



## Global Refugee Forum Education Workshop

*July 25th 2019*

One year after the historic affirmation of the [Global Compact on Refugees](#), the first [Global Refugee Forum](#) will be [co-hosted by UNHCR and Switzerland, and co-convened by Costa Rica, Ethiopia, Germany, Pakistan and Turkey](#). The Forum will take place in Geneva on 17-18<sup>th</sup> of December, with side-events taking place on the 16th. This is a critical opportunity to build momentum towards achieving the objectives of this new commitment and strengthen our collective response to refugee situations.

Education, will be one of six themes at the Forum.

On July 9th 2019, UNHCR held the first meeting for co-sponsors where 38 organizations participated in Geneva or remotely, identifying thematic outcome areas of interest. At the workshop on July 25th 2019 51 stakeholders convened in Geneva and 25 participated remotely. This was the second strategic meeting on Education, focusing on generating joint reflections on the three thematic outcome areas and requirements to mobilize pledges and enabled coordinate educational responses in support of the Global Compact.

### [Global Refugee Forum Overview](#)

The Global Refugee Forum is much more than another meeting or pledging conference. It is an opportunity to translate the principle of international responsibility sharing, which lies at the heart of the Global Compact for Refugees, into concrete action. It will achieve this through high-level, impactful [pledges and contributions](#) that seek to systematically improve refugee responses.

The Forum's goals – meaningful contributions that advance the objectives of the Global Compact and the exchange of good practices that will inspire future commitments – will define refugee responses for years to come.

Some of the high-level outcomes that we expect from this first Forum include:



- the mobilization of new donors
- new and additional funding to support more comprehensive refugee responses
- commitments towards more inclusive national policies in host countries
- dedicated support to expand access to education for refugees and host communities
- contributions towards the 3-year resettlement and complementary pathways strategy
- private sector announcements in the form of financial contributions, employment, advocacy, and philanthropy
- financial, technical and material contributions in support of sustainable/ green energy and environmental conservation

In line with the multi-stakeholder approach envisioned by the Global Compact, it is envisioned that the Forum will engage development actors, the private sector, UN entities, civil society organizations, academics, faith actors – to name a few key groups. The aim is to ensure these groups are consulted and engaged in these processes, and are given the opportunity to contribute to or complement Government pledges.

In addition to playing an active role at the Forum itself, refugees should be at the forefront of our preparations for the GRF, and involved and consulted throughout.

### [Opportunities at the Forum](#)

There will be a number of ways throughout the Forum for organizations to engage. These include:

- **Co-sponsorship** - States and other actors may co-sponsor one or more of the key areas of focus for the first Global Refugee Forum. Based upon their respective capacities, co-sponsors can be engaged in different ways. Further information on the role and process of becoming a co-sponsor is available on the [Forum website](#).
- **Good practices** - The Forum provides an opportunity for States and other stakeholders to exchange and showcase good practices and experiences, both with respect to specific country or regional situations, as well as on a global level. Further details on descriptions of what constitutes a good practice in the context of the Global Compact on Refugees and the Global Refugee Forum is [available on the Forum site](#). UNHCR will share a further guidance document for education considerations for good practices in September. Good practices may be shared by completing the [template](#) for good practices and sending it to [hqgrf@unhcr.org](mailto:hqgrf@unhcr.org).
- **Forum Spotlights / Side Events** - The Education theme will be granted spotlight/side event opportunities the day before (16 December) and during the main days of the Forum (17 and 18 December). We will work with co-sponsors to identify the structure of these spotlights to create a balance amongst the themes. States and other actors are invited to submit ideas for spotlights through the online template that will shortly be posted on the Forum



website.

- **Speakers Corner** - During the lunch sessions of the Forum there will be an opportunity to share good practices through 3-minute speeches. These will allow organizations to demonstrate good practices and/or highlight particular issues or perspectives relevant to the main themes. States and other actors are invited to submit applications for a Speakers slot through the online template that will shortly be posted on the Forum website.
- **Exhibition** - An exhibition hall will be on display through the Forum. Applications for an exhibition space can also be made via the Forum website. This will be available shortly.

