooperation with the Sesame Workshop* and Vodafone's support to the *Instant Network Schools*. Examples at a different level include *private sector contributions to the Global Partnership for Education* (e.g., Open Society Foundation, Dubai Cares and Stichting Benevolentia (Porticus)) and *to Education Cannot Wait* (e.g., LEGO Foundation and Dubai Cares).

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| <p>Technical and financial partners could pledge to:</p> | <ol style="list-style-type: none"> 1. Prioritise funding for programmes that deliberately address issues related to SDG4 goals and the GCR, specifically related to refugee-inclusive national systems, education sector strategies, budgets and implementation plans. 2. Increases in programme funding in hosting countries and regions, including through: <ol style="list-style-type: none"> a. humanitarian channels that prepare students and systems for inclusion in host community schools. b. development channels that specify the inclusion of refugees in host schools and support to strengthen host community education provision. c. pledge in-kind and cash contributions to enhance quality in public schools that are hosting refugees. 3. Make financial commitments to support education data related to the inclusion of refugees in host country schools. 4. Make financial commitments to support remedial education for refugees to enable their inclusion in host country schools. 5. Financially support research on the costs and benefits of refugee inclusion and the costs of non-inclusion. 6. Enhance the quality and inclusiveness of national education systems through all contributions, especially as these align with the Abidjan Principles and avoid any investment in for-profit education. 7. Track financing data to allow for accurate assessments of financing gaps for displaced children. 8. Harmonise short-term humanitarian interventions with development financing and planning. 9. Support inclusive policy dialogue targeting the inclusion of refugees in national education systems. |
| <p>I/NGOs, multilateral organisations, private sector partners, academic networks and other actors could pledge to:</p> | <ol style="list-style-type: none"> 1. Actively seek ways of leveraging additional resources for refugee education, and incentivising the inclusion of refugees, stateless and other displaced populations in national education systems, e.g.: <ol style="list-style-type: none"> a. develop, test, and allocate support through innovative financing mechanisms that anticipate population movement and protraction. b. commit new funding streams to unlock the GPE's Multiplier Fund for eligible governments who include refugees in national education sector plans and budgets. 2. Contribute to non-recurrent cost projects such as school expansion where refugees and host communities can all benefit and harmonise with other INGOs and NGOs on collaborative projects in which single funding sources are insufficient. 3. Conduct research on the costs and benefits of various models for refugee inclusion and on the risks and costs of their non-inclusion. 4. Receive commitments from data-holders, researchers and donors to collectively improve information sharing and broaden communication on education for refugees to ensure that accurate and timely data is available to decision-makers. |

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| | <ol style="list-style-type: none"> 5. Harmonise short-term humanitarian interventions with development financing and planning. 6. Actively support inclusive policy dialogue targeting the inclusion of refugees in national education systems. 7. Commit to including local communities and populations of concern in all development and humanitarian programme design, delivery, monitoring and evaluation. |
| <p>Regional and intergovernmental organisations could pledge to:</p> | <ol style="list-style-type: none"> 1. Actively seek ways of leveraging additional resources for refugee education, and incentivising the inclusion of refugees, stateless and other displaced populations in national education systems. 2. Actively support inclusive policy dialogue targeting the integration of refugees in national education systems. |

Equity and Inclusion

Outcome 9: Investment in gender- and disability-responsive policies and interventions for all children and youth increased, including targeted actions to reach the most marginalised and vulnerable

CONTEXT

Even when pathways into education are in place, the most marginalised and vulnerable children and youth are still at risk of remaining out of school or dropping out. This is particularly applicable to learners with disabilities; unaccompanied minors and separated children; children and youth associated with armed forces and armed groups; homebound children; children and youth who work, who are married or pregnant and/or who have been exposed to traumatic events; girls and young women; and ethnic minorities.⁵⁰

Increased insecurity and poverty reinforce or reawaken harmful gender norms, reducing the educational opportunities available to girls and young women. In those contexts, incidents of gender-based violence and negative coping mechanisms, including child and forced marriage, can be seen by families as protective and a way to secure a future for their daughters. Social and cultural norms that reflexively diminish the role of girls and women in society often lead to families and communities choosing to make educational investments in sons rather than daughters.

