UNHCR
The UN Refugee Agency

REFUGEE EDUCATION
2030

A Strategy for Refugee Inclusion

A MESSAGE FROM FILIPPO GRANDI, HIGH COMMISSIONER FOR REFUGEES

I am pleased to share *Refugee Education 2030:* A Strategy for Refugee Inclusion. *Refugee Education 2030* was developed after a two-year consultative and collaborative process with stakeholders across UNHCR and partners, including other UN agencies, international organisations, multilateral organizations, governments, education networks, the private sector and refugee communities.

This update of UNHCR's 2012-2016 Refugee Education Strategy aims to ensure that refugees are increasingly accounted for in education sector planning goals and action plans; that refugee and host community students are prepared equitably to succeed in national systems wherever they live; and that the particular learning needs of refugee and host community students are addressed by expanding existing programmes and partner investments in support of innovative local solutions. The strategy aims to translate the arrangements set out in the Global Compact on Refugees into action, applying the principles of solidarity and responsibility-sharing and drawing on cooperation between humanitarian and development education partners. In this way, refugee children and youth, and the host communities that welcome them, can experience increased access to quality learning opportunities from pre-school through to tertiary education.

Refugee Education 2030 sets out a vision for the inclusion of refugee children and youth in equitable quality education that contributes to resilience and prepares them for participation in cohesive societies. It aims to 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 education that enables them to learn, thrive and develop their potential.

The strategy sets out ways of achieving progress through partnership, collaborative learning, capacity development, innovation, evidence and growth, and is intended to provide inspiration and guidance for a wide spectrum of stakeholders both within and outside of UNHCR.

UNHCR has been grateful for the opportunities for discussion and debate that the writing of this strategy has made possible. We have been encouraged by the ambition of humanitarian and development partners to include refugee children and youth in the vision of the 2030 Global Agenda for Education. We strive with all partners, including refugees themselves, to make meaningful contributions to education for the benefit of all children and youth where refugees live, learn and play.

Sincerely,
Filippo Grandi, High Commissioner for Refugees

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EXECUTIVE SUMMARY

Refugee Education 2030: A Strategy for Refugee Inclusion aims to contribute directly to the following goals of the Global Compact on Refugees[1]:

⮕ Ease the pressures on host countries

⮕ Enhance refugee self-reliance

⮕ Support conditions in countries of origin for return in safety and dignity

The strategy arises from lessons learned about parallel education provision for refugees reflected in the 2011 Review of refugee education, and from the experience of shifting to national education service provision across a wide range of distinct contexts as a result of the guidance provided in the 2012-2016 UNHCR Refugee Education Strategy. It is also informed by partner and UNHCR collaboration and innovations, new or amplified partnerships with ministries of education and planning, refugee youth, civil society, development and humanitarian donors and the private sector, greater UNHCR internal capacity and significant international commitments related to the Global Compact on Refugees.

As the lead for refugee protection,[2] UNHCR maintains its commitment to and support for refugees and host governments until solutions for all refugees are identified. UNHCR has nearly 70 years of experience developing legal frameworks, policy, guidance and programming informed by monitoring and evaluation results, annual participatory assessments and research about and with refugee communities. It works daily and directly with refugees, governments and partners at field, country, regional and global levels. It therefore assumes a global leadership role to ensure that decisions and actions related to education for refugees in emergency and protracted situations are considered through the lenses of legal frameworks, historical experience and emerging displacement trends. UNHCR aims to draw attention to education needs in hosting communities, create conditions for partnership and action that result in strengthened education systems that benefit all learners, leverage the comparable strengths of various partners in mixed situations for improved coherence across population groups and make meaningful and collaborative contributions to the goals of the 2030 Global Agenda for Education (2030 Agenda).

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The global displacement situation is evolving rapidly and has attracted so many new partners whose valuable contributions deserve to be shared, adapted, amplified or scaled. In consequence, this iteration of the *Refugee Education 2030* strategy has been conceived as a living document. Before the end of 2019, it will be housed on an online platform which will provide access to an evolving repository of promising practices, case studies, guidance, and other support linked to its strategic objectives and approaches. Governments, partners and UNHCR staff embarking on changes or grappling with persistent barriers will be able to see how others are practically shifting the ways and means of education response for people of concern and their host communities, and what new questions and issues arise as they approach the 2030 goal of equitable, quality education for all. The platform will also serve as a longitudinal archive of experience for analysis, review and evaluation and contribute to reporting for the quadrennial Global Refugee Forums. Regular updates related to school participation data, as well as achievements and challenges related to education issues, will be collated for the annual UNHCR Education Report.

Refugee Education 2030's **vision:** Inclusion in equitable quality education in national systems contributes to resilience, prepares children and youth for participation in cohesive societies and is the best policy option for refugees, displaced and stateless children and youth and their hosting communities.

Mission: In line with the 2018 Global Compact on Refugees and the 2030 Agenda, this strategy aims to 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.

Targets: Pre-primary, primary and secondary education enrolment targets for 2030 will be measured at country level against the official net enrolment reported for host communities.[3] These will be disaggregated by gender to ensure visibility

of girls and young women, and increasingly as data commitments[4] made by global consortia bear fruit, children and youth with disabilities. This approach will allow partners and UNHCR to track meaningful trends in specific contexts for populations whose numbers have been shifting dramatically in recent years.

The tertiary education target for 2030 is to enrol 15% of college-eligible refugees in tertiary, technical and vocational education and training (TVET) or connected education programmes in host and third countries, and to achieve equitable gender representation across tertiary enrolments.

Rationale: Sustainable Development Goal 4 (SDG4) aims for free and quality pre-primary, primary, secondary, literacy and skills-focused education leading to relevant and effective learning outcomes. It also underscores the importance of equitable access for all children and youth.

In 2018 at least 35% of refugee children were not attending primary school programmes and at least 75% of adolescents were not attending secondary school. Innovations and partner action in response to the Syria crisis improved access to tertiary education by over 100% between 2011-2017 but in 2018 only 3% of refugees were enrolled in tertiary education globally compared to 37% of non-refugee students.

Because of the current tendency towards protracted situations, and because the majority of refugees live in developing or least developed countries globally, *Refugee Education 2030* proposes coherent action across humanitarian and development responses that supports inclusion of all students in host country education systems, regardless of legal status, gender or disability. It calls on UNHCR and sister agency staff, governments, inter-governmental and regional organisations, donors, bi- and multi-lateral organisations, INGOs, the private sector, individual philanthropists, national civil society organisations (CSOs) and academics to work collectively according to their strengths and mandates. The collective aim is to assist host governments to fulfill their commitments to refugee protection and create the conditions for inclusion of refugees and other persons of concern in quality education programmes through national school systems.

Scope and alignment: This strategy applies in all contexts in which UNHCR works. It 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 in current and future situations. It also reflects the distinct legal status and rights of refugees, asylum seekers and stateless persons under international laws that guide UNHCR's responses and actions. These include the 1951 Convention Relating to the Status of Refugees and the 1954 Convention relating to the Status of Stateless Persons.[5] The strategy aligns with core global policy frameworks[6] for education development, including the Convention on the Rights of the Child[7] and SDG4, which calls for collective action to ensure "inclusive and equitable quality education and promote lifelong learning opportunities for all."[8]

Strategic Objectives and Approaches: Inclusion in national systems for those who have not had access to education is a process. Steps toward education systems inclusive of persons of concern need to reflect both system preparation and student preparation. The three strategic objectives of *Refugee Education 2030* are:

1. Promote equitable and sustainable inclusion in national education systems for refugees, asylum seekers, returnees, stateless and internally displaced persons;

2. Foster safe, enabling environments that support learning for all students, regardless of legal status, gender or disability;

3. Enable learners to use their education toward sustainable futures.

The objectives, as well as ways of achieving them through the strategic approaches of partnership, collaborative learning, capacity development, innovation, evidence and growth are described fully in the body of this strategy. They are intended to provide both inspiration and guidance for a wide spectrum of stakeholders.

REFUGEE EDUCATION

2030

A Strategy for Refugee Inclusion

VISION

Inclusion[9] in equitable quality education in national systems contributes to resilience, prepares children and youth for participation in cohesive societies, and is the best option for refugees, displaced and stateless children and youth and their hosting communities.

MISSION

In line with the 2018 Global Compact on Refugees and the 2030 Agenda, this strategy aims to 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.

RATIONALE

From the publication of its Policy on Alternatives to Camps (2014), to the United Nations General Assembly adoption of the New York Declaration and Comprehensive Refugee Response Framework (2016), and the Global Compact on Refugees (2018), UNHCR has progressively oriented its institutional approaches, strategic directions, frameworks and partnerships to serve a refugee reality that does not always conform to what people imagine refugee reality to be. In the global imagination, most refugees are displaced temporarily, receive concentrated lifesaving support in camps and then return home to resume their briefly interrupted lives.

In such a scenario, it is easy to imagine temporary education as well, one that mimics the education at home, even if it is not certified by authorities in the home country, because surely the displacement situation will be resolved next week or next month or next year. In any case: soon. The newly displaced frequently believe this as well. Assumptions that short term humanitarian support and approaches were sufficient shaped earlier approaches to refugee education. These were often based on use of country of origin curriculum, administered in parallel to national education systems that were neither supervised nor certified by country of asylum education authorities, and had no vision of students as eventual contributors to family or local economies.

These assumptions have given way to a new understanding that short term approaches to refugee education are insufficient and inappropriate to displacement realities, which require medium- to longer-term development perspectives[10] and opportunities for knowledge and skills acquisition that lead to economic inclusion well beyond the margins of informal economies.

At the end of 2018, 15.9 million refugees were living in protracted situations.[11] This represented 78% of all refugees, compared with 66% in 2017. Of this number, 5.8 million were in a situation lasting 20 years or more. In addition, there were 10.1 million refugees in protracted situations of less than 20 years, more than half represented by the displacement situation of Syrians in Egypt, Iraq, Jordan, Lebanon and Turkey.

Trends in geographic crisis patterns and protracted displacement have led to a situation in which developing regions shoulder a disproportionately large responsibility for hosting refugees. In 2018, Least Developed Countries, including Bangladesh, Chad, Democratic Republic of the Congo (DRC), Ethiopia, Rwanda, South Sudan, Sudan, Tanzania, Uganda, and Yemen hosted 6.7 million refugees, 33% of the global total. Nine of the top ten refugee-hosting countries were in developing regions and 84% of refugees lived in these countries.[12]

In such a reality, humanitarian response and approaches alone, including for education, are not sufficient to support governments in development contexts to fulfill their responsibilities to protect refugees. Because of this, UNHCR seeks to encourage and support hybrid humanitarian and development approaches that:

- anticipate protraction,
- leverage agile humanitarian action and funding,
- harmonize with the long-term vision and financing of development planning, and
- result in amplified, sustainable, systemic support to host countries that benefit displaced and stateless children and youth and the often-underserved host communities that welcome them.

Creating synergies between humanitarian and development responses is an essential element of the Global Compact on Refugees.

Creating parallel education systems for the displaced no longer makes sense. Inclusion can create conditions conducive to conflict mitigation and prevention, without implying pull factors. This is fundamental to the "inclusive societies" commitment expressed in Sustainable Development Goal 16, and to achieving the Comprehensive Refugee Response Framework goal of countering "racism, racial discrimination, xenophobia and related intolerance against refugees and migrants."

The foundation for *Refugee Education 2030* is the Global Compact on Refugees, and all that preceded it, including the UNHCR Education Strategy 2012-2016. It reflects UNHCR's catalytic role as convener, mobilizer, liaison and partnership builder in and across the borderland where humanitarian and development education actions can converge more meaningfully. It also affirms UNHCR's leadership role regarding decisions related to education where governments do not yet practically support education for all persons of concern. Refugee and partner advocacy, lessons, evidence, partnerships and state building developments across a wide array of hosting contexts during and since the rollout of the 2012-2016 Education Strategy inform each of its objectives. Finally, it acknowledges the need to engage in effective collaboration with other partners in mixed response settings where the education of internally displaced persons (IDPs) must also be addressed.