Please regularly consult the Forum website for updates ([www.unhcr.org/global-refugee-forum](http://www.unhcr.org/global-refugee-forum)) and contact the coordination team ([hqgrf@unhcr.org](mailto:hqgrf@unhcr.org)) with any questions or comments you might have.

## Education at the Global Refugee Forum

There has been significant interest and engagement in the Education focus area. In addition, to the co-lead countries other States and stakeholders will serve as [co-sponsors](#) creating a broad alliance of support on a specific area of focus and using their expertise to mobilize concrete pledges and contributions towards that area. Co-sponsors will support advocacy with national counterparts and help to mobilize significant commitments in the lead up to the Forum. Confirmed education co-sponsors include:

- Algeria
- Amal Alliance
- APRRN
- Education Cannot Wait
- Education Above All
- Education for All Coalition
- Germany
- GPE
- FinChurch Aid
- Global Youth Advisory Council (GYAC)
- INEE
- LEGO Foundation
- Maya Ghazal – Refugee co-sponsor
- Norway
- Plan International
- Save the Children
- Sweden
- UNESCO
- UNICEF
- UN Women



If your State or organization is interested in becoming a co-sponsor please email the GRF coordination team ([hqgrf@unhcr.org](mailto:hqgrf@unhcr.org)) along with copying Ita Sheehy ([sheehy@unhcr.org](mailto:sheehy@unhcr.org)) and Jacqueline Strecker ([strecker@unhcr.org](mailto:strecker@unhcr.org)).

Based on the first Education co-sponsorship meeting held on July 9th 2019 at UNHCR the following three outcome areas were confirmed:

- **Inclusion** – including refugee children and youth in national education systems to benefit from increased access to the full cycle of quality early childhood development, primary and secondary education
- **Access to Tertiary Education** – increasing access to accredited tertiary education and skills training, and eliminating systemic policy barriers
- **Emergency Response** – providing timely and amplified education responses in emergencies that strengthen local education systems and support hosting communities to facilitate refugee inclusion

In addition cross-cutting themes of gender, disabilities and statelessness were identified as priority areas.

## [Education Workshop Summary](#)

### **Agenda:**

9:30 - 10:15: Introduction & Framing

10:15 - 12:15: Brainstorm on Inclusion

12:15 - 13:15: Lunch

13:15-15:15: Parallel Brainstorm on: Higher Education & Emergency

15:15-15:30: Coffee

15:30-16:00: Report Back on brainstorms

16:00-16:45: Next steps

16:45-17:00: Close

**Workshop Outcomes:**

Within each of the three main thematic areas a brainstorm session was held amongst smaller breakout groups. The following section outlines the main outcomes of these discussions. The sessions outline gaps and needs for each of the outcome areas, along with identifying potential requirements and next steps to help ensure concrete and coordinated pledges are made.

**Outcome Areas One: INCLUSION**

Inclusion was framed around a commitment to include refugee children and youth in national education systems in order to ensure that these communities, and those that host them, benefit from increased access to the full cycle of quality early childhood, primary and secondary education. It was noted that this could be achieved through actions such as:

- including refugees in national and provincial sector plans, programmes and budgets;
- by leveraging broader partnerships for technical and financial support;
- Targeted programming for girls and young women;
- Diversifying systems to broaden access to flexible certified education programmes; and
- through stronger engagement with civil society and the private sector for innovation and improved education quality for all.

In addition, five key areas were 1) Access & Inclusion Education; 2) Early Childhood Development (ECD); 3) Resources & Funding; 4) Legal Frameworks/Policy; and 5) Quality Education. The following table summaries some of the identified gaps, needs and key asks pertaining to the Inclusion outcome area:

GAP or NEED:	Key Ask:	Relevant Info:
Access & Inclusion Education		
Need for reframing - away from vulnerability to access, participation & agency	Meaningful participation by W&G, persons with disabilities in design, implementation, & M&E Budget for participation, from the start	Need to demonstrate examples of good practice (eg. opportunities for reflection/exchange)
Need for re-framing - away from the individual as the problem to system as the problem	Requirements for accessibility & inclusion in design & implementation:	