Adolescence is a critical period in a young woman's development. Different expectations about appropriate behaviour often intensify and gender identities are reinforced. In addition, displaced children and youth, particularly girls, young women and children with disabilities, are at heightened risk of sexual violence and exploitation. Especially in emergency situations, pre-existing social norms are intensified for girls. Adolescent girls are particularly at risk of taking on a disproportionate unpaid care burden and early marriage as a negative coping strategy adopted by families. Free and quality education from the earliest point possible could mitigate these risks.

Within this context, education systems and responses in crisis are ill-equipped to address barriers faced by girls, young women and children with disabilities. They often fail to work with parents, communities and teachers. They may fail to be responsive to the needs of girls of all ages. Interventions and programmes lack a proper analysis on how girls and boys from different age, gender and abilities experience crisis and access services.

Among displaced children and youth, learners with disabilities remain some of the most hidden, neglected and excluded, often isolated in "special schools" and other segregated settings. When included in mainstream education systems, teachers often lack the additional

⁵⁰ *UNHCR's 2018 Policy on Age, Gender and Diversity offers guidance on the inclusive policies and programmes. It provides a detailed overview of population groups that need specific attention with regard to comprehensive inclusion approaches.*

training, skills and confidence needed to address the learning requirements of children and youth with disabilities. This is even more likely to be the case in emergency situations, with the added complexities and challenges of establishing safe and secure temporary classes, child-friendly spaces or transitory learning spaces.

Learners with disabilities may lose or damage their assistive devices during crisis situations if they ever had them. This loss can severely hamper their functioning abilities, independence and ability to self-protect. The loss of their care structures (e.g., interpretation or assistance for daily activities) because of displacement may also put them at risk. Attitudes and perceptions of families and wider communities can also present significant obstacles to the inclusion of children with disabilities in education. Access to dedicated schools for children and youth with disabilities is often limited and can isolate them. A lack of understanding about their learning requirements, along with a lack of trained teachers and specialised staff, classroom support, learning resources and accessible facilities (including WASH facilities) are compounded by social barriers, such as attitudes and perceptions of families and communities. Together these barriers prevent their ability to access and participate in education in ways that contribute to their resilience and self-actualisation.

In order to guide the pledge process for the Global Refugee Forum, specific guidance notes have been developed. Plan International and Women’s Refugee Commission developed [guidance on age, gender and diversity inclusive pledges and good practices](#). The Finnish Permanent Mission to the U.N. together with the International Disability Alliance prepared GRF [guidance on the inclusion of persons with disabilities](#).

CALLS TO ACTION

1. **Ensure gender-responsive implementation of education policies and programmes.** Focus on removing barriers and enhancing conditions at the family, community and national level to facilitate female participation and equality. A range of targeted measures is available to be adapted for each context.⁵¹
2. **Commit to investing resources to implement comprehensive gender-transformative education interventions,** working with parents and caregivers, as well as traditional, religious and other community leaders to promote female rights and gender equality in order to improve the enrolment, retention and completion rates at all levels of education for girls and young women.
3. **Engage children and youth marginalised on the basis of their gender, ability, sexual orientation, ethnicity, religion or socio-economic background, to identify barriers and design solutions with them.** Work with local organisations of persons with disabilities and other actors with knowledge and expertise in strengthening their social inclusion, including in school.

⁵¹ *These measures include: working with parents and communities to address and break harmful gender stereotypes, reach out to out-of-school children, particularly girls, systemic approaches to increasing recruitment of female teachers; provision of PSS for all victims of violence; safe WASH facilities including appropriate menstrual hygiene management facilities for girls; access to information on hygiene and reproductive health, including through comprehensive sexual education; female-only spaces for studying and socialising; and equitable representation in all decision-making.*

4. Establish and strengthen mechanisms for the protection of persons at heightened risk, including mechanisms to identify and report SGBV in order to foster safe and protective learning environments for all children and youth, including those with disabilities.