As of 2019, Uganda hosts the largest number of refugees in Africa. Its 2018 Education Response Plan for Refugees and Host Communities in Uganda (ERP) represents a step forward for refugee education globally. It provides an example for engagement of both development and humanitarian education expertise and assistance in a context where significant numbers of out-of-school refugee children are hosted in communities striving for improved education service delivery.

The ERP was developed within the Comprehensive Refugee Response Framework (CRRF) by the Uganda Ministry of Education and Sports, with support from international donors, UN agencies and development organisations. The Office of the Prime Minister and the Ministry of Local Government, with UNHCR playing a catalytic role, coordinates implementation of the ERP Framework.

The ERP was developed to align closely with Uganda's Education Sector Strategic Plan (ESSP) for 2017-2020. It aims to improve access to and quality of learning across all forms of education in Uganda's 12 refugee-hosting districts, through activities including:

- Constructing new classrooms and repairing existing ones;
- Providing essential materials such as textbooks, desks and stationery;
- Addressing teacher gaps and capacity to deliver quality education to refugees and host community learners;
- Strengthening the national and district level education system for effective and sustainable service delivery;
- Getting older youth who had dropped out of school back into education, through Accelerated Education Programmes and vocational training; and
- Piloting innovations in education.

STATELESSNESS INFORMATION

Considerable gains have been achieved since the launch of the End of Statelessness Campaign. Still, in 2018, 70% of stateless persons belonged to minority groups, so UNHCR continues to monitor progress closely. In countries where there is no ongoing process for stateless persons to acquire citizenship or during this lengthy process, UNHCR advocates for inclusion of stateless children and youth in national education systems as it does for refugees, asylum seekers and returnees. This includes the right to transition between education levels such as primary to secondary and to participate in other education tracks from non-formal to vocational.

GOOD PRACTICE
THAILAND

Thailand has an "Education for All" policy which includes stateless persons. Stateless children have access to primary and secondary education in Thailand's public schools. This very positive policy environment doesn't always mean that adolescents can finish their studies. Refugee family economies are sometimes too constrained to absorb costs related to education participation. When it comes to higher education, most families do not have the financial resources to pay for this. Stateless persons are not yet eligible for government loans to pursue higher education.

MIXED AND IDP SITUATIONS

UNHCR will continue to advocate for access to inclusive and equitable quality education for all refugee, asylum seeker, returnee and stateless children and youth and their hosting communities, including the internally displaced in those communities. In mixed situations involving both refugees and internally displaced persons, where the Education Cluster has not been activated and there is no adequate national capacity, UNHCR will, upon request of the Ministry of Education, catalyze partners and support the government to respond to the education needs of internally displaced populations.

Finally, this strategy builds upon the momentum of initiatives spearheaded by regional experts and stakeholders. 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. Additionally, the 2018 UNESCO Brussels Declaration resulted in a commitment to include migrants, displaced persons and refugees in education and training systems and to facilitate the recognition of their qualifications, skills and competencies.

TARGETS

Education data analyzed in 2019 indicate that overall enrolment rates have remained largely stable since UNHCR synthesized education data, in 2016, for its first annual global report on education: 63% and 24% net enrolment at primary and secondary level respectively, and 3% enrolment at tertiary level. Steady increases in the global refugee and asylum seeker populations conceal achievements in absolute terms.[13]

While this shows significant progress in enrolment rates, the goal for 2030 is to close the enrolment gap between displaced children and the rest of the population. Indeed, to achieve the goal of ensuring inclusive and equitable quality education, greater inclusion of displaced populations and the host communities that welcome them is necessary.

PRE-PRIMARY, PRIMARY AND SECONDARY

Pre-primary, primary and secondary education enrolment targets for 2030 will be measured at country level against the official net enrolment reported for host communities.[14] UNHCR will provide ministries of education at national and/or district levels with data and/or data analyses disaggregated by age and gender to facilitate improved monitoring of progress towards parity for girls and young women

across education cycles. UNHCR will also provide data on children and youth with disabilities, and as data commitments made by global consortia begin to bear fruit,[15] support improved access for all students with disabilities, and equitable access for refugees with disabilities.

A country-by-country approach will allow partners and UNHCR to track meaningful trends in specific countries and regions for refugee populations whose numbers have been shifting dramatically in recent years. It will also draw concentrated attention to the contexts with the greatest needs, as global averages tend to dull the sharpest disparities. In each country where UNHCR is present, it will strive to ensure that refugee and host community children and youth receive equitable access according to national standards, and progressively greater access over time. UNHCR will also leverage its working relationships with the Global Partnership for Education, the World Bank and multilateral development banks, sister agencies and others to influence assessment, planning and implementation of education programming. This will address the specific needs of both refugee and host communities in resource-restricted environments.

Country-level targets will give stakeholders the opportunity to objectively monitor progress and address enrolment gaps in the framework of national education sector plans. These enrolment targets should be calculated for refugees and, where available data allows, for IDPs and stateless populations.

TERTIARY

The goal for 2030 is to achieve enrolment of 15% of college-eligible refugees in tertiary or connected higher education programmes in host and third countries. Enrolment of young refugee women should be on par with that of men. Where conditions evolve in individual countries and the potential for expanded access and therefore higher targets become apparent, UNHCR welcomes an upward adjustment of expectations.

THE TERTIARY CHALLENGE

Tertiary education enrolment targets follow a slightly different logic than those for formal basic education. Achieving parity or close-to parity with national higher education enrolment rates is not realistic by 2030 given the barriers refugee students face when it comes to higher education. The primary barrier is the currently limited number of eligible refugee secondary school graduates. Additional barriers include:

- low number of higher education institutions and available places;
- distance to campuses and movement restrictions;
- low number of students graduating from secondary school, particularly girls;
- high tuition and fees;
- restrictions on fields of study open to refugees;
- lack of academic certification required for admission;
- lack of reliable power and connectivity for connected higher education programming;
- demands to contribute to family financial sustainability taking priority over higher education;
- additional barriers that affect female refugee enrolment disproportionately; and
- additional barriers, compounding those already present at primary level, faced by youth with disabilities.

Raising the level of refugee participation in higher education from 3% to 15% over the next ten years represents an ambitious but feasible goal. Given the array of options through which to expand access to tertiary education – including in TVET, connected and traditional degree and diploma programmes, third country scholarships, education pathways and national inclusion – increases in each, along with the continued engagement and commitment of partners and host countries, will make achieving 15% access possible.

SCOPE AND ALIGNMENT

Refugee Education 2030 applies in all contexts in which UNHCR works. It reflects an understanding that the right to education is an enabling right for all children and youth of all ages and abilities and provides a foundation for protection in current and future situations. It reflects the distinct legal status and rights of refugees, asylum seekers, returnees and stateless people under international laws that guide UNHCR's responses and actions, specifically the 1951 Convention Relating to the Status of Refugees and the 1954 Convention relating to the Status of Stateless Persons.[16] It aligns with core global policy frameworks[17] for education development, including the Convention on the Rights of the Child[18] and SDG4.

Refugee Education 2030's strategic approaches reflect this key principle of the Global Compact on Refugees: "to operationalize the principles of burden- and responsibility-sharing to better protect and assist refugees and support host countries and communities."

Guided by the fundamental principle of national system inclusion,[19] this strategy reaffirms UNHCR's commitment to inclusive and equitable quality education for all, throughout all phases of displacement, through traditional and innovative delivery models, and across the full continuum of formal and non-formal education programme opportunities. This means programmes supervised by national authorities: early childhood education, primary, secondary, tertiary, technical and vocational education and training (TVET) and non-formal education that leads to academic or professional certification. Education for displaced children and youth and their host communities requires collective global responsibility. Building from its strong base in refugee and asylum seeker communities, its role in facilitating returns when protection conditions are sufficient, and its duty to represent the needs of stateless people, UNHCR is responsible for and committed to strengthening existing education partnership structures and links among and between communities, governments, private sector, and development and humanitarian actors.

UNHCR strongly discourages investment in informal education[20] when it is presented as a substitute for formal or non-formal education or that doesn't provide pathways leading to further accredited learning. It also discourages any investment in private education that runs parallel to or in place of public education or weakens the ability of states and civil society to assess, plan for and deliver public education.

GOALS OF THE GLOBAL COMPACT ON REFUGEES

Shared global responsibility

Specific acknowledgement that the protection of refugees and assistance to host States are a shared international responsibility.

Whole of society approach

Even stronger partnerships between host governments including line ministries, UN Agencies, development actors, the private sector, NGOs, financial institutions, and civil society.

Supporting host countries

Providing them with additional and predictable humanitarian funding and development support.

Well-funded emergency responses

Pledge to meet the needs of refugees and host communities at the start of emergencies.

Self-reliance

Commitment to include refugees in national development plans and invest in the future of refugees and local communities alike.

Enhancing durable solutions

Commit to wider avenues for refugees through resettlement and complementary pathways.
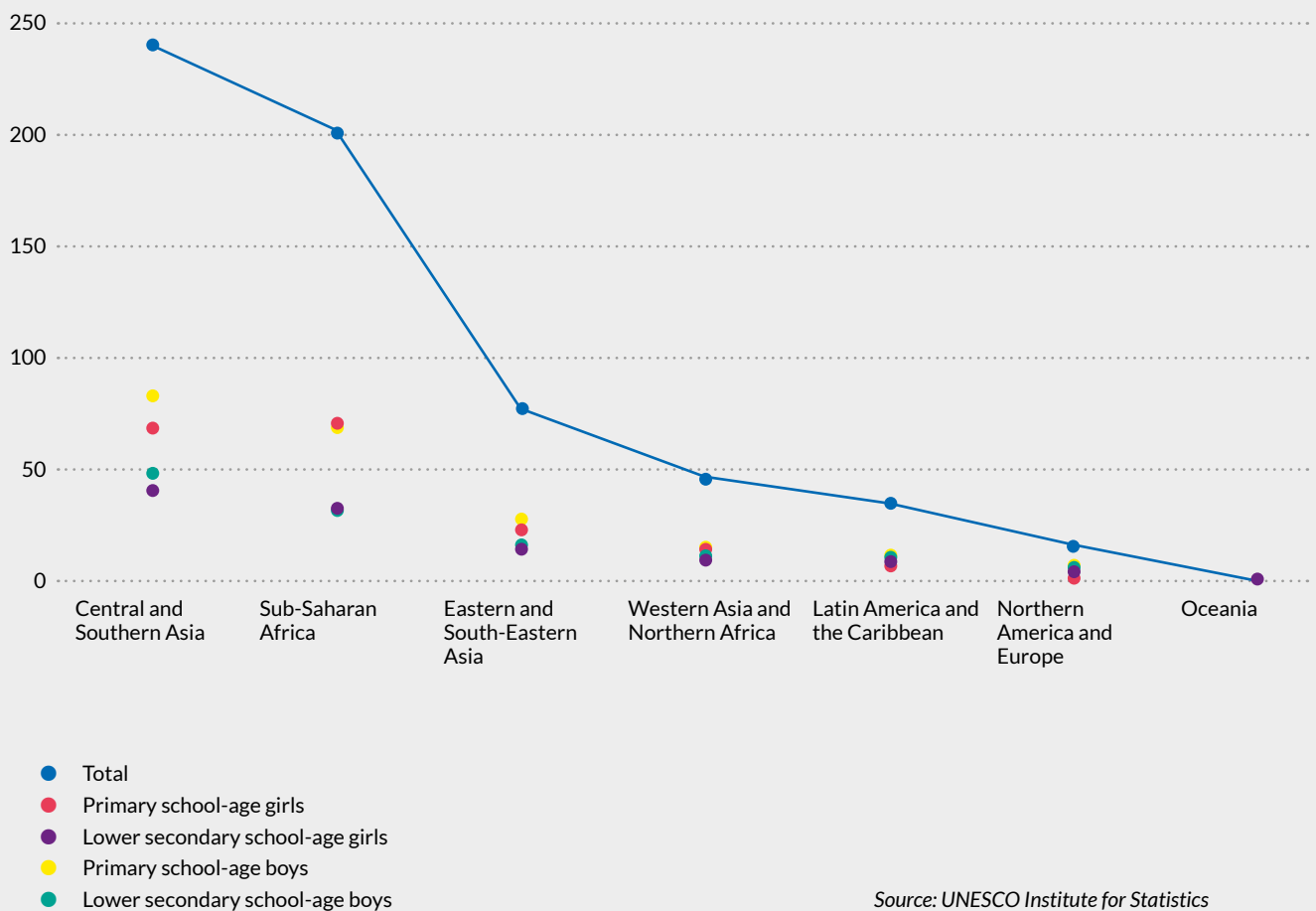
STRATEGIC OBJECTIVES AND APPROACHES

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.