	<ul style="list-style-type: none"> <li>- Donor req</li> <li>- Costing &amp; budgeting</li> <li>- Capacity building</li> </ul>	
Gap between refugee & host systems - undermines sustainability (capacity for inclusion)	Ensure parity-minimum ask, building system from there. Strengthen national systems for inclusive education In strengthening national systems, build in gender equality & disability inclusion issues	Need to engage host countries Demonstrate good practice (eg. Uganda)
Need for a multi-sectoral comprehensive approach	Investment in/support to complementary measures - MHPSS, social work. Planning for education incorporates investment in social protection (cash for EiE)	Need to set concrete requirements (eg. per 50,000 people need x complementary investment in MHPSS). Define minimum standards eg. in how many years do we want to achieve parity.
<b>ECD</b>		
Insufficient funding for ECD programmes	<ul style="list-style-type: none"> <li>- X set of funding to go to ECD</li> <li>- ECD included in national policies &amp; incremental funding to be part of n.plans</li> </ul>	UNICEF (Bangkok) 2008 (ECDd) fritz
No systematic inclusion of ECD in the international area or not recognized as part of the humanitarian architecture	<ul style="list-style-type: none"> <li>- International &amp; national actors to include ECD in humanitarian response</li> <li>- Requires that gov. Have national policies</li> </ul>	
Insufficient recognition of the importance of parental/child action in refugee response Lack of holistic development emergency situations	Systematically including parental/child interventions into emergency response recognizing the evidence that exists	Amplification of good Translating evidence into policy brief Donors influence MMA
Number of government entities engaged in ECD makes responses fragmented or challenging	Government to recognize the importance of having an official coordinating body around ECD	
Lack of 'holistic' national policies in many countries hosting refugees <ul style="list-style-type: none"> <li>- Lack of awareness</li> </ul>	We need governments to have holistic, smart policies	

<ul style="list-style-type: none"> <li>- Lack of funds</li> <li>- Fragmented ministry</li> </ul>		
Preserving cultural identity while adjusting to new surroundings	Language of instruction should expose children to both host community language, but also preserve native mother tongue	
Addressing trauma during ECD programming	Teacher training that is trauma informed and provides psychosocial support	
<b>Resources</b>		
Aligning education plans of governments, UNHCR and AID/Development agencies along with funding mechanism, funding pots procurement, etc.	Opportunity to raise funding Advocacy for inclusion refugee, and crowd in development actors	
Description of roles of different sectors (UN, Gov't, Private Sector, Etc)		
Framing - talk of resourcing vs. funding (eg. in kind donations & technical support)		
A willingness from the global community to have a fully costed plan for refugee inclusion	Gov't to join together to produce a global costing (not just based on \$/# that are acceptable)	
Agreement to share \$/# on what partners contribute to education	Full disclosure of contributions to education	
<b>Legal Framework/Policy</b>		
Hosting states having a policy/law to include refugees and asylum seekers in national education systems in a timely manner	Commitment to open national education systems to refugees and asylum seekers through specific policy and law	Commitment to addressing barriers that prevent vulnerability groups from accessing education (include Those with different needs)
Need for coordination between humanitarian	Stronger links between EIE interventions and education sector plans.	

response and education sector planning (funding/global/regional policy)	Greater flexibility in humanitarian and development funding.	
Recognition of prior learning achievements, skills and qualifications	Adoption of international recognized methodologies for recognition of prior learning achievements and qualifications	
Need to focus on teacher capacity, teaching workforce, inclusion of teachers in inclusion.		
Lack of dedicated capacity within national Ministry to manage implementation of refugee inclusion policies. Need for recognized support systems to facilitate inclusion (eg. language classes)	Strengthened capacity in Ministry	
Accountability mechanism for implementation of inclusion policy	Inclusion of refugees in sector plans, including in the reporting on the implementation of sector plans Preparation and contingency planning should be integrated in ESP Link emergency responses to sector planning and reporting	Refugees included in data sets
Lack of technical expertise/ resources to adopt required/ necessary procedures to ensure inclusion in education	Provision of comprehensive technical assistance to national authorities and capacity development	
<b>Quality Education</b>		
<b>Teacher Training</b> Lack of qualified teacher Lack of integration on new technology/alternative learning approaches Lack of science, technology and maths	Sustain continuous training Integrate displaced people into the teaching force/course Use new tools, e.g. blended learning to qualify more teachers E-learning	TREE (Save the Children) could be relevant here
<b>Student support</b> Extra support needed for refugees Overcoming language barriers Access	Additional teaching resources Language training Mental support (MHDSS) Catch-up classes	



