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GLOBAL REFUGEE FORUM

# Education Co-sponsorship Alliance Brief 2020



# Introduction: Education progress a year after the Global Refugee Forum

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2020 has been both a turbulent and a vital year for ensuring the commitments made during the Global Refugee Forum (GRF) are put into action, particularly as they relate to refugee education.

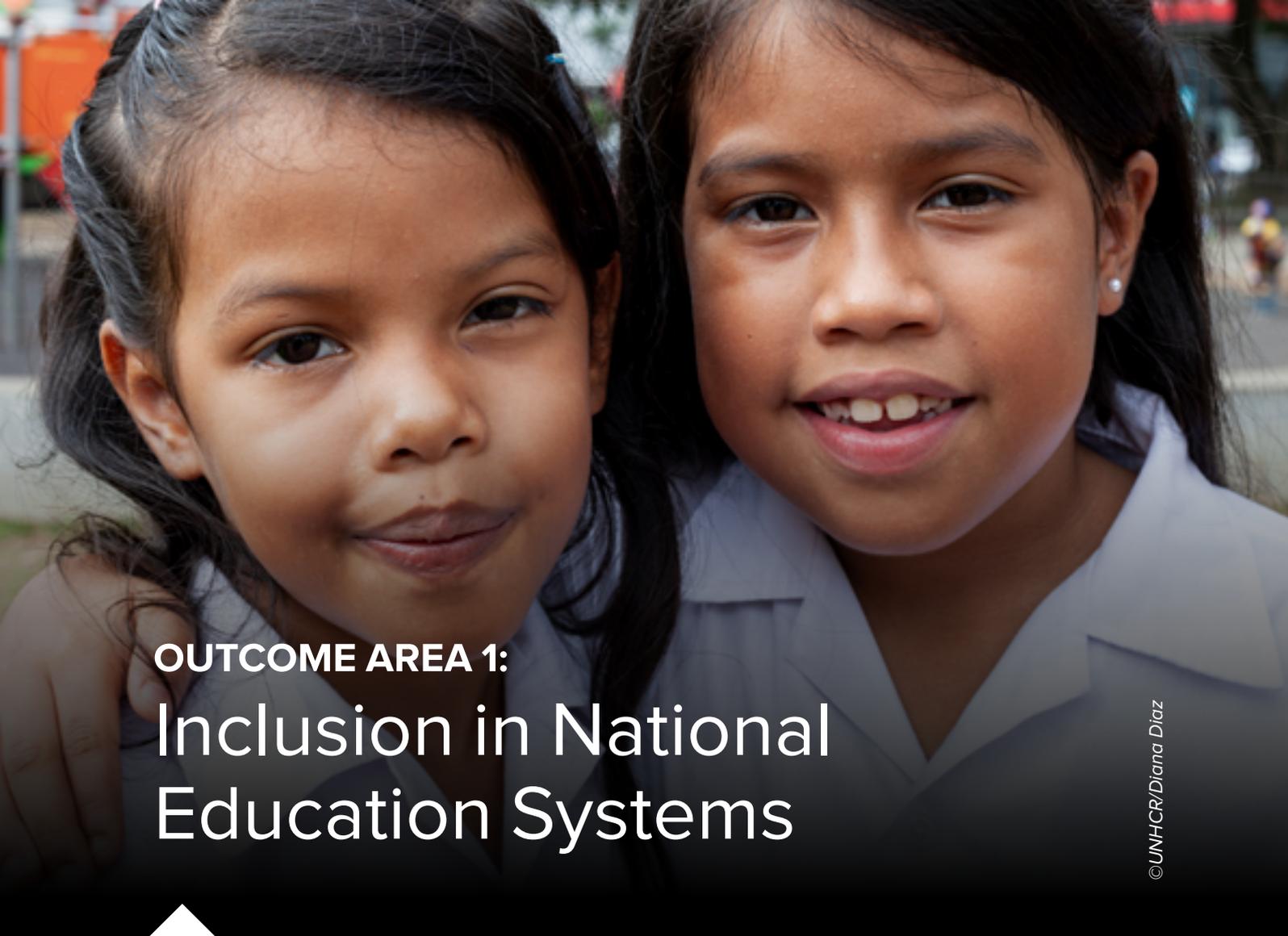
Education was one of six themes for the first GRF held in December 2019. In preparation for the Forum, the Education Co-sponsorship Alliance authored the [Global Framework for Refugee Education](#), providing an overview of the multi-stakeholder and multi-pronged approach needed to ensure refugee children and youth are able to realise their right to a quality education at all levels. The Framework was a catalyst for education pledges that aligned to the education commitments within the Global Compact for Refugees and SDG4 targets and now serves as a complement to [UNHCR's Refugee Education Strategy](#). The sustained commitment and leadership of the Education Co-sponsorship Alliance, which is made up of 68 official co-sponsors, played an essential role in increasing the prominence of