Refugee, asylum seeker, returnee, stateless children and youth and the communities that host them seek these benefits, across all levels of education, in the same ways children and youth not affected daily by conflict or persecution do. The Strategic Objectives

provide guidance for UNHCR and partners to answer the question: *What are we aiming for?* when we seek to create the conditions for equitable, inclusive education for refugees and host communities. The Strategic Approaches focus on: *How do we get there?* The objectives and approaches are not significantly different from those in the *2012-2016 Refugee Education Strategy*, but they have been refined by experience, evidence, and opportunity, and align with global SDG4 commitments and the Global Compact on Refugees.

Figure 1. Global number of children and adolescents who do not achieve minimum proficiency levels in reading, by age group, region and sex

- Total
- Primary school-age girls
- Lower secondary school-age girls
- Primary school-age boys
- Lower secondary school-age boys

Source: UNESCO Institute for Statistics

THE CHALLENGE OF QUALITY EDUCATION IN CRISIS AFFECTED REGIONS

Given the known statistical differences between the educational access of refugees and other students globally, and the compounding factors that make refugee experiences at least as challenging as those of the most vulnerable people in their host countries, we can assume that many refugees face learning issues in line with the 2017 UIS global findings on learning proficiency.[36]

Globally, six out of ten children and adolescents are not achieving minimum proficiency levels (MLPs) in reading and mathematics (see Figure 1 for reading). The total – 617 million – includes more than 387 million children of primary school age (about 6 to 11 years old) and 230 million adolescents of lower secondary school age (about 12 to 14 years old). This means that more than one-half – 56% – of all children won't be able to read or handle mathematics with proficiency by the time they are of age to complete primary education. The proportion is even higher for adolescents, with 61% unable to achieve minimum proficiency levels when they should be completing lower secondary school.

In 2016,[37] UIS estimated that by 2030, countries would need to recruit an additional 3.4 million primary school teachers and 16.7 million secondary school teachers in order to address the quality gaps SDG4 seeks to close. As refugees tend to settle alongside the more vulnerable in host communities, finding ways to not only recruit and retain significant numbers of teachers and other education support staff, but to ensure that they reach neighborhoods and regions where students and schools experience the greatest challenges to quality education could become one of the most important opportunities available through improved articulation between domestic, humanitarian and development action in crisis-affected regions.

STRATEGIC OBJECTIVES

Inclusion in national systems for those who have not had access is a process, and steps taken toward education systems inclusive of persons of concern need to reflect both system preparation and student preparation. The three Strategic Objectives of *Refugee Education 2030* are:

1. Promote equitable and sustainable inclusion in national education systems for refugees, asylum seekers, returnees, stateless and internally displaced persons;

2. Foster safe, enabling environments that support learning for all students, regardless of legal status, gender or disability;

3. Enable learners to use their education toward sustainable futures.

A consolidated table of results targeted by these objectives is available in Appendix A.

STRATEGIC OBJECTIVE 1:
PROMOTE EQUITABLE AND SUSTAINABLE INCLUSION IN NATIONAL EDUCATION SYSTEMS FOR REFUGEES, ASYLUM SEEKERS, RETURNEES, STATELESS AND INTERNALLY DISPLACED PERSONS

Examples of enabling activities for Strategic Objective 1 appear in Appendix B.

To deliver on SDG4 it is necessary to include all children and youth in accredited and accountable early childhood education and accredited primary and secondary education as soon as possible after displacement. Access to TVET and tertiary education are also important. The Global Compact on Refugees emphasizes that "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."

It is not uncommon for host communities to experience similar learning and access challenges as forcibly displaced communities. Global attention directed to a refugee emergency can bring coherent humanitarian and development education efforts that support governments to fulfil their domestic and international responsibilities.

THE CHALLENGE OF EARLY CHILDHOOD EDUCATION

In line with Sustainable Development Goal 4, this strategy recognizes the importance of Early Childhood Education (ECE), noting the critical role it has in improving children's survival, health, growth and cognitive and social development.

As with other levels of education, systematic and sustainable support to amplify the availability and quality of ECE for the benefit of all learners in national education systems provides the best opportunity for equity and quality over time. The Global Compact on Refugees encourages '…additional support … to expand educational facilities (including for early childhood development…).' Through working closely with relevant ministries and strategic partnerships between organizations engaged in the area of ECE, UNHCR focuses on the significant gaps in ECE programme availability. It also participates in creating improved opportunities for equitable access to ECE for host and displaced populations, with particular attention to access for girls and students with disabilities.

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> *We allow this [inclusion] because this issue of global education is universal. It's not a country-based policy…. So we can't say that Rwandans should complete 12 [years of schooling] but others who are in Rwanda shouldn't study. It's even a human right to allow these children, whether they come from Rwanda or other countries, to come and complete their studies."*
>
> District government official, Rwanda

A focus on inclusion from the emergency phase forward lays the foundation for sustainable benefits to all children and youth over the longer term. This means effectively and sustainably:

- determining the protection needs of the most vulnerable so that families don't have to sacrifice their children's education because of costs and other barriers related to participation in school;

- leveraging initial humanitarian contributions towards education so that they align with national policy and conflict-sensitive planning;

- establishing working relationships with governments at local, regional and national levels;

- reinforcing existing systems so that they are able to meet the needs of refugees and host communities;

- ensuring coherence between domestic, humanitarian and development approaches;

- fostering innovations to aid in strengthening existing systems for the benefit of all.

Inclusion is based on strong working relationships with host country governments and ministries of education. It reflects a commitment to international solidarity and responsibility-sharing. UNHCR's Strategic Directions 2017-2021 define "responsibility-sharing" in this way:

[We will] engage with international development actors and financial institutions to secure the inclusion of refugees, internally displaced, and stateless people in the strategies, planning and financing instruments of development programmes, with a view to strengthening the capacity of national services and systems to respond to their needs (p. 23).

OBJECTIVE 1: PROMOTE EQUITABLE AND SUSTAINABLE INCLUSION IN NATIONAL EDUCATION SYSTEMS FOR REFUGEES, ASYLUM SEEKERS, RETURNEES, STATELESS AND INTERNALLY DISPLACED PERSONS

❶ **National policy and emergency preparedness create the conditions to include forcibly displaced and stateless children and youth in schools and programmes registered with the ministry of education.**

Expected Result 1	By inclusion in:
National policy and emergency preparedness create the conditions to include forcibly displaced and stateless children and youth in schools and programmes registered with the ministry of education.	national education policy
	national development plans and strategies, including planning for deployment of teachers and other education personnel
	national and subnational education sector plans
	national education sector assessments and joint reviews
	national budgeting for education
	Education Management Information Systems (EMIS)

GOOD PRACTICES

TURKEY

The education sector response in Turkey, led by the government of Turkey, provides some useful insights into the education policy choices that states must make in response to large-scale refugee movements and transitions from short-term, immediate solutions to the more institutionalised, systemic and sustainable approaches in protracted refugee situations.

In 2018 Turkey was the largest refugee hosting country in the world for the third consecutive year.[21] Of the 3.5 million Syrians hosted by Turkey in that year, almost one million[22] were school-aged children whose right to receive education is guaranteed under both international and Turkish law.

As of 2013, 64% of Syrian refugees resided in urban areas and this number continued to rise to 93% in 2018[23]. Coinciding with the increase in refugees living in urban areas, there was a proliferation of informal schools or temporary education centres (TECs) established for refugee children by well-intentioned philanthropic individuals, NGOs (international and local) and faith-based organisations. UNICEF provided financial support for the running costs of TECs and to pay incentives to Syrian teachers. Instruction was offered in Arabic, making use of a modified form of the Syrian curriculum and staffed by volunteer teachers. The establishment of these schools was largely unregulated and operated outside of the national system, with very limited quality assurance of instructional content and little standardisation of the certification of learning at the end of either the 9th or 12th grades. A needs assessment conducted in 2013 by the Prime Ministry for Disaster and Emergency Management estimated that only 14% of refugee children in urban areas were attending school.[24]

In late 2014, the Turkish Ministry of National Education issued a circular.[25] The circular established a regulatory framework within which these schools could operate and placed them under the coordination of the Ministry. In the two years that followed, there was greater standardization in provision of education, data management and the regulation of organizations wishing to support these

schools. The 2014 circular also underscored the fact that Syrian families could chose to either enrol their children in these "temporary education centres" or in Turkish public schools. In 2015, more than 80% of Syrian children attending school were enrolled in temporary education centres[26].

As the Syria crisis entered its fifth year, the government of Turkey announced its plans to ensure that, over time, all Syrian refugee children would be integrated in the national education system. This decision was motivated by the need to ensure a sustainable education response, meeting standards for educational quality and offering official certification of learning. The implementation of this policy meant that close to one million children would need to be absorbed into the national system and issues such as school infrastructure and preparing teachers to work effectively with students with varied educational experiences and low levels of proficiency in the language of instruction had to be addressed. The Ministry mandated that all temporary education centres should offer 15 hours of Turkish language instruction per week in order to prepare students for the transition to Turkish schools. The Ministry,

with the financial support of the EU-funded Facility for Refugees in Turkey[27], implemented a large-scale project through which Turkish language classes, academic support programmes, school materials and subsidized transportation could be provided, and teachers could receive additional training. Further funding was provided to build new schools in order to accommodate new students and reduce overcrowding in refugee-hosting areas.

As of the end of the 2017/2018 school year, 63% of all Syrian children enrolled in education programmes were attending Turkish public schools and it is expected that this number will increase to include all Syrian children.

The successful inclusion of Syrian children in the national education system is also an example of the practical application of the principles of responsibility sharing and collaboration between host governments, the international community and other organizations outlined in the Global Compact on Refugees.

❷ Approaches to education in the humanitarian and development sectors are harmonized for inclusion.

Expected Result 2	So that:
Approaches to education in the humanitarian and development sectors are harmonized for inclusion.	planning and budgetary processes are multi-year, cover all phases of displacement from emergency through protracted situations, and take into account learning needs for successful inclusion
	international and domestic financing to support inclusion approaches is sustained and predictable

GOOD PRACTICE

LEARNING NEEDS

The Connected Learning in Crisis Consortium has created a series of guidelines on higher education blended learning programmes in its Quality Guidelines Playbook. The Quality Guidelines are available online. They cover issues such as access to higher education, learning pathway design, connected education pedagogies and academic support. In 2019 the Guidelines will be used to create a Digital Playbook, which will be an interactive website where partners can upload case studies and lessons learnt.

The Accelerated Education Working group is a strong example of the 'new way of working' within the humanitarian/development nexus proposed by the United Nations Framework for Assistance (UNDAF) and the Global Compact on Refugees among other instruments, as it has strengthened collaboration and partnerships, and improved programme quality for both refugees and host communities. Accelerated Education provides opportunities for flexible, accredited education access for children and youth who have difficulty accessing the standard formal education system. The working group is currently led by UNHCR with representation from UNICEF, UNESCO, USAID, Norwegian Refugee Council, Plan, the International Rescue Committee, Save the Children, Education and Conflict Crisis Network and War Child Holland.

Since its inception in 2014, the working group has developed, field tested and launched a conceptual framework for what constitutes good practice in Accelerated Education. The development of the 10 Principles for Effective Practice, and Guide to the Principles and Learning Agenda have provided a foundation for improving programme quality, design, implementation and evidence. These tools and guidance have been disseminated through workshops co-hosted by UNHCR and other partners, with participants from government as well as agencies and INGO partners that work both with refugees and host communities.

Recent examples of accelerated education achievements include:

Uganda: the ministry of education, the Accelerated Education Working Group and partners in country are developing National Accelerated Education Guidelines based on the Principles.

South Sudan: Oxfam Ibis recently used the Principles in an evaluation of an Accelerated Education Programme.