	Use blended learning and new technology Certificates given in refugee camps too	
Standards Lack of standardised & recognised qualifications Inclusion of displaced children in the national curriculum	Testing host and displaced youth according to the same international standards (EGRA, PISA, etc.) Access to accredited learning Inclusion of displaced children & youth in public schools/teaching according to national curriculum Additional support on out of school children and youth (language, training, accelerated learning & recognition of prior learning)	

\* Additional Notes on the Inclusive Education & Access subtheme are available in [Annex 1](#).

### Outcome Area Two: Tertiary Education

Tertiary Education is a vital part of the education continuum. The focus on tertiary education centers around a commitment to increase access to accredited tertiary education, and the elimination of systematic policy barriers. This will succeed through a combination of:

- Increased investments in access to university studies along with increased access to technical and vocational education and training programmes;
- the expansion of scholarship and loan schemes;
- equitable admissions and fees akin to that of nationals;
- greater options for recognition of qualifications and certification; and
- the expansion of certified blended learning programmes.

In addition the following needs, gaps and key asks were identified during the brainstorm:

GAP or NEED:	Key Ask:	Relevant Info:
Funding for scholarships to help finance tertiary education programs	Have more donor countries & private sector to setup or join existing scholarship programs  Commitments of schools and higher ed communities	Some are seeing funding for education is reducing, but countries are asked still to look at lifelong learning.

	around the world.	
Greater access for students	Investments in sustainable blended learning programmes to help provide access to rural locations Investment in shared investments (access must go beyond just access to technology)	
Language skills (eg. english) to ensure they have access to tertiary studies and skills to succeed.	To invest in bridging/ language courses to help upskill students to ensure they can enter and succeed in school	
Lack of certification & Recognition of certification.	Faster and better ways to recognize qualifications, and agreements across regions on equivalencies & recognition. Scaling up of UNESCO qualification passport.	UNESCO qualifications passport for refugees and vulnerable migrants - scaling up beyond Europe. Based on Norwegian recognition system. That provides a verified CV, and also provides guidance. Piloting in Zambia, Argentina, Iraq, (potentially Japan)
Guidance on admission processes	Access to guidance for students (eg. advisors) that take into consideration displacement context and provide support upon application to secondary education. <ul style="list-style-type: none"> <li>- Information sharing</li> <li>- Peer-to-peer methods</li> <li>- Network</li> </ul>	Same issues are faced by other students
Lack of an Academic Network to provide support (many institutions don't understand)	Engage universities through Global Academic Network	Mentioned that this is part of a gap in Asia region
Protection links (to ensure the safety of students)	Produce guidance documents to support enhanced links to protection	
Links between higher ed and labor markets & perspectives	PS to provide internships, jobs-visits etc. and have more links to universities hosting refugees	Same issues are faced by other student
Offerings to young people who haven't been able to access high quality secondary education. (Promoting	Inclusion in national TVET systems Raise awareness of the importance and value of TVET	



this as an education pathway)	type programming. - At community level as well	
Access to language certification.	Providing access to affordable language testing that is recognized by institutions	
Availability to Upskilling of skills courses	Provide greater access to courses for upskilling students to help Including digital skill sets	
Access to student loans & finance systems across	Enabling policies that allow refugees to access student loans and national finance systems for education.	
Female participation in tertiary education	Links to primary and secondary education Looking at ways to provide tertiary education to where female students reside.	Organizations like JWL have supported tertiary education.
Access to information	Global analysis of ways that people are providing information (to identify an endorsement at global level) - to help provide quality insurance.	There are examples of good practices in providing information
Engagement with the Private Sector	Understanding where refugees PS wants	
Legal framework for access to higher education	Government to adopt conducive policies	
Social inclusion/integration of students/ensuring campuses are welcoming and inclusive	Greater engagement of schools, faculty, and student peers to expand opportunities for HE and support integration of refugee students	Good practices in Canada (WUSC) and UK (STAR), Emerging initiatives in South Europe (TandEM)