education throughout the Forum. As a result of the combined efforts of all stakeholders, 205 pledges relating to education were received by early 2020.

Whilst the arrival of COVID-19 in March 2020 has brought significant challenges, it has also provided an opportunity to advocate for and demonstrate the importance of education, particularly during an emergency. The pandemic has also provided opportunities to put innovative approaches into practice and demonstrate how to ensure refugees are included in national and global education responses.

This brief provides a snapshot of the progress made throughout 2020 across the outcome areas outlined in the Framework. It does not focus on innovative COVID-19 approaches, as these will be outlined in a separate, upcoming document.

At time of writing, 103 pledge updates have been received, of which 13 are reported as fulfilled, 79 are in progress and 11 are in the planning phase. All pledges that received formal updates in this reporting cycle can be found in the detailed pledge update table at the end of this report.



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# OUTCOME AREA 1: Inclusion in National Education Systems

The inclusion of refugees, asylum seekers, returnees, stateless and internally displaced persons in national education systems is a central tenet of the Global Compact on Refugees (GRC) and of the UNHCR Refugee Education Strategy. The Strategy promotes a comprehensive approach to inclusion that reflects the GCR's aim to harness collective acknowledgement and action regarding the global trend of protracted displacements.

Inclusion refers to:

- Including refugees in national education systems of host countries;
- including refugees in all efforts that aim at strengthening those systems;
- including refugees in bi- and multilateral funding that supports national Education Sector Plans and programmes; and

- including refugees in sector analysis, planning, monitoring and reviews and education management information systems.

The inclusion approach encompasses both targeted interventions to support refugees to successfully integrate into national schools in formal and certified non-formal education programmes and the overall strengthening of national systems and capacities to deliver on SDG4. In support of this approach, humanitarian and development actors have made commitments to increase investments across the education continuum from early childhood development to primary, secondary, and higher education and to the achievement of lifelong learning.

In total, 51 pledge updates demonstrated progress towards national inclusion - 6 of which have been reported as fulfilled - with significant gains made across early childhood development, primary and secondary education.



## Early Childhood Development (ECD)

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

ECD was strongly represented at the GRF and ECD partners continue to be engaged and committed to supporting ECD, including through the continued activity of the Task Team. Substantial progress has been made on several pledges, with highlights including:

- Cross-cutting investments in capacity and coordination across ECD stakeholder groups;
- Psychosocial support delivery through trauma informed play-based learning;
- Integration of the Nurturing Care Framework into humanitarian contexts;
- Research on effective ECD interventions in refugee communities.

Due to COVID-19 several partners pivoted their pledges to adapt programmes, including:

- Innovations in remote learning for ECD;
- Development of adaptive toolkits offering caregivers psychosocial support;
- Education in Emergencies advocacy strategy development, including COVID-19 impacts on ECD;
- Analysis of Humanitarian Response Plans to identify attention to ECD and contribute to expanded advocacy on the importance of ECD in the COVID response.

### PLEDGE UPDATES

- **Save the Children** increased the quality of provision of early learning and ECD through programming, research and advocacy, supporting over 300 Syrian refugee children in Lebanon and Iraq to access ECD education using the evidence-based programme 'Ready to Learn'. Documenting gains in emergent literacy, numeracy and social emotional learning skills prompted the governments to further develop and implement strategies to expand access to ECD programmes. Through advocacy, the Ministries of Education (MoEs) recognised the education children received through the Ready to Learn programme, enabling them to qualify for the national exams that are required to register in formal schools
- **Amal Alliance** spearheaded a COVID-19 Response Consortium, developing a podcast series that supported caregivers. The podcast

reached 160,000 users worldwide, across 17 global platforms and 543 organisations