Mali: the ministry of education is developing a National Strategy for Accelerated Education to harmonize programming and measure key performance indicators.

❸ **Children and youth have access to all levels of formal and non-formal education within national education systems and under the same conditions as nationals.**

Expected Result 3	This means that all children and youth:
Children and youth have access to all levels of formal and non-formal education within national education systems and under the same conditions as nationals.	have documentation that provides equal access to school and examinations, or are accommodated when documentation is missing
	are accounted for in education sector planning
	receive recognition of prior learning and support to make up for gaps in studies
	receive certification for their studies that can be recognized in multiple contexts
	have unsegregated access to schools where they are learning together with national children and youth
	are supported in developing relationships with national peers and qualified teachers
	are able to benefit from innovative education programming, including connected or digital initiatives
	have access to any assistance available that supports children and youth at risk of exclusion, including girls, young women and people with disabilities
	have access to equitable fee structures, free movement and systems for recognizing prior learning to enable progression into tertiary education
	have equitable access to school health programmes
	have access to vaccinations and vaccination certificates (regardless of school registration requirements, but also to ensure lack of vaccination and proof of vaccination do not become a barrier to school registration)

EQUIVALENCIES

UNHCR supports the current global effort, led by UNESCO in collaboration with Norway and the Council of Europe, to conclude a Global Convention on Certificate Recognition in 2019. The Convention will state explicitly that refugees deserve equal treatment for certificate recognition.[28] Lack of certification and education documentation are primary barriers to continuing or beginning higher education for refugees. UNHCR advocates at all levels for recognition and equivalency procedures at the country level, as well as fees and admission procedures comparable to national students.

❹ **In situations where the legal framework and policy environment is not yet conducive to inclusion within national systems, non-formal education programming and learning assessment should be harmonized across partners and align with host country curricula and methods to the greatest degree possible. This will facilitate a recognizable pathway to equating the content of studies through ministry of education processes when conditions are favourable.**

Expected Result 4	This means:
In situations where the legal framework and policy environment is not yet conducive to inclusion within national systems, non-formal education programming and learning assessment should be harmonized across partners and align with host country curricula and methods to the greatest degree possible. This will facilitate a recognizable pathway to equating the content of studies through ministry of education processes when conditions are favourable.	efforts should be complemented by advocacy at all levels and across all global and national partnerships for greater inclusion

GOOD PRACTICE

MALAYSIA

Sometimes there are legal or policy barriers which prevent refugee children from accessing the formal education system. Such a situation occurred in Malaysia. There were 30,000 refugee children of school age there in 2018, some attending an informal parallel system of community learning centers.

UNHCR and its partners have worked closely with these community learning centers to help them take steps to align as much as possible with the formal system. This includes encouraging centers to adopt the Malaysian national curriculum, provide classes in Bahasa Malaysia and administer end of primary school achievement tests using the Malaysian Primary School Evaluation Test as a template. Additionally, UNHCR and partners have been able to forge links with groups such as the National Retired Teachers' Association and to encourage them to offer their expertise in the learning centers.

Along with ongoing advocacy with the relevant government bodies, including the Ministry of Education, these steps have paid off. After joint ministerial visits to all community learning centers in 2017, the Ministry of Education selected 25 learning centers catering to the Rohingya refugee population in Malaysia as a pilot group that were registered and provided with operating licenses in 2018. This is likely to be extended to the remaining learning centers in the coming years.

❺ **Alternative pathways to education will be accessible in situations where formal academic education within national systems does not meet the learning needs of displaced or stateless out-of-school and/or over-age children and youth and their host communities, including those with disabilities.**

Expected Result 5	This includes access to:
Alternative pathways to education will be accessible in situations where formal academic education within national systems does not meet the learning needs of displaced or stateless out-of-school and/or over-age children and youth and their host communities, including those with disabilities.	dedicated programming to address missed schooling and language differences
	dedicated support to address the learning requirements of students with disabilities, with a pathway to inclusion in the formal education system
	accredited Accelerated Education Programmes within national education systems
	literacy programmes, linked with national literacy initiatives
	accredited short-term and bridging programmes embedded within national initiatives
	connected education programmes

STRATEGIC OBJECTIVE 2:
FOSTER SAFE ENABLING ENVIRONMENTS THAT SUPPORT LEARNING FOR ALL STUDENTS, REGARDLESS OF LEGAL STATUS, GENDER OR DISABILITY

Examples of enabling activities for Strategic Objective 2 appear in Appendix C.

Most forcibly displaced persons live in settings where local children also lack access to quality learning opportunities. In 2017, the UNESCO Institute for Statistics (UIS) reported that less than half of all children meet basic proficiency levels in literacy and numeracy, with far fewer developing the higher-level critical skills that build personal development, economic growth, and community development.[29]

Effective inclusion requires safe and accessible learning environments, holistic learner support and community engagement. Essential to this strategy is working with ministries of education to bolster systems so that they meet the needs of all learners. Communities play an important role in this process by identifying local solutions and approaches for ensuring participation, especially of female students and learners with disabilities, and by providing community-based learning support.

❶ Children and youth are prepared to learn and succeed in national education systems.

Expected Result 1	Children and youth:
Children and youth are prepared to learn and succeed in national education systems.	are supported to make up for missed schooling in preparation for entering formal education at age-appropriate levels
	are provided with adequate language training where necessary
	will be provided with conditions that foster social and emotional learning (SEL), and where needed, receive mental health and psychosocial support, allowing them to concentrate, learn and develop healthy relationships[30]
	receive support required to enable their access to the education system, including assistive technology and accessible learning materials
	are taught by teachers who have been adequately prepared to include refugee children and learners with diverse learning requirements, including children and youth with disabilities

❷ Learning environments are safe.

Expected Result 2	Learning environments make sure that:
Learning environments are safe.	students and educators are prepared to identify and report sexual and gender-based violence (SGBV) risks and know where to find help to address their mental health and psychosocial concerns[31]
	conditions that encourage female participation are in place. These include pro-active training and recruitment of female teachers; safely managed WASH facilities including appropriate menstrual hygiene management facilities for girls, in accordance with SDG 6; access to information on hygiene and reproductive health; girls-only spaces for studying and socializing; equitable representation in all decision-making
	schools respect diversity and commit to protecting learners of all ethnicities and identities
	student data is safeguarded to ensure the protection of individual students and communities, as required
	travel to and from school is safe and accessible for all children, including girls, young women and students with disabilities

REFUGEE EDUCATION DATA AND PROTECTION

There are several issues at play when considering the best way to ensure refugee and other displaced learner data is collected according to protection needs. First, when data is collected at school level, procedures and methods to ensure displaced students will not face discrimination because of their status need to be established and systematized. Collecting potentially sensitive data such as legal status needs to be evaluated on a country-by-country basis, and in collaboration with UNHCR Protection and Data colleagues.

❸ Learning environments are accessible to all.

Expected Result 3	So that:
Learning environments are accessible to all.	learning and WASH facilities enable equitable use by all learners, including learners with disabilities
	educators understand the learning and social challenges of learners with disabilities and are supported to meet their diverse needs through flexible curricula, teaching and learning materials and adapted procedures for completing exams
	students with disabilities are provided with opportunities to build protective peer networks with other children and youth
	learning spaces leverage digital technologies to reach students studying with blended learning programmes, to promote individualized learning experiences and to accommodate student needs
	learning environments utilize innovative pedagogical practices and platforms to improve the quality and accessibility of education for all students, including those with disabilities

STRATEGIC OBJECTIVE 3: ENABLE ALL LEARNERS TO USE THEIR EDUCATION TOWARD SUSTAINABLE FUTURES

Examples of enabling activities for Strategic Objective 3 appear in Appendix D.

Educated communities can achieve rapid generational change through their creativity, energy and idealism. Education enables children, youth and adults to use their academic and practical knowledge, adapt to changing circumstances, build decision-making and peacebuilding skills, and express their needs and views concerning decisions that affect them both where they live now and in the future.

Education coupled with economic inclusion, community development, and participation in peacebuilding fosters the development of learners into productive members of civil society. Future-ready skills such as digital literacy, problem-solving, and intercultural communication are critical for social engagement, and therefore should be integrated throughout the cycle of education so that learners are prepared for the world of today and of tomorrow.

The opportunities afforded to displaced and stateless communities hinge not only upon recognition of their education, but also the legal right to work and the ability to overcome systemic discriminatory practices.

EDUCATION AND CAREER READINESS

With significant funding for over a quarter of a century from its principal donor, the German Foreign Ministry, and additional funding from the private sector and other governments, UNHCR's higher education scholarship programme, DAFI (Albert Einstein German Academic Refugee Initiative), plays a central role in enabling refugees worldwide to access higher education.

The DAFI Plus programme in Pakistan, in partnership with GIZ and funded by the German Foreign Ministry, provides a suite of support services that aim to capitalize on the academic achievements of DAFI students and bridge their tertiary studies to meaningful career outcomes. The programme offers career readiness support to 200 DAFI scholars through entrepreneurship, negotiation and communication skills training. Through this programme, 125 DAFI scholars have been placed in on-the-job-training in public, private and civil sector companies. The programme incorporates a community outreach component to make sure that accessible, relevant information about the DAFI programme is shared within communities and with community leaders to explain the importance of higher education for women and to expand the number of women who apply for DAFI scholarships.

> **"**
>
> *I would like [refugees] to go away with something. And for me education would be key. Because even if they relocated to a different country today, they would go with the knowledge, they would go with a paper, something that would help them in their life and the years to come."*
>
> NGO staff member working
> with refugee youth, Kenya

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❶ **Children and youth complete their education with relevant skills, knowledge and competencies.**

Expected Result 1	All children and youth are able to:
Children and youth complete their education with relevant skills, knowledge and competencies.	transition to subsequent levels of education
	enter the world of work with fair and decent employment for which they are qualified
	increase self-reliance
	participate actively in communities (local, global and digital)
	practice and foster peaceful coexistence
	serve as environmental champions for their communities
	contribute to an increasingly digitalized world both economically and socially
	benefit from a sense of belonging wherever they live
	play an active role in advocating for and developing solutions that contribute to sustainable futures both nationally and globally
	become critical consumers and creators of media in a variety of forms

❷ **Girls and women have equitable opportunities for and access to education, work, community representation and leadership.**

Expected Result 2	Girls and women are able to:
Girls and women have equitable opportunities for and access to education, work, community representation and leadership.	benefit from programming designed in response to gender analyses embedded in education sector assessments and monitoring
	benefit equitably from community- or school-based early childhood education programmes
	complete primary and secondary school on par with boys
	pursue and complete tertiary education on par with men at all levels, including TVET
	be safe on the way to school, in school and within families and communities
	engage in labour market opportunities and apprenticeships, including in technical, professional and other fields not traditionally open to women
	exercise ownership over management and control of household resources and cash-based interventions (CBI)
	access sustainable fuels to support environmental management and to diminish the need for fuel collection, and where these are not yet available, share fuel collection duties equally with boys and men during non-school hours
	obtain individual registration and documentation, directly or through support provided by UNHCR

STRATEGIC APPROACHES

Three Strategic Approaches describe UNHCR's ways of working to ensure that the Strategy Objectives are met:

1. Partnerships
2. Collaborative Learning and Capacity Development
3. Innovation, Evidence and Growth

PARTNERSHIPS

Partnership is central to bringing together the diverse elements of *Refugee Education 2030*. It drives UNHCR's focus on bridging humanitarian and development action in education.

The effect of displacement on education sector planning, sometimes in the context of host country hardship and significant internal population movements; the return of refugee students to home countries and schools they have sometimes never attended; the challenges stateless people have accessing enabling documentation required to claim their international right to education among other rights: these are complex situations taking place in dynamic social and economic contexts, and predominantly in developing countries.

UNHCR will lead and facilitate collective partnership action that leverages the agility of humanitarian education actors as well as active and potential development partners. This will contribute to responsive expert planning and programme implementation led by the education sector at national and district levels. UNHCR aims to ensure that education for refugees is included in education sector planning goals, prepares students to succeed in national systems wherever they live, and addresses the particular need of students in short-, medium- and long-term scenarios.