POTENTIAL PLEDGING AREAS

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| <p>Host governments could pledge to:</p> | <ol style="list-style-type: none"> 1. Strengthen psychosocial support and SEL for girls and boys, youth and women who have experienced SGBV, to build their resilience and help them to remain in or re-enter education. 2. Promote measures to reintegrate girls and young women who have been excluded or dropped out of school, such as married girls and young mothers. 3. Train teachers to teach and support learners with disabilities and put in place specialised staff to support teachers. 4. Ensure that schools are accessible, sufficiently resourced and equipped to meet the needs of learners with disabilities. 5. Provide learning services that have adequate, accessible gender segregated sanitation facilities and access to menstrual hygiene products. 6. Build or retrofit schools with accommodations for students with disabilities. 7. Progressively phase out special schools and other segregating settings with key human resources and knowledge assets converted into support to equal access and inclusion. 8. Provide gender-responsive curricula, teaching and learning training and materials; if needed, review existing curricula, textbooks and teaching and learning material to ensure they are gender-responsive and teachers are trained on gender-responsive classroom management and pedagogies. 9. Ensure all girls and boys, including those with disabilities, are protected against violence, particularly SGBV on their way to and inside schools, governments should mainstream protection measures into all policies and initiatives related to education. 10. Support local innovations that address safe, accessible travel to and from school for all children and youth, including students with disabilities. |
| <p>Technical and financial partners could pledge to:</p> | <ol style="list-style-type: none"> 1. Invest in the accessibility of all education facilities and teaching materials, including access to assistive products and technology as well as diversifying languages and modes of communications. |
| <p>I/NGOs, multilateral organisations, private sector and academic partners</p> | <ol style="list-style-type: none"> 1. Collect and share age-, sex- and disability-disaggregated data, including that of the youngest children, with the appropriate authorities when protection conditions are met, to better inform planning and implementation of programmes, and to better reach the most marginalised refugee children and youth. |

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| <p>and other actors could pledge to:</p> | <ol style="list-style-type: none"> 2. Promote the diverse representation of all marginalised refugees at the front and centre of change as leaders, partners and advocates. This includes promoting enabling environments and community programming that is age-appropriate, gender and disability responsive and participatory throughout the monitoring and implementation phases of programmes. 3. Identify and distribute contextually appropriate and affordable assistive technology, including promoting access to digital and blended learning opportunities that support the participation of learners with disabilities. 4. Take concrete steps to build the capacity of national and local organisations to include girls, women and disabled persons to engage in the decision process on programmes that affect them. 5. Support planning and delivery of teaching and learning activities that are gender-responsive and contribute to the empowerment of children and young people, particularly girls and young women with and without disabilities, to build awareness of their rights. 6. Support integrated approaches to programmes that address the interlinked factors that restrict the access of girls, particularly adolescent girls and children with disabilities, e.g., health, child protection, and SGBV. 7. Train education professionals to identify and refer cases of violence, particularly SGBV. 8. Support schools to create welcoming, safe and supportive learning environments that appreciate diversity in which all learners can thrive and feel respected as individuals regardless of their status, gender, ethnicity, religion or abilities. |
| <p>Regional and intergovernmental organisations could pledge to:</p> | <ol style="list-style-type: none"> 1. Support countries to practically address local challenges regarding equitable participation of women, girls and learners with disabilities. |

Innovation and Connected Education

Outcome 10: Innovative local evidence-based solutions scaled to support inclusion and increase the quality of education to meet the needs of refugee and host community learners

CONTEXT

Even in the most remote corners of the world refugees and the communities that host them should have access to accredited, inclusive, equitable and relevant quality learning opportunities. It is, therefore, vital to leverage promising educational advances, including harnessing the potential of innovative models and rapid technological growth to ensure a quality education for all, no matter where learners reside. As part of an overall effort to connect individuals, Connected Education works with educational innovators, expanded mobile networks and dynamic digital resources to prepare refugees and the communities that host them to engage in the world's educational and technological landscapes.