- **The University of Virginia Humanitarian Collaborative**, supported by **Moving Minds Alliance**, completed a review of global humanitarian standards and guidance, assessing the extent to which early childhood interventions and the needs of infants, young children, and caregivers are included. Based on this analysis, they recommended next steps to achieve comprehensive and consolidated guidance for addressing early childhood in emergencies. The University of Virginia Humanitarian Collaborative have also contributed to the development of the ECD in emergencies advocacy strategy, with the Moving Minds Alliance, as well as governance and implementation plans. They conducted an assessment in collaboration with the **INEE ECD Task Team** to better understand the global

landscape of early childhood development in emergencies (ECDiE) programming and the needs of practitioners to improve implementation and quality. A review of Humanitarian Response Plans was also carried out to identify attention to ECD and contribute to expanded advocacy on the importance of ECD in the COVID response. Research on effective leadership in ECD in the humanitarian system was also undertaken in collaboration with Sesame Workshop, with plans to translate findings into actions that can support stronger leaders for ECD for refugees.

- **LEGO Foundation** started their 'Play Matters' programme, focusing on high-quality play-based pre- and primary learning for children affected by protracted crises in Uganda, Ethiopia and Tanzania. An MOU has also been signed by LEGO Foundation with USAID and the Danish Ministry of Foreign Affairs to collaborate in East Africa and leverage their respective work for refugee and displaced populations.





## Primary

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

For the most part, pledges made at the 2019 GRF related to primary education were combined with other areas and levels of education. For example, there were 51 pledges that were either unspecified as to level of education or combined with other levels. Many of these focused on inclusion, but some also had Connected Education and Education in Emergencies components. Updates on these pledges will be shared in the relevant sections.

Within the overall outcome of inclusion in national systems, the primary education task team has a specific focus on increasing access to, and the quality of primary education in refugee-hosting areas, for the benefit of all learners. In order to move forward on this, a primary task team meeting was organised on Thursday 3 December.



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## PLEDGE UPDATES

- The **Government of Turkey** pledged to construct ten primary schools in addition to 170 kindergartens and 1 public education centre. To date the government has engaged in site selection studies for the location of the schools as well as pre-tender technical project preparation for construction.
- **Maya Vakfi** has continued working towards their pledge on Trauma-Informed Schools in Turkey, in spite of the negative impact of COVID-19 on implementation. This includes planning online activities and producing content that will support the online public Education Information System. Steps taken so far toward the pledge include the delivery of trainings for improving trauma sensitivity of 258 primary school teachers and school counsellors. In-class psychosocial support (PSS) activities on trauma-related issues have so far been implemented with 4216 primary school students. In-class PSS activities have also been implemented with 1733 primary school children for preventing peer bullying. Structured PSS group sessions have been delivered for 78 children in need of further intervention. Caregiver trainings have also been held on trauma related issues with 165 parents.
- The **Education Above All Foundation** gave a comprehensive update on its pledge to use resources and partnerships to ensure refugees' access to education is protected and guaranteed. Despite interruptions due to COVID-19, Education Above All has made significant progress on its pledge to use resources and partnerships to ensure refugees access to education is protected and guaranteed. For example, engaging in infrastructure construction, distribution of learning materials, advocacy with families and communities, and the setting up of online learning platforms.



## Secondary

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

During the GRF, 35 pledges were made in support of secondary education for refugees. Twenty five pledges, mainly by States, focused on inclusion of refugees in national education systems throughout the education continuum – including primary (Malawi, Rwanda, Turkey for example). Ten pledges specifically targeting secondary education were made by donors (Education Cannot Wait), INGOs (Malala Fund, Jesuit Refugee Service) and the private sector

(Vodafone Foundation). While progress has been made, despite a difficult year, lots of work remains to be done at policy and resource mobilisation level to mark a paradigm shift on secondary education, especially for forcibly displaced, crisis-affected and marginalised young people.