There is significant sector expertise among host country governments, communities, donor governments, multi-donor initiatives, UN agencies, international organizations, national and international NGOs, global networks, teacher unions, the private sector, academic networks, and community- and faith-based organizations. UNHCR will act to facilitate the identification, expansion, support, mobilization, and leveraging of that expertise in meaningful ways for the benefit of all students in displacement areas to bring concentrated results for all learners.

Refugees, asylum seekers, returnees and stateless persons often settle in underserved regions or neighborhoods. UNHCR will engage with development education partners not traditionally involved in "humanitarian" education responses to extend or amplify development programming and support to regions where refugees settle, or to populations that planning did not originally address.

Partnerships and collaborations with development organizations that specialize in the domains of early childhood education, education for girls and women, accelerated education, language education, peace education, connected education, TVET and education that meets the learning requirements of students with disabilities will increase education quality for all learners in areas where refugees settle, demonstrate the promise of SDG4 and GCR, and contribute to conditions that increase opportunities for social cohesion.

CONNECTED EDUCATION

Connected Education focuses on establishing new linkages between people, information and ideas through the use of innovative pedagogical approaches, community-led design techniques and diverse convening platforms. Where applicable, connected education also utilizes new digital tools and connectivity networks. Through these approaches connected education can both expand access to and enhance the quality of education (UNHCR 2017).

BMZ IN ETHIOPIA

On behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ),[32] the German Agency for International Cooperation (GIZ)[33] has been active in the TVET sector in Ethiopia for decades. In 2018 it launched an extension of an existing Ethiopian TVET improvement programme in refugee regions. The *Qualifications and Employment Perspectives for Refugees and Host Communities in Ethiopia Programme* (QEP) aims to support the government's pledges to the Global Compact and specifically "to improve employment-related TVET opportunities available to refugees and the local population." The equal consideration of both groups in the programme amplification furthers the government's plan for education and economic inclusion of refugees and increases the stability of host communities.

INSTANT NETWORK SCHOOL PROGRAMME

The Instant Network School (INS) programme has enabled refugee youth to lead the design and development of innovative learning centers that are based within their schools and community centers. Prior to the launch of an INS, a community driven design session is held to start the iterative innovation process. Through this process the community-centered design process is applied through a series of interactive planning sessions and by creating low-fidelity prototypes that support youth to take the lead on determining the parameters of the INS design, and to determine the feasibility of local adaptations to support effective INS implementation.

HUMANITARIAN INITIATIVES IN DEVELOPMENT SPACES

With financial support from Education Cannot Wait (ECW), in 2018 education partners in Ethiopia began construction of two new secondary schools in Tsore and Bambasi, where host communities have welcomed refugees, and where students can share secondary school services. Tsore Model Inclusive Secondary school and Bambasi Model Inclusive Secondary School are scheduled to welcome students in the 2019-2020 school year.

REGIONAL INITATIATIVES

The Intergovernmental Authority on Development (IGAD) is a trade bloc comprised of Djibouti, Ethiopia, Eritrea, Kenya, Somalia, the Sudan, South Sudan and Uganda, headquartered in Djibouti. The founding leaders of IGAD were motivated by a vision where the people of the region would develop a regional identity, live in peace and enjoy a safe environment alleviating poverty through appropriate and effective sustainable development programmes. The IGAD Secretariat as the executive body of the Authority was given the mandate to achieve this goal. In 2017 it published The Djibouti Declaration, which specifically addresses "Regional quality Education Standards and Inclusion into National systems for refugee children in line with CRRF, SDG4 and Agenda 2063 on Education." In a December 2018 meeting dedicated to addressing specific elements in the Djibouti Plan of Action on Refugee Education in IGAD Member States, UNESCO presented a summary analysis of the state of determinants for equivalency in IGAD. In 2019, in collaboration with member state ministries of education and UNHCR, UNESCO committed to work on mapping the state and means of determining equivalencies across education cycles from primary through tertiary in each IGAD member state for subsequent implementation.

COLLABORATIVE LEARNING AND CAPACITY DEVELOPMENT

Support to education activities, and advocacy or collaboration with partners on education issues and related sector planning and data collection, can provide people and organizations with skills and knowledge that can facilitate coherent, sustainable inclusion of refugees in national education systems. This includes fostering environments that support learning and creating conditions in which children and youth can use their education towards livelihoods, community development, self-reliance, and peaceful coexistence. Collaborative learning and capacity development focus on sharing expertise and areas of strength across partners in order to catalyze growth for all. Its aim is both across sectors and across divisions within UNHCR, and externally with partners, including persons of concern and host communities, host country governments, humanitarian and development actors, donor governments, civil society organisations and the private sector.

INNOVATION, EVIDENCE AND GROWTH

UNHCR encourages evidence-based innovative practices in education, explorations that test new approaches, and judicious attempts to scale proven education innovations. It favours community-driven design approaches that allow for trial and error, and that contribute to sustainable education policy and programme improvements. It recognizes the opportunities that an innovation process provides to identify and refine new approaches that improve access to education for all children and youth. This also includes leveraging advancements in education technologies and tools that improve access and quality for all students including those with disabilities. It also supports initiatives that prepare communities for the future, adapting progressively to the new skills and competencies required to increase education, social and economic opportunities within an increasingly digitized world.

In addition, UNHCR encourages collaborative monitoring, reporting, evaluation and research to enable development and improvements as a basis for UNHCR's global expertise on education policies and programmes for refugee and stateless children and youth. Especially important are the catalyzing partnerships that focus on systematic collection of quantitative and qualitative learning data that is disaggregated by legal status, gender and disability.

> *We will embrace innovation and change to pursue these Strategic Directions by leveraging creative ideas, brokering key partnerships and developing services, platforms and products to drive the institutional change we need - with the ultimate aim of ensuring that the people we are trying to help have more control over their lives. We will aim to design and develop scaled solutions, working toward a world in which refugees can access and manage their own digital identity, gain accredited online education, support their families and communicate effectively through improved connectivity."*

Strategic Directions 2017-2021

WHO CAN HELP AND HOW?

The Incheon Declaration, adopted by UN member states in the process of developing the SDGs, committed explicitly to the inclusion of refugee and internally displaced children and youth among the 'all boys and girls', 'all youth', 'all women and men' targeted in the goals of Sustainable Development Goal 4, which challenges governments, donors and civil society to:

1. Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

2. Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

3. Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4. Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

5. Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

6. Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

7. Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

8. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

How can those with a responsibility for or interest in supporting greater access to quality education for refugees, stateless and other displaced populations and their host communities support the focus on equity?

> In the context of this strategy, "equitable" is understood in several ways. First, as equal to the state of inclusion available to host communities. Second, as acutely attentive to the participation and success of female students, learners with disabilities, stateless students and those who have missed out on all or many years of school. Third, as strengthening basic service availability through the lens of SDG4, by harnessing humanitarian education action effectively, and by bolstering the system locally through concentrated development support in targeted geographic areas.

GOVERNMENTS

Establish dedicated policy regarding refugee-inclusive national education systems that:

- outlines positions, approaches and procedures

- guides national, district and local authorities

- guides humanitarian and development action during emergencies and crises

- presents programme approaches to challenges regarding equitable participation of women, girls and learners with disabilities

Proactive and explicit policy on inclusion of refugees, stateless and other displaced people in national systems will guide education sector planning and the actions of humanitarian and development actors in response to sector goals. Preparedness measures embedded in education sector planning, and processes such as annual sector reviews that include the voices and experiences of refugees, stateless and other displaced peoples, can facilitate responsive and systemic support to schools and learners that aligns with and contributes to education sector goals.

INTERGOVERNMENTAL/ REGIONAL ORGANISATIONS

Provide dedicated technical support so that economic and linguistic partner countries can adopt harmonized and practical cross-border and regional measures that:

- ensure quality assurance and certification mechanisms

- identify proxy documentation/processes recognized at the school-level for access to schools, examinations and examination results

- assess prior learning, cycle completion and certification equivalencies

- adopt harmonized approaches to engaging qualified refugee teachers in national system schools

- practically address local challenges regarding equitable participation of women, girls and learners with disabilities

Regional bodies can additionally:

- adopt harmonized 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 in crisis affected regions

- adopt harmonized approaches to teacher preparedness through inclusion of protection modules specific to crisis-affected populations in pre- and in-service teacher training programmes

In 2017, more than 80% of refugees were living in countries that neighbor their home countries.[34] When crises are acute, people frequently can't gather essential identification and certification documents for any or all family members prior to crossing a border for international protection. Refugees eventually become returnees. If they've been able to continue certified education in host countries, their return will represent a benefit for the home country, in particular regarding economic independence and social resilience.

DONORS / MULTI-LATERAL / BI-LATERAL ORGANISATIONS

Promote humanitarian and development education support that aligns with education sector planning goals and contributes to system strengthening in crisis affected regions. Concentrate focus on local challenges regarding equitable participation of women, girls and learners with disabilities. Respond to the predictable and equitable burden- and responsibility-sharing vision reflected in the Global Compact on Refugees. Examples of effective action could include:

- amplify and extend existing evidence-based development education programmes to refugee hosting schools and districts. This includes investing in inclusive education systems in refugee-hosting schools and districts, to improve access by girls, young women, children and youth with disabilities and other groups at risk of exclusion in refugee and host communities

- invest in programme monitoring and evaluation that is sensitive not only to programme outcomes, but protection and opportunity outcomes

- engage local and international experts in evaluative research for peer review that contributes to the evidence base on programme and policy actions that contribute to meaningful inclusion of refugee populations in specific contexts

- advocate for systematic inclusion of refugees, stateless and other displaced people in regional and sector planning

- examine programme contributions in countries of refugee origin to ensure home systems and the conditions for peace are nurtured side by side with conditions for inclusion in host country national systems

- continue investigation of flexible financing structures that enable governments to strengthen their ability to respond to the education needs of refugee and host communities

- ensure contributions enhance Multiplier Fund opportunities for governments in countries where the Global Partnership for Education is active in education sector coordination

- advocate at country level for inclusion of education in the World Bank's IDA refugee window planning and assessments related to planning

- report achievements to ministry of education planning departments so that they can be accounted for in relation to national strategies and action plans. Demonstrated alignment and contributions to sector plans provide justification for ministries to disperse emergency funding to affected regions for recurrent costs, and governments to advocate with donors for increased funding for crisis affected regions

Adopting policy and practices that result in meaningful inclusion in national education systems within three months of displacement requires coherence between humanitarian and development partners within countries, but also within and across individual donor structures.

INTERNATIONAL NON-GOVERNMENTAL ORGANISATIONS

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. Concentrate focus on local challenges regarding equitable participation of women, girls and learners with disabilities. Respond to the predictable and equitable burden- and responsibility-sharing vision reflected in the Global Compact on Refugees:

- amplify and extend existing evidence-based development education programmes to refugee hosting schools and districts

- develop fundraising strategies that allow prolonged involvement to be self-funded

- contextualize branded emergency education programming in each country context so that it aligns with and contributes to the delivery of national education sector plan goals in crisis affected regions

- focus on 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

- support harmonisation, expansion and strengthening of non-formal and accelerated education options under supervision of national authorities

- contribute to non-recurrent cost projects such as school expansion where refugees and host communities can all benefit, and harmonize with other INGOs and NGOs on collaborative projects where single funding sources are insufficient

- incentivize communities through sustainable programmes connected to education that will remain despite any reduction in humanitarian funding, such as community-led sport programming, homework groups, community-based childcare and early childhood education and classroom mentors and aides

- 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 and reduce overcrowding in lower grades

- align skills-training programmes so that they lead to certified professional and TVET education access

International non-governmental organizations frequently work in close contact with displaced populations in specific locations for time-bound grant or programme durations. Harnessing that community contact in the brief window of funding available for emergency education, and dedicated contact during delivery of development programing, can result in a significant contribution to resilience for populations that are frequently displaced for a full school cycle.

Short-term branded programmes facilitate emergency education proposal writing and rapid programme delivery, but they are not always fit to purpose past the initial emergency phase. Greater focus on the learning issues that can be barriers to successful inclusion will have significant long-term academic and social benefits for both refugees and host community learners.