Technology, while a means to achieve these goals, is only one aspect of a broader package of solutions. Technology is a tool that should be used appropriately and ethically while also attending to contextual considerations. The priority is to work within national development strategies to enhance education through pioneering innovative approaches. The introduction of technology should be done in a thoughtful way that responds to real needs.

Strategic partnerships are imperative to the successful delivery of this vision. Through implementation in the field and by developing transparent, not-for-profit relationships between educational institutions and organisations delivering educational interventions with strategic donors and relevant national government counterparts to provide financial, in-kind and technical support.

Coordinated pledges should promote engagement of relevant communities, private sector partners and key stakeholders and support quality standards which ensure enhanced connectivity, the use of green energy and the building of individual competencies to support the integration of technology into all schools.

CALLS TO ACTION

1. **Utilise an innovation approach** to bring together diverse stakeholders, enabling the refugee and host community to lead and expand the creation of sustainable solutions that can be tested and adapted for diverse contexts.
2. **Support host countries to improve educational opportunities, expand education infrastructure** and train teachers on how to leverage contextually appropriate advancements in educational technology for the benefit of the host community and refugee children, youth and young adults, including those with disabilities.
3. **Align interventions with national digital priorities and plans** to ensure that refugee-hosting public schools are among the first to benefit from sustainable technological investments, including free connectivity for public learning facilities.

POTENTIAL PLEDGING AREAS

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|--|--|
| <p>Host governments could pledge to:</p> | <ol style="list-style-type: none"> 1. Collaborate with civil society and education actors to increase the relevance of education by promoting the development of digital competencies and 21st-century skills like critical thinking, teamwork, creativity and media literacy. 2. Adopt inclusive, gender-responsive, enabling policies that encourage the use and recognition of blended and online learning to expand the reach of higher education and vocational training programmes. 3. Invest in school infrastructure and teacher training that enables the integration of technology into the classroom. This includes planning that anticipates equipping schools with power, connectivity, online and offline digital resources and building the capacity of educators to confidently use this equipment to enhance teaching. |
| <p>Technical and financial partners could pledge to:</p> | <ol style="list-style-type: none"> 1. Promote informed risk-taking by investing in the identification and testing of new solutions to persistent educational challenges that inhibit inclusion or quality. 2. Encourage evidence-based programming by investing in greater research and evaluation of innovative pilots and supporting effective programmes to scale. 3. Support experimental scaling across regions, countries and/or population cohorts for programmes that have demonstrated success. 4. Provide in-kind donations of infrastructure, equipment and connectivity. |
| <p>I/NGOs, multilateral organisations, private sector and academic partners and other actors could pledge to:</p> | <ol style="list-style-type: none"> 1. Include local communities and populations of concern in programme design, delivery, monitoring and maintenance. This includes systematic consultation with groups at risk of exclusion, such as girls, young women and people with disabilities to identify innovative solutions that will benefit all learners. 2. Align innovative solutions and connected education programmes to education sector plan goals. 3. Build space for refugees into educational cohorts and offer low or no cost blended study opportunities. 4. Partner across hemispheres to build capacity and accreditation and to translate traditional courses to blended delivery. 5. Increase the relevance of education by ensuring learners develop digital competencies and 21st-century skills. |
| <p>Regional and intergovernmental organisations could pledge to:</p> | <ol style="list-style-type: none"> 1. Encourage the sharing of lessons learned about programme innovation, design and evaluation across regions from both successful and unsuccessful initiatives. |