### PLEDGE UPDATES

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- **Education Cannot Wait (ECW)** scheduled multi-year resilience programmes for eight countries in 2020, including Burkina Faso, Colombia, Democratic Republic of Congo, Ecuador, Mali, Niger, Nigeria and Peru. For those programmes, ECW has encouraged grantees to ensure that activities include secondary education components, including for refugee and host community children and youth, and particularly for adolescent girls. This is part of a holistic and protection-oriented response that includes not only secondary education, but also other levels, as well as addressing refugee children with special needs, and support for mental health, sanitation and nutrition.
- 16 organisations including UN agencies, INGOs and donors created a global **Secondary Education Working Group**, aiming to mobilise governments and donors to meet their obligation so that young people – including refugees - can enjoy their right to secondary education. The working group aims to promote strategic partnerships, evidence-based solutions and programming that transforms national education systems.
- **Jesuit Refugee Service (JRS)** conducted an extensive gender assessment in Uganda and shared learnings with key stakeholders in support of efforts to end gender disparities in secondary education. JRS also implemented COVID-19 response activities in Malawi to ensure continuity of girls' education at secondary and tertiary levels, secured funding for new activities in Uganda to expand access to secondary education, and developed an organisation-wide gender policy and action plan that aims to enhance gender-responsiveness throughout JRS's programming globally.



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- **Malala Fund** commissioned an independent review, which aimed at facilitating a network model and highlighting projections for refugee girls' access to school. As part of its new 2020-2025 Strategic Plan, Malala Fund has also started to increase the number of national actors and advocates it supports,

including through the Education Champions network. Support is expected to increase to up to 17 countries by 2025, identifying specific opportunities to empower national actors working on education for refugee girls, where appropriate.



## OUTCOME AREA 2: Qualifications & Skills for Work

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The UNHCR [Refugee Education Strategy 2030](#) underlines the importance of enabling refugee and host community learners to use their education toward sustainable futures. Quality education and training must be meaningful, useful and lead to a more dignified existence. Improved access to higher education and technical and vocational education and training (TVET) opportunities plays a fundamental role in this process.

Out of the 205 pledges received within the Education theme, at least 58 target higher education and TVET. Pledges focus overwhelmingly on creating opportunities for more refugee students

to access higher education and TVET opportunities at secondary or tertiary level, but also highlight the importance of advocacy, creating welcoming environments and transitioning to work after graduation. This sends a strong message indicating that more progress is being made towards expanding access to higher education and TVET and **linking education outcomes to sustainable livelihoods** for both refugee and national students.

In total, 39 pledge updates reported progress on higher education, TVET and pathways to sustainable livelihoods.



## Technical and Vocational Education and Training (TVET)

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

TVET encompasses education, training and skills development relating to a wide range of occupational fields. In many countries, TVET is an integral part of the national education architecture and supports economic development by facilitating skilled workforce development linked to labour market needs. Building strong and effective partnerships to expand TVET opportunities is of critical importance, allowing more persons of concern to enhance their self-reliance and pursuit of a sustainable future.

The GRF saw numerous sessions and events dedicated to the importance of TVET as an education pathway for refugees. Whilst challenging, the current global landscape presents an opportunity to increase relevant skills development for employment, as the COVID-19 pandemic reshapes the global labour market. With pledges across this spectrum, it is worth noting that States were among those submitting pledges on expanding national TVET to include refugees, including in: Rwanda, Ethiopia, Turkey and New Zealand.



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### PLEDGE UPDATES

- Pledging to contribute to the goal of providing access to tertiary education including TVET to at least 15% of refugees by 2030, **Germany** has commissioned more than 60 projects working on TVET for refugees and host communities with approximately 350,000 people reached since 2014. Contributing towards this pledge, Germany set-up a special response package to the COVID-19 pandemic, strengthening its commitment to stabilizing fragile regions affected by displacement by securing income and investing in the continuation of vocational training and employment measures. Germany has also continued building alliances with key partners to advance access to TVET.
- **Rwanda** is working to expand technical and vocational training to benefit 30% of refugees and the host community, based on market demand. Efforts are ongoing to secure funding for constructing or upgrading TVET infrastructure, such as IT rooms, equipping them and providing scholastic materials.
- Making progress towards its pledge commitment to multi-stakeholder partnerships that include refugees and host communities, and promote decent jobs and livelihoods for refugees and host communities, the **International Labor Organisation (ILO)** has launched a multi-stakeholder partnership together with **The Ministry of Foreign Affairs of the Netherlands (NL MFA), World Bank, International Finance Corporation (IFC), UNHCR** and **UNICEF**, to create opportunities for refugees in education, protection, and employment. They are also continuing advocacy with like-minded donors, to take a multi-stakeholder approach.

