

2023 Education Alliance Pledging Guidance



Purpose and Context

This document has been developed for the GRF Education Alliance, which is an informal group of multi-stakeholder allies working on education for refugees, including representatives from over 160 different organisations. The guidance is owned by the Alliance. It aims to set out the overall approach to education at the GRF and provide a framework within which Alliance members can develop strong, meaningful pledges. It sets out areas for alignment with global and national architecture, key themes for consideration, then concepts and approaches related to the process of pledge development.

Since the 2019 GRF, the context globally has shifted. The number of people forced to flee war, violence and persecution worldwide reached 103 million by mid-2022, driven by the war in Ukraine and unresolved crises in other parts of the world. The international community has so far been unable to resolve the conflicts and other causes of displacement that have forced so many millions to flee their homes. This, combined with the growing effects of climate change and related displacement mean that collective action across the humanitarian, development and peace nexus is more urgent than ever. For the long-term well-being of refugee children, youth, young adults and their families, the actions of the Education Alliance in response to host country pledges for and commitments to education are critical.

The Global Compact on Refugees (GCR) calls on stakeholders to commit resources and expertise in order to deliver on objectives promoted and endorsed by UN member states: ease pressures on host countries; enhance refugee self-reliance; expand access to third-country solutions; support conditions in countries of origin for return in safety and dignity. The GRF offers stakeholders the opportunity to make commitments demonstrating how they will operationalise the vision of the GCR in support of host countries.

Inclusion in national systems and the inclusion continuum

A core theme of the GCR is refugee inclusion in national systems under the same conditions as host country nationals. Inclusion refers to the degree refugee education is embedded in the host country education system, including the cost-drivers and constraints that determine quality and efficiency. Inclusion requires political will, policy support and implementation frameworks responsive to administrative challenges associated with enrolment and certification of learning. It also encompasses efforts to ensure that institutions are inclusive and provide a welcoming environment for refugees that enables them to thrive.

The degree to which refugees are embedded in national systems may vary and can take different forms (as described in the [2022 UNHCR education report](#)). Investment, action and advocacy that addresses context-specific needs in policy environments that support differing levels of refugee inclusion in national systems will have the greatest impact for learners and host governments¹. Emergencies can arise regardless of the degree to which policies support refugee inclusion – responses therefore need to be tailored accordingly. Including refugees into national education systems is proven to be the best route to accredited pathways which also support social cohesion. Inclusion is a process and involves steps on both system and student preparation, as well as working with host communities.

Alignment

The Education Alliance will have the greatest impact on increasing education access and quality for refugee and host communities by collectively acting on and aligning with:

Host country inclusion policy pledges. One of the principal objectives of the GCR is to match political will for refugee inclusion in national systems with responsibility sharing in support of host governments. This is most essential in lower and lower-middle income host countries where systemic investments and predictable multi-year financing or programme support will also benefit host learners.

Transforming Education Summit Calls to Action. In 2022, the Transforming Education Summit (TES) was convened by the UN Secretary General in response to “a global crisis of equity, inclusion, quality and relevance” in education. Refugees and other learners in situations of crisis whose needs are attended to in the humanitarian sector gained considerable attention for the first time in what was essentially a development forum. Holding onto those gains through GRF pledges and contributions to refugee education that align with one or more of the Education in Crisis Situations Call to Action pillars will help move the needle on responsibility sharing with refugee hosting States. The Education Alliance Pledging Framework aims to capture key entry points from the TES Youth Declaration and areas of possible contribution to host country delivery of the Calls for Action for Financing Education, Addressing the Learning Crisis, Advancing Gender Equity, Digital Learning, Greening Education and efforts related to the September 2023 SDG Summit’s High-Level Panel on the Teaching Profession.

Cross-cutting categories

The challenge of localizing commitments to host country pledges or developing multi-stakeholder pledges in response to specific regional or thematic issues in 2023 will yield lessons for Alliance collaborations leading up to the 2027 GRF.

The 2023 GRF processes underscore alignment with host country inclusion pledges, HLOM recommendations and the Transforming Education Summit Calls to Action. The Education Pledge Framework additionally proposes the degree to which refugee inclusion has been achieved as a variable that will nuance partner commitments and pledges in each response context. Each host country has different policies, practices, opportunities and barriers related to equitable education delivery for refugee and host communities. Coherence in education

¹ These are deliberately broad categories. In low-inclusion contexts, and in some emergencies, governments generally request or allow direct service provision. In transitional contexts, refugees might be segregated or unaccounted for in national schools. In enabling environments, clear inclusion policy, data collection and ministerial involvement increase education opportunities for refugees. Each context invites a nuanced response. Across contexts, the aim is to continue moving refugees up the inclusion continuum and to demonstrate to host governments that the international community will reliably support their provision of access to inclusive quality education.