SECTION III: OUTLOOK

PLEDGES AND GOOD PRACTICES

- Pledges, contributions and good practices will be announced and presented at the Global Refugee Forum in December in Geneva.
- The key Forum outcome documents will include a Ministerial Communiqué and a written report providing an overview of all pledges and a summary of the discussions.
- Subsequent Forums, beginning in 2023, will provide an opportunity to
 - **make new pledges;**
 - **share evidence on country-specific factors** that may contribute to the number of refugees out of education;
 - **exchange evidence-based good practices** that contribute to education system strengthening in areas of refugee and other displacements; and
 - **sustain global awareness-raising and advocacy** on the importance of education for refugee solutions.
- UNHCR will launch an **online platform specifically for education** which will provide access to an evolving repository of promising practices, case studies, guidance and other supports from different stakeholders in early 2020. It will serve as a longitudinal archive of experience for analysis, review and evaluation and will contribute to reporting for the quadrennial Global Refugee Forums.
- In addition, good practices will be curated and featured on the [GCR Platform](#). This platform will be on display at the Forum in December and serve as a repository in future.

TAKING STOCK OF IMPLEMENTATION PROGRESS AT THE GLOBAL LEVEL

- Stocktaking on the implementation of actions is planned for during the mid-term review 2021, GRF 2023, mid-term review 2025, GRF 2027 and SDG/GCR reporting in 2030. (see Graph 2 on page 12 for an overview)
- The [Global Compact on Refugees – Indicator framework](#) includes an indicator on education “2.2.1: Proportion of refugee children enrolled in the national education system (primary and secondary).”⁵² The collection of GCR indicator data will be the joint responsibility of countries and international institutions, with technical support provided by UNHCR country offices and other stakeholders. The launch of the UNHCR-World Bank Joint Data Center on Forced Displacement is expected to lead to significant improvements in the availability of socio-economic data on refugees over time. The first comprehensive

⁵² [Global Compact on Refugees – Indicator framework, p. 25](#)

statistical outcome of the GCR indicators will be presented in 2021 at the inaugural high-level officials meeting.

ONGOING ADVOCACY AND ACTION TO INCLUDE REFUGEES

- **Refugee-hosting countries are encouraged to include refugees in annual sector reviews, periodic sector analyses, multi-year planning and budget projections, and data management systems.** Determining costs and implementation funding gaps can be used to advocate donors, private sector and foundations to assist in meeting these funding gaps.
- **Country-level roundtable discussions could be organised to continue the discussion beyond the Global Refugee Forum** to account for and address inclusion of refugees and other displaced populations in national development plans and education sector plans and processes, including implementation plans and budget projections.
- **Through processes governing the education sector and national level sector coordination bodies such as Local Education Groups and Education Coordination Groups, the inclusion of refugees could be regularised.** UNHCR and other partners working with refugees and supporting their education could provide data and information.
- **Success on driving forward the discussion and process on the inclusion of refugees in national education systems will also depend on the actions and commitment of the co-sponsors and those making pledges.** All of those engaged could prepare a plan for advocacy, awareness-raising and capacity development for all of the members of their own organisation, as well as networks of partners, to ensure a common understanding of the commitments of the GCR, the GRF and the organisation's pledge. They could ensure that their pledges are backed up by an implementation and monitoring plan. They could also lead the way in mobilising and leveraging others to make joint pledges and to sustain collaboration after the first GRF to ensure that the commitments of the GCR are met.

Resources

Global Compact on Refugees and Global Refugee Forum

- [Global Compact on Refugees](#)
- [Global Compact on Refugees – Indicator framework](#)
- [Guidance Note on Pledges and Contributions and Good Practices](#)
- [Protection Capacity: Examples of outcomes and pledges](#)
- [GRF Pledging Guidance - Child Focus, October 2019](#)
- [Age, Gender, Diversity Tip Sheet for Pledges and Good Practices](#)
- [UNHCR. 2018. UNHCR Policy on Age, Gender and Diversity](#)
- [Global Refugee Forum Gender audits: Jobs and Livelihoods and Education](#)
- [Pledging for Youth: A Tip Sheet for GRF pledges \(GYAC\)](#)
- [Global Refugee Forum Pledging Guidance - Inclusion of Persons with Disabilities](#)