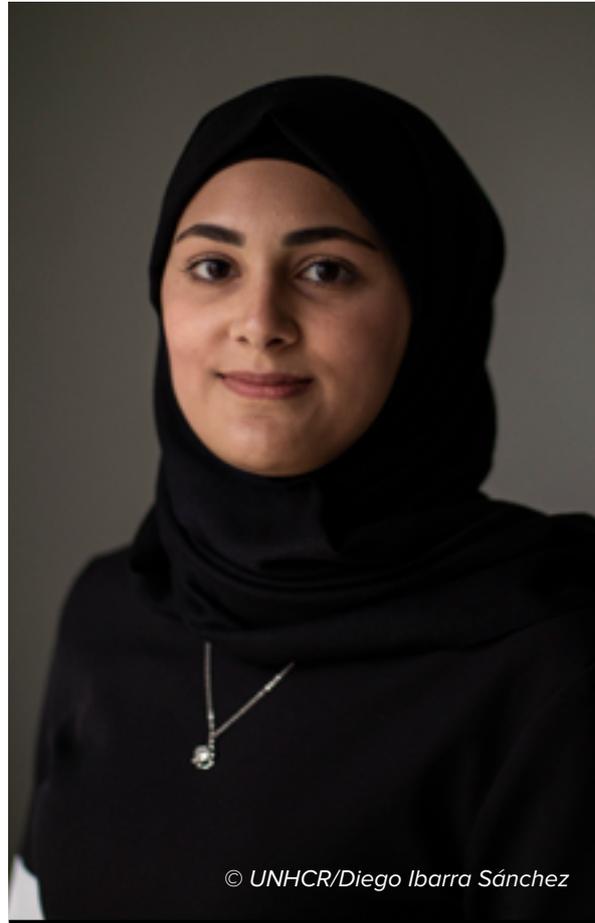


## Higher Education

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

Refugee higher education was strongly represented at the GRF across spotlight sessions, speaker's corner presentations and exhibitions. Since the Forum, the Tertiary Education Task Team has continued to meet periodically to share information and developments in the field of refugee higher education, including on progress in shaping the global roadmap to achieve the enrolment of 15% of refugees in higher education by 2030. Tertiary education partners are also committed to supporting secondary education for refugees, recognising that increased access to higher education depends fundamentally on greater numbers of refugee youth completing secondary education. Pledging entities are committed to expanding opportunities across a range of activities, barriers and needs including through scholarships, language training, advocacy, creating welcoming environments and transitioning to work after graduation, recognition of prior learning and language training, connected higher education and complementary education pathways for admission. Notably, 18 pledges speak specifically to supporting or creating university scholarships for refugees in host countries, while 6 commit to working with and enhancing participation of refugee students and communities in the actions and decisions that affect them.



### PLEDGE UPDATES

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- The **German government** fulfilled its pledges to open up the DAFI programme to other partners and to continue expansion of higher education access for refugee youth, contributing 13.4 million EUR to the DAFI Programme and welcoming the support of key state partners - Denmark and the Czech Republic.
- The signatories of the **Student Action for Refugees (STAR)** and **City of Sanctuary** pledge have improved access to university across the UK. The Universities of Sussex, South Wales

and St Andrews were awarded University of Sanctuary status - a recognition of their commitment to build a culture of welcome and share learning with the wider community. STAR supported nine universities to develop new scholarships, bringing the total of universities with scholarships for refugee students to over 70. STAR & City of Sanctuary also brought together 60 universities to network & share good practice, and supported refugee students to deliver a Refugee Scholars Conference for 65 students