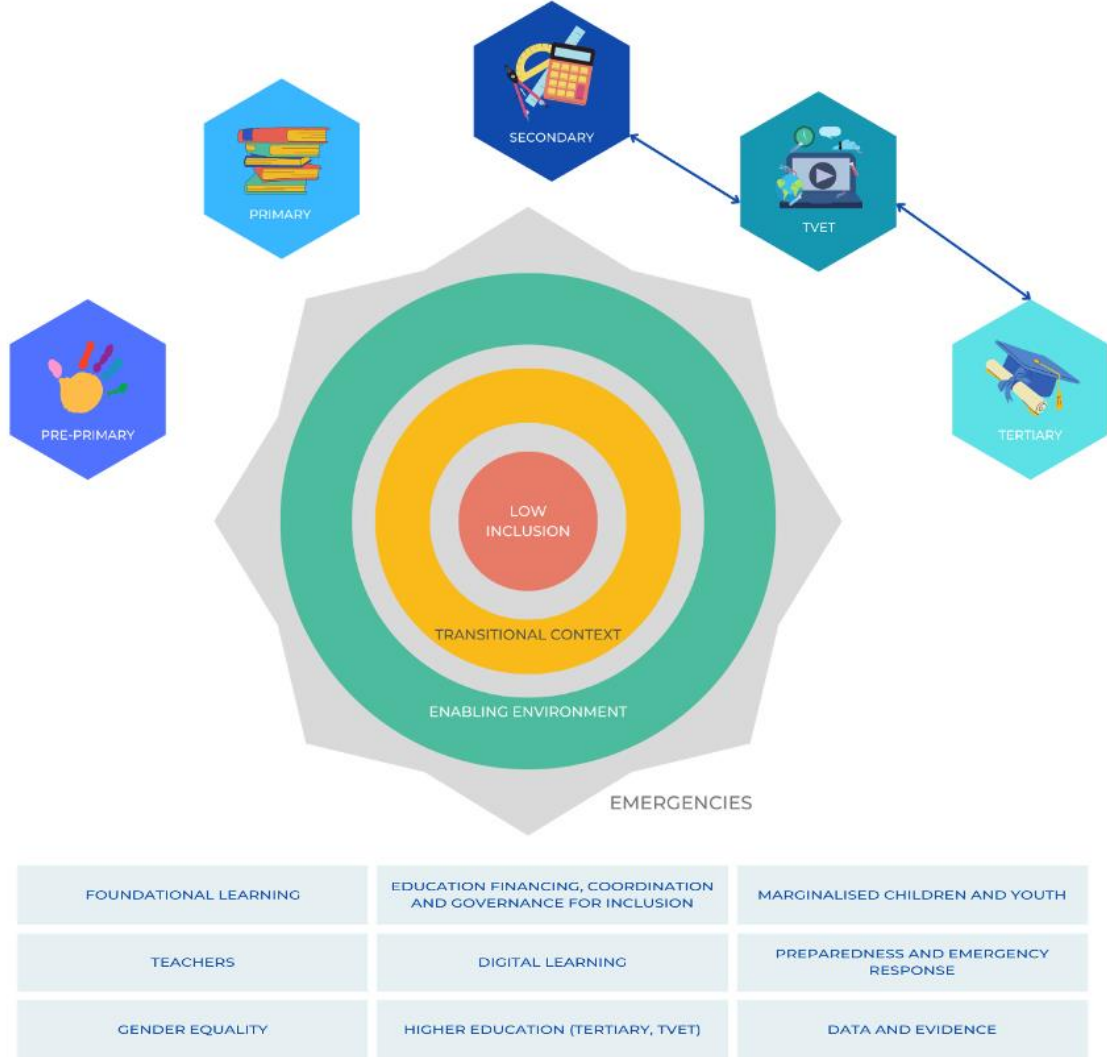
coordination, planning, financing and implementation between humanitarian, development and peace pillars is also variable across refugee hosting contexts.

The thematic examples provided in the cross-cutting pledge categories below are therefore meant to be indicative, not comprehensive or prescriptive.