Education Specific and other resources

- [UNHCR 2019. Refugee Education 2030: A Strategy for Refugee Inclusion](#)
- [UNHCR. 2019. Stepping Up: Refugee Education in Crisis](#)
- [German Federal Foreign Office, DAAD, UNHCR. 2019. Conference Report: The Other 1% - Refugees at Institutions for Higher Education Worldwide \(18-19th June 2019, Berlin\)](#)
- [UNHCR. 2019. DAFI 2018 Annual Report. Refugee Student Voices](#)
- [UNHCR. 2019. Key Considerations on Technical and Vocational Education and Training \(TVET\)](#)
- [NGO Committee on Migration. 2016. Positive Effects of Innovative Early Childhood Development Programs on Refugee Youth Resilience](#)
- [Overseas Development Institute. 2019. Strengthening coordinated education planning and response in crises: analysis framework.” Commissioned by the Global Education Cluster, UNHCR, and the Inter-agency Network for Education in Emergencies](#)
- [Accelerated Education Working Group. 2017. Accelerated Education 10 Principles for Effective Practice](#)
- [Inter-Agency Standing Committee. Accountability to Affected Populations \(AAP\): A Brief Overview](#)

Acronyms

| | |
|------|---|
| ECDE | Early Childhood Development and Education |
| ECW | Education Cannot Wait |
| GCR | Global Compact on Refugees |
| GRF | Global Refugee Forum |
| GPE | Global Partnership for Education |
| NFI | Non Food Items |
| PSS | Psychosocial Support |
| SDG | Sustainable Development Goal(s) |
| SEL | Social-emotional learning |
| SGBV | Sexual and Gender Based Violence |
| TVET | Technical and Vocational Education and Training |
| WASH | Water, Sanitation and Hygiene |

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CO-SPONSORS

STATES:

- Algeria
- Cyprus
- Djibouti
- European Union
- Germany
- Norway
- Qatar
- Sweden
- Switzerland
- Thailand
- Turkey
- Uganda
- United States of America

OTHER STAKEHOLDERS:

- ADRA
- Al Ghurair Foundation
- Amal Alliance
- APRRN
- Catholic University of Eichstätt-Ingolstadt
- Cisarua Learning Limited
- DAAD
- Education Above All
- Education Cannot Wait
- Education for All Coalition
- Education International
- Finn Church Aid
- Global Partnership for Education
- Global Platform for Syrian Students
- Global Refugee-led Network
- Global Youth Advisory Council
- Inter-agency Network for Education in Emergencies (INEE)
- International Rescue Committee
- Jesuit Refugee Service
- Jesuit Worldwide Learning
- Learning Equality
- LEGO Foundation
- Malala Fund
- MasterCard Foundation
- Microsoft
- Moving Minds Alliance
- Plan International
- ProFuturo Foundation
- Refugee Support Network
- RET International
- Right To Play
- Save the Children
- Sesame Workshop
- STAR Network
- Teachers College, Columbia University
- TheirWorld
- UNESCO
- UNICEF
- University of Virginia

⁵³ Please note that this is the list of Education Co-Sponsors as of November 18. The most recent list can be accessed [here](#).

- UN Women
- U.S. Committee for refugees and immigrants
- Vodafone Foundation
- Windle International - Kenya
- World Organization of the Scout Movement
- World Bank
- World University Service of Canada
- World Vision

OTHER SUPPORTING PARTNERS

- Agence universitaire de la Francophonie
- Arizona State University
- Building Tomorrow
- Canada
- Caritas Switzerland
- Global Education Cluster
- HP
- IGAD
- International Christian University
- International Disability Alliance
- International Students Overcoming War
- King's College London
- New Women Connectors
- OXFAM Ibis
- Southern New Hampshire University
Global Education Movement
- Tomorrow Vijana
- UN Volunteers
- War Child Netherlands