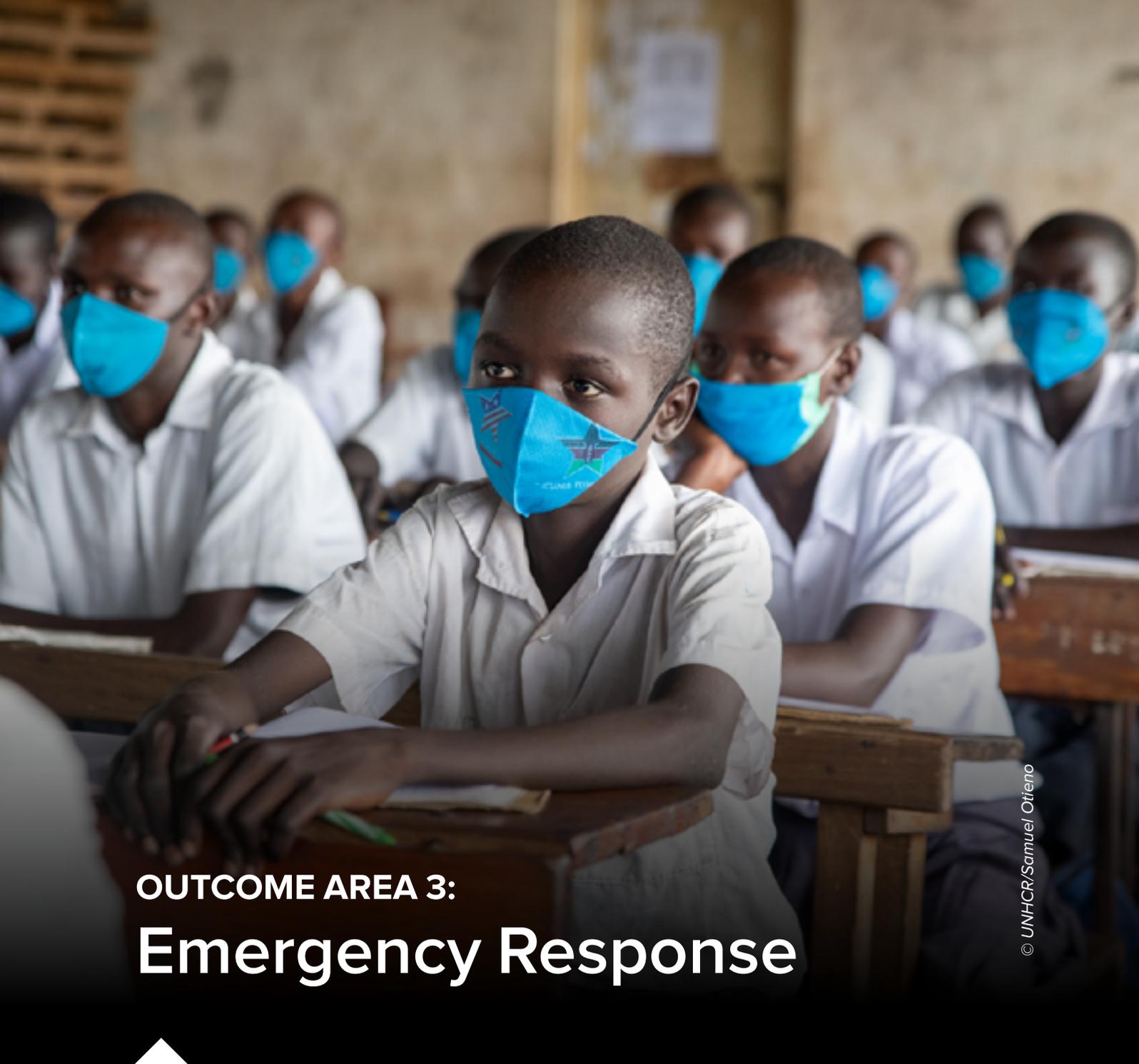


from refugee backgrounds. City of Sanctuary continue to expand their Schools and Colleges of Sanctuary streams to support pathways to higher education. **RefuAid** supported 200 people to graduate from an English language programme, with 110 students using the qualification to go onto higher education. Together with UNICEF, the **Refugee Support Network (RSN)** published research into education transitions, including factsheets produced for schools, colleges and universities. Finally, STAR & RSN responded to over 400 queries from individuals regarding access to university.

- **The University of Bologna** has fulfilled its pledge to create university corridors for refugees students. The initiative has been further expanded to include 9 more universities, as part of an upgrade to the pilot for the academic year 2019/20. This has also made it possible to increase the number of refugees benefiting - 20 in total, as compared to 6 in the previous cycle.
- During the COVID-19 pandemic, the Tertiary Refugee Student Network (TRSN) launched the #ForYou Campaign against COVID-19 to raise awareness of refugees taking action against COVID-19. Members held virtual meetings while planning the expansion of the network into more countries. The TRSN has elected regional

leaders in MENA, East and Southern Africa, Asia and the Pacific, West Africa, North America and South America. These regional leaders are working on their plans to introduce the network to more countries in their regions.