PRIVATE SECTOR AND FOUNDATIONS

The private sector has important experience to share with the humanitarian and development education sectors. Work alongside governments to contribute resources and expertise to education programmes in refugee hosting districts; drive local innovation and meaningful scaling of successful innovations that align with the goals and local delivery challenges of country-specific Education Sector Planning; attend to specific local challenges related to equitable participation of women, girls and learners with disabilities; ensure contributions enhance the quality and inclusiveness of national education systems and facilitate access for all learners including refugees, stateless and other displaced people across primary, secondary and tertiary education; respond to the predictable and equitable burden- and responsibility-sharing vision reflected in the Global Compact on Refugees:

- amplify and extend existing evidence-based not-for profit education programme support to refugee hosting schools and districts

- 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, people with disabilities, and LGTBI people to identify innovative solutions that will benefit all learners

- align programme offers to education sector plan goals

- assure meaningful monitoring and evaluation and longitudinal university-based research that supports programme modification and contributions to the evidence base on what works for education in crisis affected programme regions

- encourage programme innovation and share lessons learned from both successful and unsuccessful initiatives

- support experimental scaling across regions, countries, and/or population cohorts for programmes that have demonstrated success

- in countries where the Global Partnership for Education is supporting the education sector, ensure visible sector contributions that can enhance Multiplier Fund opportunities for governments

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NATIONAL CIVIL SOCIETY ORGANISATIONS (CSO)

- ensure host communities understand and advocate for support that strengthens the education system for all learners

- ensure the voices of host communities, including those of women and people with disabilities, are accounted for in community contributions to local education system strengthening

- participate in the implementation as well as monitoring and evaluation of the programme implementation and achievements

ACADEMIC NETWORKS

Support evidence-building, evidence-based planning and programming and accessible, affordable tertiary learning opportunities for refugees, stateless and other displaced populations as well as host community learners.

- systemically include academic researchers and institutions from refugee hosting regions, as well as refugees, as co-researchers in projects that address education programming in their communities

- document and provide longitudinal analyses of refugee education responses to support effective humanitarian and development collaboration that benefits all learners in refugee hosting regions

- document changes in government and partner approaches to Education in Emergencies as a result of the 2019 revision of the INEE principles[35]

- examine the goals of the Global Compact on Refugees, and support conceptualization of meaningful community- and country specific questions, related methodologies and innovative data collection methods that can contribute to evidence building on pertinent outcomes

- report achievements to education planning authorities so that they can be accounted for in relation to national strategies and action plans

- avoid investment in for-profit private education, in alignment with the Abidjan Principles

INDIVIDUAL PHILANTHROPISTS

Support evidence-based innovations and project scaling that align with the goals and local delivery challenges of country-specific education sector strategies and plans.

- incentivize inclusion of refugees, stateless and other displaced populations through dedicated increases in programme support envelopes in refugee hosting regions

- align programme offers to delivery on SDG4, the Global Compact on Refugees, refugee-inclusive national systems and education sector strategy or plan goals in specific country contexts

- assure meaningful monitoring and evaluation and longitudinal university-based research that supports programme modification and contributions to the evidence base on what works for education in crisis affected programme regions

ACKNOWLEDGEMENTS

ACRONYMS

AEWG Accelerated Education Working Group

BMZ *Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung* (the German Federal Ministry of Economic Cooperation and Development)

CBI Cash based intervention

CESA 16-25 Continental Education Strategy for Africa 2016-2015

CLCC Connected Learning in Crisis Consortium

CRRF Comprehensive Refugee Response Framework

CSO Civil society organization

DAFI Albert Einstein German Academic Refugee Initiative

DFID Department for International Development (UK)

EAA Education Above All

ECE Early Childhood Education

ECW Education Cannot Wait

EMIS Education Management Information Systems

ERP Education Response Plan (Uganda)

ESP Education Sector Plan

ESSP Education Sector Strategic Plan

GCR Global Compact on Refugees

GIZ *Gesellschaft für Internationale Zusammenarbeit* (German Corporation for International Cooperation)

ICT Information, communication and technology

IDP Internally displaced person

IGAD Intergovernmental Authority on Development (East Africa)

INEE Interagency Network on Education in Emergencies

INGO International non-governmental organization

INS Instant network school

LEG Local Education Groups (education sector planning groups)

M & E Monitoring and evaluation

MoE Ministry of Education

MoNE Ministry of National Education (Turkey)

NGO Non-governmental organization

QEP *Qualifications and Employment Perspectives for Refugees and Host Communities in Ethiopia Programme*

PTA Parent Teacher Associations

SDG4 Sustainable Development Goal 4 (Education)

SEL Social and emotional learning

SGBV Sexual and gender based violence

TVET Technical and Vocational Education and Training

UIS UNESCO Institute for Statistics

UNDAF United Nations Framework for Assistance

UNESCO United Nations Educational, Scientific and Cultural Organization

UNESCO-IIEP International Institute of Educational Planning

UNHCR United Nations High Commissioner for Refugees

UNICEF United Nations Children's Fund

UNRWA United Nations Relief and Works Agency

USAID United States Agency for International Development

WASH Water, sanitation and hygiene

APPENDIX A.
At a Glance: Objectives and Expected Results

Strategic Objective 1: Promote equitable and sustainable inclusion in national education systems for refugees, asylum seekers, returnees, stateless and internally displaced persons	
Expected Result 1	**By inclusion in:**
National policy and emergency preparedness create the conditions to include forcibly displaced and stateless children and youth in schools and programmes registered with the ministry of education.	national education policy
	national development plans and strategies, including planning for deployment of teachers and other education personnel
	national and subnational education sector plans
	national education sector assessments and joint reviews
	national budgeting for education
	Education Management Information Systems (EMIS)
Expected Result 2	**So that:**
Approaches to education in the humanitarian and development sectors are harmonized for inclusion.	planning and budgetary processes are multi-year, cover all phases of displacement from emergency through protracted situations, and take into account learning needs for successful inclusion
	international and domestic financing to support inclusion approaches is sustained and predictable
Expected Result 3	**This means that all learners:**
Children and youth have access to all levels of formal and non-formal education within national education systems and under the same conditions as nationals.	have documentation that provides equal access to school and examinations, or are accommodated when documentation is missing
	are accounted for in education sector planning
	receive recognition of prior learning and support to make up for gaps in studies
	receive certification for their studies that can be recognized in multiple contexts
	have unsegregated access to schools where they are learning together with national children and youth
	are supported in developing relationships with national peers and qualified teachers
	are able to benefit from innovative education programming, including connected or digital initiatives
	have access to any assistance available that supports children and youth at risk of exclusion, including girls, young women and people with disabilities
	have access to equitable fee structures, free movement and systems for recognizing prior learning to enable progression into tertiary education
	have equitable access to school health programmes
	have access to vaccinations and vaccination certificates (regardless of school registration requirements, but also to ensure lack of vaccination and proof of vaccination do not become a barrier to school registration)

Expected Result 4	This means:
In situations where the legal framework and policy environment is not yet conducive to inclusion within national systems, non-formal education programming and learning assessment should be harmonized across partners and align with host country curricula and methods to the greatest degree possible. This will facilitate a recognizable pathway to equating the content of studies through ministry of education processes when conditions are favourable.	efforts should be complemented by advocacy at all levels and across all global and national partnerships for greater inclusion

Expected Result 5	This includes access to:
Alternative pathways to education will be accessible in situations where formal academic education within national systems does not meet the learning needs of displaced or stateless out-of-school and/or over-age children and youth and their host communities, including those with disabilities.	dedicated programming to address missed schooling and language differences
	dedicated support to address the learning requirements of students with disabilities, with a pathway to inclusion in the formal education system
	accredited Accelerated Education Programmes within national education systems
	literacy programmes, linked with national literacy initiatives
	accredited short-term and bridging programmes embedded within national initiatives
	connected education programmes

Strategic Objective 2: Foster safe enabling environments that support learning for all students, regardless of legal status, gender or disability.	
Expected Result 1	**Children and youth:**
Children and youth are prepared to learn and succeed in national education systems.	are supported to make up for missed schooling in preparation for entering formal education at age-appropriate levels
	are provided with adequate language training where necessary
	will be provided with conditions that foster social and emotional learning (SEL), and where needed, receive mental health and psychosocial support, allowing them to concentrate, learn and develop healthy relationships
	receive any supports required to enable their access to the education system, including assistive technology and accessible learning materials
	are taught by teachers who have been adequately prepared to include refugee children and learners with diverse learning requirements, including children and youth with disabilities
Expected Result 2	**Learning environments make sure that:**
Learning environments are safe.	students and educators are prepared to identify and report sexual and gender-based violence (SGBV) risks and know where to find help to address their mental health and psychosocial concerns
	conditions that encourage female participation are in place. These include pro-active training and recruitment of female teachers; safely managed WASH facilities including appropriate menstrual hygiene management facilities for girls, in accordance with SDG 6; access to information on hygiene and reproductive health; girls-only spaces for studying and socializing; equitable representation in all decision-making
	schools respect diversity and commit to protecting learners of all ethnicities and identities
	student data is safeguarded to ensure the protection of individual students and communities, as required
	travel to and from school is safe and accessible for all children, including girls, young women and students with disabilities
Expected Result 3	**So that:**
Learning environments are accessible to all.	learning and WASH facilities enable equitable use by all learners, including learners with disabilities
	educators understand the learning and social challenges of learners with disabilities and are supported to meet their diverse needs through flexible curricula, teaching and learning materials and adapted procedures for completing exams
	students with disabilities are provided with opportunities to build protective peer networks with other children and youth
	learning spaces leverage digital technologies to reach students studying with blended learning programmes, to promote individualized learning experiences and to accommodate student needs
	learning environments utilize innovative pedagogical practices and platforms to improve the quality and accessibility of education for all students, including those with disabilities

Strategic Objective 3. Enable all learners to use their education toward sustainable futures	
Expected Result 1	**All children and youth are able to:**
Children and youth complete their education with relevant skills, knowledge and competencies.	transition to subsequent levels of education
	enter the world of work with fair and decent employment for which they are qualified
	increase self-reliance
	participate actively in communities (local, global and digital)
	practice and foster peaceful coexistence
	serve as environmental champions for their communities
	contribute to an increasingly digitalized world both economically and socially
	benefit from a sense of belonging wherever they live
	play an active role in advocating for and developing solutions that contribute to sustainable futures both nationally and globally
	become critical consumers and creators of media in a variety of forms
Expected Result 2	**Girls and women are able to:**
Girls and women have equitable opportunities for and access to education, work, community representation and leadership.	benefit from programming designed in response to gender analyses embedded in education sector assessments and monitoring
	benefit equitably from community- or school-based early childhood education programmes
	complete primary and secondary school on par with boys
	pursue and complete tertiary education on par with men at all levels, including TVET
	be safe on the way to school, in school and within families and communities
	engage in labour market opportunities and apprenticeships, including in technical, professional and other fields not traditionally open to women
	exercise ownership over management and control of household resources and cash-based interventions (CBI)
	access sustainable fuels to support environmental management and to diminish the need for fuel collection, and where these are not yet available, share fuel collection duties equally with boys and men during non-school hours
	obtain individual registration and documentation, directly or through support provided by UNHCR

APPENDIX B.

Approaches to enable equitable and sustainable inclusion in national education systems

PARTNERSHIPS

◉ United Nations Development Assistance Framework (UNDAF) planning and National Development Plans account for displaced populations and education inclusion.

◉ Education Sector Plans systematically include refugee, returnee and stateless persons. Partner policy, programming, assessment and monitoring frameworks, grant criteria and eligibility requirements facilitate sustainable inclusion of all children and youth in national education systems.

◉ Humanitarian partners responding during emergencies align their actions with the goals of existing crisis sensitive planning and education sector strategies and plans.

◉ Working groups, networks and consortiums contribute to enhanced knowledge and resource sharing for policies and practices on education for displaced people.

◉ States and other relevant stakeholders coordinate to contribute resources and expertise to expand and enhance the quality and inclusiveness of national education systems so that they can welcome students regardless of legal status, gender or disability.

◉ Joint education initiatives with existing and new partners are encouraged and undertaken, including assessments, reviews, programming, research and follow-up activities.