**Outcome Area Three: Emergency Response**

The final outcomes area focuses on commitments to provide timely and amplified educational responses in emergencies that strengthen local

education systems and facilitate refugee inclusion. This can be achieved through:

- accelerated flexible funding mechanisms;
- enabling policies;
- contingency provisions and incorporation in Education Sector planning;
- strengthening national surge capacity; and
- aligning humanitarian response with sustainable capacity strengthening in collaboration with development actors.

These actions were complimented during the brainstorm with the following needs, gaps and key asks identified:

GAP or NEED:	Key Ask:	Relevant Info:
Gap - Risk of education being sidelined at the start of a crisis (particularly within the first 3 months) with a focus on life-saving needs	Advocacy for education in the response from the outset	
Need to strengthen preparedness for emergencies with Ministries of Education, including contingency planning for population movement	Sector plans should explicitly include sections on preparedness and contingency planning that includes population movements  Greater cross-linkages between different government entities (Min of Planning, Refugee Affairs, Education)	Sector plans should include recognise refugees Requires inter-sectoral/ inter-Ministerial engagement Recognise that population movements may be triggered by climate change. Note example of Portugal and curriculum reforms related to population movements Leverage funding such as ECW MYRP to strengthen contingency planning
Need guidance on greater inclusion of risk preparedness in national sector planning	Guidance, methodology and tools for supporting preparedness (risk) in sector planning	Need linkages with the overarching policy framework on inclusion of refugees in the national system
Need financing for response (include allocations in sector plan for preparedness). Ensure that funding is available to respond and that funding mechanisms are sufficiently flexible to respond/ reprogramme funding to support response in first 3 months of displacement	Funding to operationalisation of sector plan, include response	

Need support mechanisms to support inclusion in national education system (accelerated education, support classes)	Support mechanisms should lead to recognition that facilitate transition to national system	Alternative, accelerated education, other support should facilitate access to certified education programme. Certification should be provided by the host government.
Need adequate analysis of cost benefit for inclusion of refugees in national system - demonstrate validity of inclusion		Supports evidence base for national benefits of inclusion.
Need for recognition of prior certification of learning by refugees		
Need adequate data - number of teachers, availability of teachers in refugee community, location and absorption capacity of schools	Links to preparedness. Need to ensure that data informs the response	
Consider innovative approaches to support expansion of services to cover the education needs of refugees		Goes beyond just “technology-based” approaches. Build on local solutions
		Many host countries’ education systems struggling to provide education to all who need it. Leads to alternative provision (private schools, community-driven schools)
Responses need to take into account gendered needs of different groups. Consider role of teachers in addressing GBV.		
Responses need to consider additional needs resulting from trauma.		
Early childhood learning/ very young learners are not addressed.	Commitment to the provision of ECE for refugees - either through government or community actors. Supporting the needs of those with very young children who have been displaced.	
Need to reinforce focus on protective elements		



(documentation, identification, referral)		
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Each of the outcome area tables are available on the [GRF Education Google Drive \(http://bit.ly/GRFeducation\)](http://bit.ly/GRFeducation): [Inclusion](#), [Tertiary Education](#), [Emergency](#). States and organizations are invited to contribute to these editable version to add other areas of consideration.

### Network Map

A network map of key actors that are engaged in education, and should be consulted throughout these processes was produced by each of the teams working on inclusion related subtopics. This is being compiled to produce one overall network map - that will be available for the next meeting to allow for further comments and additions. Copies of the initial brainstorm maps are available on the [GRF Education Google Drive](#).

### Key Actions & Events

Based on the identified needs, gaps, key asks, and key stakeholders - teams began an initial reflection on what is required to address these areas and mobilize coordinated support and action. The following timeline outlines some initial actions and opportunities areas that could mark important steps and milestones to increase support in the lead-up to the Forum.

This timeline is also available on the [GRF Education Google Drive, in an editable format](#). States and organizations are invited to contribute to the editable document to highlight new actions or events that they intend to lead on, or to raise other events that could be leveraged.