Category	Thematic examples
Education Financing, Coordination and Governance for Inclusion	Reliable sequencing of predictable, multi-year humanitarian-development-peace education planning and financing; Crisis-resilient planning; Resolving barriers in humanitarian-development finance allocation in refugee contexts for recurrent education costs, including infrastructure and teacher salaries
Foundational Learning	ECD/ECE; Primary; Secondary; Youth initiatives; Social and Emotional Learning (SEL) in national education systems
Higher Education (tertiary and TVET)	15by30: Higher Education (HE) and TVET scholarships; enabling partnerships with HE institutions; connected HE; HE government and institution-level policy; 'green TVET' and HE scholarships linked to 'green jobs
Digital Learning	Refugee Connected Education Challenge; Support to localized content development aligned with national initiatives; equitable connectivity and access; skills development/amplification for teachers and learners in refugee hosting contexts; hardware and software aligned with national initiatives
Teachers	Nationally aligned and refugee-inclusive training and qualification; equitable professional recognition; remuneration; teacher wellbeing
Gender Equality	Policy, planning, budgeting and implementation; Learner, family and systemic incentives, supports and accommodations; teacher training, pedagogy and curriculum
Marginalized children and youth	Recently displaced children and youth, disabled learners, children and youth with learning differences; children and youth who contribute to family economies; out of school children and youth, members of ethnic or linguistic minorities within the refugee community
Preparedness and emergency response	MHPSS; Climate-related education and risk mitigation; school feeding and water points; Disaster Risk Reduction and safe school environments; Systemic preparedness for sudden-onset emergencies; Ensuring learning continuity, language preparation programmes and catch-up classes to facilitate enrolment in formal education
Data and Evidence	Refugee-inclusive or communicating EMIS; strengthen evidence base on refugee inclusion; support to evidence-based host-country initiatives; Evidence generation that contributes to strengthened national education planning, prioritization, implementation for crisis affected populations including refugees

Visualizing GRF Education Pledge Considerations

The image below attempts to capture the complex and particular variables at play for consideration in pledge development for refugee hosting contexts.



- Note: children in school as well as out-of-school children should be considered for all inclusion contexts and each level of education. Equitable considerations should also be made for the most vulnerable learners, including girls, children with disabilities and overaged learners.

Pledging Framework Worksheet

The [2023 draft matrix worksheet](#) provides an opportunity to reflect on pledge formulation that considers the inclusion spectrum across broad education types, themes and cross-cutting issues. The rows contain priority pledging areas that align with the touchpoints captured in the 'Alignment' section of this document as well as priorities expressed by refugee communities that guide UNHCR advocacy. Examples of existing pledges are mapped across the matrix as points of reference.

Pledge Development Guidance and Resources

The 2023 Global Refugee Forum presents an opportunity for host countries and the international community to share responsibility for the protection and well-being of refugees. It will therefore bring together pledges from multiple stakeholders and contexts, on a variety of themes. Across the board, the following should be considered when developing [high-quality pledges](#):

1. [Pre-matched to support inclusive policies](#). Education Alliance members can consult the [Pledge Database](#) to examine host country pledges for matching, and to upload matching pledges in time for the GRF in December 2023. Host country pledges or updates are accepted on a rolling basis. The UNHCR Education Section will be happy to support and/or connect Alliance members on issues related to matching or joint pledges that are not easily addressed through database consultation.
2. [Developed with an Age, Gender and Diversity \(AGD\) lens and in consultation with refugees](#) including systemic, inclusive and meaningful engagement of youth. Please consult the Age, Gender and Diversity Tip Sheet for GRF Pledges in [Arabic](#), [English](#), [French](#) or [Spanish](#). Delivering on the key approaches outlined in the Global Compact on Refugees and the shared commitment to inclusion also means that bringing in refugee voices is critical. Where possible, partners should participate in regional reference groups and country GRF forums in which refugees have been invited to contribute to pledge development. Strong pledges should ensure refugees are able to contribute to programme development and decision-making as well as existing projects to support effective, meaningful, and context-responsive delivery. Participation of refugee youth experts highly recommended. Guidance will also be shared on quality assurance around child protection issues.
3. [Additional, quantifiable, and needs-driven](#).
4. [Multi-stakeholder, jointly developed²](#)
5. [Aligned with relevant High Level Officials Meeting \(HLOM\) recommendations](#). The HLOM is a Global Compact on Refugees (GCR) accountability exercise that takes place every two years and involves senior government officials and representatives of the international community. [20 recommendations were made in 2021](#).
6. Finally, the recommendations in the following table are of greatest relevance for the education sector and can be considered when developing GRF pledges:

GCR Objective 1: Ease pressure on host countries	GCR Objective 2: Enhance refugee self-reliance
Recommendation 4: Make better use of combined humanitarian, development, and peace capacities to achieve the GCR objectives	Recommendation 10: Increase development financing in support of refugee situations

² Joint pledging entities are encouraged to do so through existing or new GCR [initiatives](#) or to reach out to UNHCR (hqgr@unhcr.org) for guidance where needed. Task Teams and the UNHCR Education Section can also provide support and guidance.

Recommendation 5: Build attention to climate change into how we do business.	Recommendation 11: Provide more flexible, predictable, multi-year funding for refugee responses
Recommendation 6: Facilitate more systematic, inclusive, and meaningful refugee participation.	Recommendation 12: Increase social inclusion for refugees
Recommendation 7: Enhance the data available to support effective action and investment in refugee situations.	Recommendation 13: Increase economic inclusion and access to livelihoods
Recommendation 9: Intensify efforts towards more equitable responsibility sharing	Recommendation 14: Expand access to quality primary, secondary and higher education

GRF Education Alliance
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For more information on the GRF Education Alliance or to become a member, please email GRFEducation@unhcr.org.