COLLABORATIVE LEARNING AND CAPACITY DEVELOPMENT

◉ The leadership of ministries of education, sub-national education authorities, and other relevant ministries (e.g. ministry of finance, ministry of social affairs) is supported by enhanced partnerships to include displaced children and youth in national education sector planning and implementation.

◉ Ministries of education are supported to include education for displaced populations in disaster risk reduction, contingency, and emergency response strategies and plans that articulate with national education sector strategies and plans.

◉ Displacement and statelessness experts are represented in regional advocacy and national education sector planning processes.

◉ Knowledge sharing and training for national education actors on refugee law and statelessness, and other legal and rights instruments, is enhanced and contributes to greater understanding of protection considerations and specific barriers to education for persons of concern.

◉ Joint case studies on promising practices in policymaking for inclusion are collaboratively produced and disseminated.

◉ Collaboration and capacity to provide equitable access to and retention in education are amplified.

◉ Teacher deficits are addressed through collaborative, context-appropriate and innovative ways of expanding, training and financing a larger education workforce.

◉ Governments receive support to put in place and strengthen measures to recognize the qualifications and prior learning of persons of concern and to establish learning equivalencies that facilitate age-appropriate class placement.

CASH FOR EDUCATION

- When payment for education is required, **use cash assistance whenever possible to facilitate access to and retention** of all persons of concern in education at all levels.

- **Move from conditional to unconditional cash transfers** when the barriers to education are financial.

- **Make cash for education part of cash for basic needs** and thus include it in the minimum expenditure basket as a top-up.

- **Always monetize school supplies** (school kits, uniforms etc.) in situations where a cash transfer mechanism and markets are available.

- **Provide support to school fees and PTA levies directly to the household** when possible to empower refugee parents and caregivers to engage in the school community and PTA.

- **Implement cash for education directly**, for example, by the existing cash transfer mechanism available in the country rather than having a partner provide the cash.

- **Ensure a communication strategy for cash for education** so that the targeted population is clear on the payment schedule, targeting, timeframe and expectations.

Excerpt from Cash for Education: Direction and Key Considerations (UNHCR, 2018)[38]

> 66
>
> *At the heart of this approach is the idea that refugees should be included in the communities from the very beginning. When refugees gain access to education and labour markets, they can build their skills and become self-reliant, contributing to local economies and fueling the development of the communities hosting them. Allowing refugees to benefit from national services and integrating them into national development plans is essential for both refugees and the communities hosting them and is consistent with the pledge to 'leave no one behind' in the 2030 Agenda for Sustainable Development."*

Comprehensive Refugee Response Framework

⊙ Governments are supported to put in place certified accelerated programmes for language or missed education that facilitate entry or re-entry into formal education.

⊙ Governments and partners increase the number of schools in areas where current infrastructure is not meeting needs, including the construction of ICT and other labs necessary to complete secondary schooling requirements.

⊙ When travel to school is a protection concern for girls and young women, or a barrier to participation for students far from schools or with disabilities, provide sustainable transport solutions

⊙ Identify local solutions to economic barriers related to education access through context-appropriate advocacy and assistance. Address the need for school supplies, uniforms, textbooks and other school materials through programmes such as cash transfers or other community-led solutions.

⊙ Create conducive access conditions for marginalized or underrepresented groups such as female students, ethnic, linguistic, and sexual minorities, students with special needs and overage learners. Deliver safe learning environment programmes through hygiene facilities, childcare for young mothers, support for pregnant adolescents to remain in school and through meaningful decision-making on Parent Teacher Committees and School Management Committees.

- ⦿ Provide support for livelihoods opportunities for parents to enable their children to stay in school.

- ⦿ Information and promising practices on protection considerations for increasing access to tertiary education are shared in national, regional and global collaborations, including equitable fee structures, credential issues, geographical and movement restrictions.

- ⦿ Information and promising practices on tertiary education are shared in national, regional and global collaborations, including scholarship programmes and connected education opportunities, to expand the number of displaced students who access tertiary education.

- ⦿ Provide refugee, asylum seeker, returnee and stateless youth the necessary support services to ensure successful completion of tertiary education, including mentorship, psychosocial support and network building.

- ⦿ Grow connected education opportunities accessible to refugee, asylum seeker, returnee and stateless youth, working through the CLCC to establish good practices, shared data management systems and accreditation processes, such as blended learning programmes that align with CLCC standards.

- ⦿ Work collaboratively to develop context-specific measures and programmes that improve access for out-of-school children and youth and lead to inclusion in the formal education system.

INNOVATION, EVIDENCE AND GROWTH

- ⦿ The participation and learning outcomes of displaced learners are captured for national planning, and inform advocacy, budgeting and amplified sector funding.

- ⦿ Evidence-based programming and critical analysis of education that contributes to sustainable futures for displaced populations is supported by a range of collaborations that include academic and research institutions.

DAFI PROGRAMME

The DAFI scholarship programme, with core funding from the German Government, has sponsored over 15,500 young refugee women and men to obtain higher education in their countries of asylum since its inception in 1992.

In 2018, the DAFI programme sponsored 6,866 refugee scholars across 768 higher education institutions in 51 countries. The regional distribution of scholarships reflects global conflict environments and refugee movements, with programmes in Sub-Saharan Africa hosting the largest share of DAFI students (42%), followed closely by the Middle East and North Africa region (33%).

The DAFI programme provides eligible refugee students with four years of scholarship, covering their tuition fees and full living costs. Furthermore, recognising the continued challenges that refugee students face pursuing education in their host countries, the DAFI programme also offers a support structure that extends beyond academics. Depending on the needs of the student cohort, language classes, psychosocial support, academic bridging courses, career readiness workshops and ICT trainings are offered, supporting each student to succeed regardless of the challenges they have faced through displacement. As a result, the programme has a consistently low student drop-out rate (3% in 2018).

In 2018, 73% of DAFI scholars enrolled in a public higher education institution. Prioritizing public university enrolment means DAFI funds contribute to national education systems and enable refugee students to study in nationally accredited degree programmes alongside their host country peers. The DAFI programme also advocates with ministries of education and higher education institutions so that refugees pay national rather than international tuition. Because of this, more refugees have the opportunity to access higher education opportunities in their countries of asylum.

In recent years, the DAFI programme has been strengthening the bridge between higher education and economic inclusion for refugees. Creation of graduate networks, internship facilitation, career and entrepreneurship training and opportunities related to technical and vocational training all contribute to supporting graduates to find meaningful, skilled and sustainable employment. The DAFI+ Programme is one example of amplified DAFI scholarship programming in this area.

APPENDIX C.

Approaches to foster environments that support learning for all students, regardless of legal status, gender or disability

PARTNERSHIPS

❯ Humanitarian partners provide support to governments to identify and address the education gaps of displaced children and youth, in preparation for entering national education systems.

❯ Ministries of education are supported by development partners to prioritize safe learning environments.

❯ Expand partnerships with host country governments and education sector partners to increase the education workforce and include qualified refugee teachers, in order to serve increased student populations, reduce class size in accordance with national standards, and create opportunities for teachers to know their students and their students' learning needs.

❯ Develop partnerships with pre-service and in-service teacher training institutes, NGOs, and other providers in host countries that support national teacher training. Advocate for and support development of pre-service and in-service training modules and approaches that address the learning needs of national and displaced students. These modules should include conflict-sensitive curricula and pedagogy, language of instruction, assessment, social cohesion and protection.

❯ Partner with child protection services and community-based structures to establish, train or otherwise support referral mechanisms that can address the mental health and psychosocial needs of displaced communities.

❯ Strengthen mechanisms for refugee teachers to work with refugee children and youth within national schools, augmenting learning through identity- and experience-based connections and the development of trusting relationships.

❯ Engage displaced community members, including parents, youth, and teachers, in creating opportunities for children and youth to maintain their home languages where relevant.

COLLABORATIVE LEARNING AND CAPACITY DEVELOPMENT

❯ Work with displaced communities and humanitarian and development partners to create awareness and understanding of the importance of family participation in their children's learning, e.g. through mass media, broadcasting and parenting initiatives.

❯ Support the education sector at national level and teachers and administrators at school level to establish and employ mechanisms to determine school- and grade-readiness for displaced students.

❯ Advocate with the education sector at national and district levels to ensure pre- and in-service teacher training equips teachers, including refugee teachers, to use varied forms of pedagogy to support their students' learning, including inclusive and participatory pedagogies and skills to adapt curricula as needed to meet student needs.

❯ Advocate for and support education sector planning and plan revisions at national level, and in alignment with humanitarian and development education partner planning to:

- address the need for intensive language training for children and youth when the language of instruction differs from the language used in homes and communities, so that all children and youth can learn in national schools.

- provide pre-service and in-service training of all teachers, including displaced teachers, in pedagogical strategies for language learning, which can be applied to any first or second languages.

- provide teachers, including refugee teachers, with training in formative assessment practices in order for them to continuously evaluate the learning progress of their students and take steps to alter their teaching practices to support further progress toward learning goals.

- develop and implement programmes that equip all teachers, including refugee teachers, to foster education environments that are safe and protective for all children and youth.

- expand provision of connected education opportunities, leveraging information technology to combine face-to-face and online learning in ways that enable access to personalized, relevant and engaging learning from a distance.

⊙ Support the uptake of accredited Accelerated Education programmes in line with national systems that ensure access to learning opportunities for displaced and host community children and youth. This should make accommodations for those who are over-aged and/or have missed out on years of schooling to gain the skills, knowledge and qualifications they need to transition to formal national education systems, including professional training programmes.

⊙ Address barriers of distance and poverty through context-appropriate advocacy, for example, transport, school feeding, school supplies, textbooks or cash grants, which may be used for these items.

⊙ Create conducive access conditions for female students, ethnic, linguistic, and sexual minorities, students with special needs and overage learners, through targeted safe learning environment programmes; through hygiene facilities, childcare for young mothers, support for pregnant adolescents to remain in school; through meaningful decision-making on Parent Teacher Committees and School Management Committees, and through support for livelihoods opportunities for parents to enable youth to stay in school.

INNOVATION, EVIDENCE, AND GROWTH

⊙ During emergencies, support learning assessments that focus on learning needs as well as material gaps for both refugee and host community children and youth.

⊙ Ensure that actors involved in planning at national and district levels have access to data to analyze learning outcomes and estimate out of school populations, for example by providing technical support to facilitate the inclusion of displaced students' data into Education Management Information Systems (EMIS).

APPENDIX D.

Approaches to enable children and youth to use education toward sustainable futures

PARTNERSHIPS

➲ Advocate for the right to work of displaced people with host country governments.

➲ Promote freedom of movement with host country governments so that displaced people can relocate internally to access education and livelihood opportunities.

➲ Work with host country governments and regional bodies for policy development on recognition of prior learning and qualifications.

➲ Engage the private sector, in collaboration with governments and other partners, to design and develop programmes that enhance the relevance of education opportunities, and for improved access to the labour market and other economic activities.

COLLABORATIVE LEARNING AND CAPACITY DEVELOPMENT

➲ Advocate for and support conflict-sensitive national curricula, teacher training, recreational and play-based activities that foster cohesion within and across communities and contribute to peace building.

➲ Amplify support programmes to ensure the development of transferable and life skills including cross-cultural communication, conflict resolution, domestic violence prevention, sexual and reproductive health, environmental awareness, parenting and cultivating relationships across lines of difference.

➲ Support regional economic and education organizations, individual governments, and professional associations to develop practical systems for equitable recognition and equivalency of education documents and credentials.

➲ Develop and support programmes that assist children and youth to cultivate skills that allow them to adapt to and advocate for themselves and apply their learning in new contexts, reflecting the solutions locally, regionally or globally that are available to them.

➲ Facilitate youth-led innovation and incubation hubs.

➲ Design and develop programmes to access the labour market taking into account the current and emerging needs of the local economy through market evaluations or assessments that identify and anticipate the specific hard and soft skills, including digital literacy, needed to successfully engage in employment opportunities.

INNOVATION, EVIDENCE AND GROWTH

➲ Academic and research institutions contribute to evidence-based programming and critical analysis of education interventions and approaches.

➲ Increase the engagement of displaced youth trained and contributing to the research and analysis on the objectives of the GCR.

➲ Strengthen policies and practices to promote the development of digital and transferable skills, also through connected and blended learning methods.