Title	Brief & Aim	Timeline	Champion/Owner	Who will engage
<b>August</b>				
Strengthen humanitarian-development coherence in the education sector	INEE started discussions on how to strengthen hum-dev coherence in the education sector. A working group has been created and will deepen discussion. Exact outcome is not clear but could be a policy brief or advocacy document.	Aug - Dec 2019	INEE	INEE members
ECD: Moving minds alliance		August	LEGO Foundation	

consultation - scoping				
ECD: To document country-level good practices - Evidence		Scoping by September 2019	LEGO Foundation to scope with moving minds Alliance & INEE	Governments, NGOs, Un agencies (UNICEF)
<b>September</b>				
ECD: Mapping of relevant events before ECD, OECD, AU, LAC, Asia		By early september 2012	LEGO Foundation & INEE	
ECD: UNICEF's Early moment matter - world children's day		September	Lego Foundation	UNICEF
Inclusion: Shared & Communication strategy	Develop key messaging on the social/economic return on investments in education. What is the risk of us not investing in education?	For Review @ September meeting. Finalized for October	UNICEF/UNHCR/ FCA (others?)	Everyone!
Scaling up the European Qualifications Passport - UNESCO Qualification passport for refugees and vulnerable migrants	QPs are issued following the use of a methodology tested by NOKUT (Nowegian Institute for Qualification)  To verify qualification and provide assurance that would facilitate access to further HED and the labour market	1st pilot rolling out Sept/ October 2019	Norway, NOKUT, UNESCO, CoE, HCR	National institutions for qualifications
Resources: 2 pager pulling together who contributes & how to education financing	Help simply and guide new actors/funder into this space and also on economic ret	For Review @ September meeting. Finalized for October	UNHCR with partners	Everyone!
Key messages around inclusive education	(Develop key messages - look at existing "tip sheets" (AGD, gender, CPY, disabilities; look at gender report by Global Education monitoring)	Bring in voices of girls & children with disabilities	For Sept	UNHCR +others
<b>UNGA</b>				

ECW Event @ UNGA	Opportunities for improved policy, and ECW commitments for system strengthening for refugee education linked to GRF	Sept (key messages for states to take forward in UNGA)		Global citizens, lead on donor engagement with in ECW.
ECD: CRC @ 30	Education a key component, high-level event at UNGA - Sept; event in Geneva (Nov 18-20). Opportunity to engage states	UNGA Sept Event in Geneva (Nov 18-20)		
UNESCO Side Event @ UNGA (tbc)	Recognition of prior learning - presentation of UNESCO's Qualifications Passport for Refugees and Migrants	UNGA Sept - at IIE	UNESCO, NOKUT	
<b>October</b>				
Approach other themes for costed plans for other areas (eg. Green energy)	To develop concrete asks for contributions other sectors can make towards education (in kind and otherwise)	For October	UNHCR with other thematic leads	
3rd prep meeting (GRF)	Opportunity to influence pledges Messaging on implementation going forward 2020			
The promotion and protection of the rights of children and youth through education	A unique space between stakeholders	1-2 October 2019. UNOG Room XX		
The potential of mobile blended learning to scale up access to quality tertiary education for refugees	One day workshop/meeting of e-learning students, graduates to evaluate good practices of blended, mobile e-learning together with local partners, UNHCR, universities  4 places: 1. Kakuma refugee camp (Kenya) 2. Dzaleka refugee camp (Malawi) 3. Domiz refugee camp (Iraq) 4. Bamyán refugee camp (Afghanistan)	October 2019	JWL, CLCC,	UNHCR, Universities