➲ Engage youth in all stages of planning, needs assessment, implementation, monitoring, evaluation, and decision-making in order to design programmes that enable meaningful life choices.

➲ Work with displaced youth to build effective relationships and networks that will allow them to engage economically, culturally, and socially within local and global communities.

APPENDIX E.
Guiding Frameworks

All children have the right to education, as articulated in the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the Convention Against Discrimination in Education, and the International Convention on Economic, Social and Cultural Rights. Quality education is a central goal of education development broadly, as articulated in Sustainable Development Goal 4 (SDG4) and the 2030 Incheon Declaration and Framework for Action. Access to quality education enables progress toward productive employment for individuals and sustainable economic growth for communities, as articulated in Sustainable Development Goal 8 (SDG8); toward full participation in society, as articulated in the International Convention on Economic, Social and Cultural Rights; and toward peaceful and inclusive societies, as articulated in Sustainable Development Goal 16 (SDG16).

The right to education for refugees is asserted in the 1951 Convention Relating to the Status of Refugees and reaffirmed for both primary and secondary schooling in the 2016 New York Declaration for Refugees and Migrants. Quality education is a central goal of the Comprehensive Refugee Response Framework (CRRF), wherein the United Nations General Assembly asserted the commitment of member states to provide quality primary and secondary education in safe learning environments for all refugee children. The Global Compact on Refugees reaffirms international cooperation and solidarity toward this commitment to quality education for all refugees and their hosting communities.

Refugee Education 2030 is situated within these global frameworks for the right to education, the provision of quality education and refugee protection and solutions in the context of national development.

ENDNOTES

1   UN General Assembly, *The Global Compact on Refugees*, 17 December 2018, United Nations.

2   With the exception of UNRWA's leadership and expertise on issues related to Palestinians.

3   Data provided by the UNESCO Institute of Statistics (UIS).

4   See UN Disability Inclusion Strategy (UNDIS) and the OCHA Guidance on strengthening disability inclusion in Humanitarian Response Plans.

5   UN General Assembly, *Convention Relating to the Status of Stateless Persons*, 28 September 1954, United Nations, Treaty Series, vol. 360, p. 117, available at: https://www.refworld.org/docid/3ae6b3840.html.

6   A more comprehensive list of key policies and frameworks is located in Appendix E.

7   UN General Assembly, *Convention on the Rights of the Child*, 20 November 1989, United Nations, Treaty Series, vol. 1577, p. 3, available at: https://www.refworld.org/docid/3ae6b38f0.html.

8   Sustainabledevelopment.un.org. (2019). *Goal 4: Sustainable Development Knowledge Platform*. [online] Available at: https://sustainabledevelopment.un.org/sdg4.

9   In the humanitarian and development education spheres, "inclusive education" is most often used to refer to education for students with disabilities. The INEE glossary differentiates between such a definition of "inclusive education," and "inclusion": "Inclusion emphasizes equity in access and participation and responds positively to the individual needs and competencies of all people. Across all sectors and the wider community, it actively works to ensure that every person, irrespective of gender, language, ability, religion, nationality, or other characteristics, is supported to meaningfully participate alongside his/her peers." This is quite similar to the language used in the 1960 UNESCO Convention against Discrimination in Education.

10   This does not preclude the possibility of early returns when protection considerations deem return appropriate.

11   Traditionally, UNHCR defines a protracted refugee situation as one in which 25,000 or more refugees from the same nationality have been in exile for five consecutive years or more in a host country. This criterion clearly has limitations, as the refugee population in each situation changes due to new arrivals and returns that are not captured under this definition (UNHCR. 2018 Global Trends, p. 22).

12   Ibid.

13   2018 UNHCR data:
- Ethiopia
  - Primary school: Increase of 37% from 96,700 to 132,563 – making the 2018 enrolment percentage 72% (out of the 75% pledged)
  - Secondary school: Increase of 102% from 3,785 to 7,665, making the 2018 enrolment percentage 12% (out of the 25% pledged)
  - Tertiary education: 43% increase from 1,600 to 2,300 (out of the 2,500 pledged)
- Turkey
  - Turkey enacted laws and policies that have enabled 610,000 Syrian refugees to be enrolled in formal schooling, representing a 62% enrolment rate in 2018. A further 20,000 Syrian refugee students enrolled in higher education.

14   UNESCO Institute for Statistics (UIS).

15   See UN Disability Inclusion Strategy (UNDIS) and the OCHA Guidance on strengthening disability inclusion in Humanitarian Response Plans.

16   UN General Assembly, *Convention Relating to the Status of Stateless Persons*, 28 September 1954, United Nations, Treaty Series, vol. 360, p. 117, available at: https://www.refworld.org/docid/3ae6b3840.html.

17   A more comprehensive list of key policies and frameworks is located in Appendix D.

18   UN General Assembly, *Convention on the Rights of the Child*, 20 November 1989, United Nations, Treaty Series, vol. 1577, p. 3, available at: https://www.refworld.org/docid/3ae6b38f0.html.

19   Please see articles 68 and 69 of the Global Compact on Refugees.

20   UIS definition of informal learning: "Forms of learning that are intentional or deliberate but are not institutionalized. They are less organized and structured than either formal or non-formal education." Lack of expert supervision, accountability and state-recognized certification that opens pathways to further educational opportunities are the specific protection risks associated with informal education that are of concern to UNHCR. Definition retrieved online. Available at: http://uis.unesco.org/node/334679 [Accessed 18 Jan. 2019].

21   https://data2.unhcr.org/en/documents/download/63168

22   Figures taken from data provided by the Directorate General of Migration Management: http://www.goc.gov.tr/icerik3/gecici-koruma_363_378_4713

23   https://bit.ly/2UZSrdJ

24   https://bit.ly/2urwEhG

25   Ministry of National Education Circular 2014/21 on Foreigners' Access to Education. General Directorate of Basic Education, Ministry of National Education, Genelge 2014/21 [Circular 2014/21], Sept. 23, 2014, available on the Antalya Provincial Directorate of National Education website, *at* https://bit.ly/2P1fXJ5 (in Turkish), *archived at* https://perma.cc/7RD4-67KL.

26   Source: Ministry of National Education data: https://bit.ly/2MrpHdE

27   https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/facility_table.pdf

28   This builds on work carried out with support from Norway and the Council of Europe on the European Qualifications Passport for Refugees https://www.coe.int/en/web/education/recognition-of-refugees-qualifications

29   UNESCO Institute for Statistics (UIS), 2017.

30   Please refer to "Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings," INEE, https://bit.ly/31SSjQB, 2016

31   For guidance, please refer to UN High Commissioner for Refugees (UNHCR), *Operational Guidance: Mental Health & Psychosocial Support Programming for Refugee Operations*, UNHCR, 2013, https://www.refworld.org/docid/53a3ebfb4.html [accessed 7 August 2019

32   BMZ: Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, The German Federal Ministry of Economic Cooperation and Development.

33   GIZ: The Deutsche Gesellschaft für Internationale Zusammenarbeit, the German Agency for International Cooperation.

34   UNHCR. *Global Trends*, 2018, p. 7.

35   INEE was conceptualized in 2000, during the Strategy Session on Education in Emergencies held at the 2000 World Education Forum. As a result, UNESCO, UNHCR, and UNICEF collectively committed to advancing Strategy Five of the Dakar Framework. They convened the first Global Consultation on Education in Emergencies (UNHCR, Geneva, November 8 – 10, 2000) together with representatives from WFP, UNDP, World Bank, bilateral donors and over 20 non-governmental organizations engaged in education in emergencies programming. In this forum, participants acknowledged the need to learn from successes and failures, share resources, develop guidelines and work collectively to uphold the right to a quality education in crises and emergencies. From these deliberations INEE emerged. Now in its 19th year, INEE has grown to a network of over 15,000 members from close to 170 organizations in 192 countries, and in 2019 was engaged in revising its principles in light of global trends and the network's experience.

36   United Nations Institute for Statistics (UIS), 2017. Fact Sheet No. 46, "More Than One-Half of Children and Adolescents Are Not Learning Worldwide," UIS/FS/2017/ED/46, https://bit.ly/2g1Ymgg

37   UNESCO Institute for Statistics (UIS), UIS Fact Sheet No. 39, "The world needs almost 69 million new teachers to reach the 2030 education goals," https://bit.ly/2ZsiNdY.

38   For guidance on cash assistance, please see UNHCR Cash-Based Interventions webpage. For cash and education examples from the field, please see Cash for Education: A global review of UNHCR programs in refugee settings

STATEMENTS OF SUPPORT FOR *REFUGEE EDUCATION 2030: A STRATEGY FOR REFUGEE INCLUSION*

THE WORLD BANK

The World Bank welcomes the *UNHCR's Refugee Education 2030: A Strategy for Refugee Inclusion.* We appreciate the depth of knowledge and experience UNHCR brings to refugee education, the strategy's sharp focus on sustainable inclusive education in national systems for refugees, and the inclusive process with which this strategy was developed. These are the values and priorities that we share.

The World Bank is committed to improving human capital and addressing the global learning crisis, including the most marginalized groups such as refugees and internally displaced persons.

Over the past several years we have increased our support to refugee education. We will continue to do so by working closely together with host governments and critical partners such as UNHCR so that displaced children and youth can access inclusive and safe schools, and most importantly, they can learn necessary skills and competencies to thrive in their communities and beyond.

Specifically, we aim to support the integration of refugee education into host country education systems, address psycho-social needs of refugee students, support accelerated learning programs for those who missed schooling, and promote early childhood development programs as well as post-primary and post-secondary education opportunities for refugees. We look forward to working with UNHCR to realize education's promise for every refugee child and youth.

Annette Dixon
Vice President
Human Development, The World Bank

UNICEF

Every child deserves an education, including children on the move.

UNICEF is proud to support UNHCR's new strategy, *Refugee Education 2030.* This important new global effort gathers governments, communities and the private sector around the urgent need to ensure that all refugees, and displaced or stateless children can access the education they deserve, so they can build the better futures they want.

By multiplying resources, scaling-up programmes and using innovative tools to reach these children, this strategy aims not only to ease the burden on generous host communities sheltering them, but to provide real avenues of opportunity for them in the years ahead.

There is no more important global priority than preparing children for the future they will inherit. UNICEF calls on our global partners everywhere to join UNHCR and UNICEF as we support these young lives in their time of need.

Henrietta H. Fore
Executive Director, UNICEF

UNESCO

UNESCO supports and commends UNHCR's new *Refugee Education 2030* strategy because we actively promote the notion that the right to education does not stop when people are on the move. All too often it does, depriving millions of children, youth and adults from pursuing their education, the starting point for rebuilding their lives.

With global displacement at a historic high, inclusion is the foremost urgency. This is a matter of human rights and dignity, one that calls for international partnership, in the spirit of the Global Compact on Refugees. In line with Sustainable Development Goal 4, UNESCO welcomes the system-wide approach of this strategy and stands ready to assist UNHCR in its implementation.

We are committed to deploying our normative and technical expertise in ensuring the full inclusion of refugee populations in education systems. This is a condition for fostering social cohesion, sustainable development and peace. The UNESCO Qualifications Passport for Refugees and Vulnerable Migrants is one example of this ambition, helping to unlock the positive contribution that these populations can make to our societies.

Audrey Azoulay
Director General, UNESCO

THE GLOBAL PARTNERSHIP FOR EDUCATION (GPE)

The Global Partnership for Education warmly welcomes UNHCR's bold new strategy that addresses the urgent challenge of ensuring that all children and youth affected by global displacement, including in host communities, are included in the promise of SDG 4. *Refugee Education 2030* calls for coherent action across humanitarian and development responses to support inclusion of all students in host country education systems.

GPE partners and Secretariat staff were delighted to contribute to this excellent strategy, which accords well with GPE's focus on systems, as well as efforts to bring local education actors together with the humanitarian education cluster. UNHCR is an active member of the GPE board.

On the basis of an MOU signed in 2016, we will continue to work closely together on our shared vision to ensure all displaced children and youth are included in safe, quality learning opportunities that promote resilience and build a foundation for a better future.

Hon. Julia Gillard
Chair, Global Partnership for Education