<b>NOVEMBER</b>				
Costed plan (investment map for education)	Will identify current contributions (fiscal) that aren't being covered. Will identify current gap.		November	
Growing the support of regional bodies for the inclusion of refugees in national system	Replicate the IGAD approach in other regions. Secure more political will and policy commitment to refugee inclusion	Approaches between now and December + pledges from regional bodies in December	Save/ UNHCR/ IGAD	
MS Briefing on Elevating EIE - thematic focus on humanitarian-development coherence	Concept of event will be developed	November 2019 at the UN in Geneva	Education Cluster (co-sponsor CH/ Norway). UNHCR	MS/ UN/ NGOs
Elevating EiE - humanitarian development coherence	Global Education Cluster is convening an event targeting member states and international partners to raise awareness around EiE. This November event will be the last event of a four-part series	Focus on how to improve coordination in mixed IDP/ refugee response settings, with particular focus on nexus  November 2019	Global Ed Cluster	GEC, Norway, Switzerland, UNHCR, INEE, ECHO, ECW
<b>2020</b>				
Mobile World Congress	Opportunity to mobilize private sector to make matched contributions for connectivity for schools	Feb/March	Vodafone Foundation/UNHCR/ GSMA	



Policies to ensure funders incentivise hosting state to include refugees in national systems and national education plans	Relevant partners to advocate for GPE's new strategic plan to implement comprehensive reform in support of refugee hosting states Ensure alignment of efforts/ support from donors/ WB/ ECW/ GPE	To have donor policies and practice that deliver meaningful support, including financial, to refugee hosting countries	Articulate objectives between now and December, implementation between now and then	Save the children, GPE, ECW, WB, Bilateral donors
Develop a global mechanism for recognition of prior learning achievements, including primary, lower secondary, non-formal and skills	Recognising the above as an obstacle for inclusion, explore options for a global mechanism for lower levels of education to promote similar ??? as the Global convention for higher Ed.	2020 launch scoping of options and feasibility	UNESCO	Identify champion member states to drive process politically and financially

### NEXT STEPS

Workshop participants are invited to reflect on the outcome of the workshop and to continue contributing ideas to the GRF Education Google Drive: <http://bit.ly/GRFeducation>.

A virtual meeting will be held on August 21st at 3:30-4:30pm CET via WebEx where we will invite organizations to share progress and developments. Please contact Leona Weiher ([weiher@unhcr.org](mailto:weiher@unhcr.org)) if you would be interested in presenting an updated at this meeting.

The next face-to-face meeting will be hosted by the World Bank in DC in mid September. Further details on this meeting will follow.

We also encourage you to regularly consult the Forum website for updates ([www.unhcr.org/global-refugee-forum](http://www.unhcr.org/global-refugee-forum)).

## ANNEX 1

### **Additional Notes on Inclusive Education & Access Brainstorm**

- Women & girls and persons with disabilities are often framed as 'vulnerable groups' but we need to shift away from this and to see them as agents of change. Ask: participation by women and girls, persons with disabilities in all GRF processes
- Need to shift away from framing this as an individual issue. I.e. not the individual (women and girls, persons with disabilities) as the 'problem', but inaccessible infrastructure, programming as the problem. Ask: investment in accessible infrastructure, inclusive programming. Donors have an important role (e.g. introducing requirements for funding), also needs to be embedded in programming through capacity building, minimum standards etc.
- Need to ensure that the above shifts are reflected across all thematic areas for the GRF (i.e. cross-cutting)
- Public financing is a major gap- humanitarian donors only fill gaps, need to focus more on public financing. Need to build an investment case for inclusive education
- Huge gaps in national systems- need effective policy framework, need to engage development actors
- Issue of parity- starting point needs to be the national system and work from there. If separate system established as part of the refugee response is substantially different (e.g. re. teacher/ student ratio), it cannot be integrated into the national system in the longer term
- Need to look beyond education to broader supports needed to support inclusion of women and girls, persons with disabilities in education. This includes MHPSS, social services, social protection- need to invest in these systems to achieve goals of inclusive education
- Digital literacy is an important entry point to education- explore opportunities to use digital technology to improve access to education. Need to look at how we better engage the private sector on this
- Suggest pledges to improve parity (e.g. 50% of TVET participants are women, 15% persons with disabilities)
- Action point: map leaders (donors, political leaders etc.) on gender equality and inclusion; education in emergencies and education in development. We tend to engage with these groups separately but they need to engage with each other (e.g. education leaders to learn from gender equality and inclusion leaders and vice versa). GRF as an opportunity for exchange/ new collaborations.
- Need to create space for new alliances to form, including in civil society (women's organizations, organizations of persons with disabilities)