- **Southern New Hampshire University (SNHU)** increased access to higher education through refugee college guidance counselors by strengthening programming in Rwanda and Kenya while beginning expansion to Ethiopia. Specifically, SNHU served 400 students in Rwanda in partnership with Kepler, 100 students in Kenya's Kakuma Refugee Camp through a higher education mentorship programme, and 600 students in Rwanda through targeted one-on-one advising. SNHU also started a fully remote higher education preparation programme in Rwanda's Kiziba Refugee Camp. Finally, SNHU is building a strong partnership with Connected Learning in Crisis Consortium (CLCC) members to scale the presence of counselors in CLCC member programmes.
- The **Education Above All** pledge of \$58 million to provide access to tertiary education for marginalised, conflict-affected refugee youth will be fulfilled in 2021.



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## OUTCOME AREA 3: Emergency Response

The vital role of education within emergency responses was well represented during the GRF, including a number of sessions on the need for stronger emergency responses, ensuring inclusion in national systems from the onset of emergencies and greater complementarity between humanitarian and development funding. At the GRF 10 education-focused pledges were made with a specific focus on actions related to emergency and a further 13 highlighted the need for greater investment in EIE.

A number of pledges related to other outcome areas and cross-cutting issues also referenced emergency contexts.

In total, 7 pledge updates reported progress in this area, with significant progress made on coordination, advocacy and capacity building through the COVID-19 response.



## Emergency responses

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

Over the 12 months following the GRF the world witnessed a global education emergency due to the COVID-19 pandemic which was marked by nation-wide closures of education institutions, the rapid adoption of remote learning programmes to ensure the continuation of learning and significant loss of learning time. Refugees were also significantly affected by this global emergency; many actors sought to realise the intentions of their GRF pledges through their responses to the pandemic. Many states explicitly included

refugees in national strategies and refugees were mentioned in a number of education sector COVID response plans supported by GPE COVID-19 grants. GPE provided \$281 million in COVID-19 funding to 37 conflict-affected countries, in addition to \$197 million in targeted grant funding to support children in countries affected by conflict or crisis, including displaced children. Progress on a number of pledges to enhance coordination, information dissemination, advocacy and capacity building were all accelerated through the COVID-19 response.

### PLEDGE UPDATES

- The **Global Education Cluster**, the **Inter-agency Network for Education in Emergencies (INEE)** and **UNHCR** pledged to work collectively to strengthen education in emergencies coordination in order to support better outcomes for refugee and crisis-affected children's access to quality education and ensure that the goals of SDG 4 are met. During 2020 the three pledging organisations released a report reflecting on ways in which different coordination functions could work in a mutually reinforcing manner and facilitate closer cooperation between humanitarian and development initiatives. In October the Initiative to Strengthen Education in Emergencies Cooperation was formally launched to operationalise commitments made in the GRF pledge. During the response to the COVID-19 pandemic the three organisations facilitated regular information exchange and encouraged alignment between cluster and refugee response plans. INEE also played a key role in supporting professional coordination through their work in curating resources and offering regular webinars and exchanges of experience on thematic issues.
- The **Government of Switzerland** pledged to promote Geneva as a Global Hub for Education in Emergencies (EIE) in order to foster more effective exchange of information between organisations working on similar issues, promote collaboration and coordination and more effective advocacy for EiE policy commitment, funding and operations. The pledge was co-signed by Education Cannot Wait, the Global Education Cluster, The Graduate Institute Geneva, ICRC, INEE, IOM, Switzerland, UNICEF, Université de Genève, UNESCO and UNHCR. A high-level steering group and technical expert working group were created and a full-time coordinator has been appointed.
- **Save the Children** pledged to strengthen the capacity of EIE actors to deliver high quality responses through the delivery of an accredited professional development programme. Since December 2019, 26 practitioners have graduated with Certificates of Advanced Studies (CAS) from the University of Geneva; these graduates will also offer training to an additional 200 staff in their organisations. Two additional cycles of the CAS programme were initiated and funding has been secured to expand the programme to West Africa in 2021. Online training programmes are also under development and being piloted.



# Crosscutting Considerations



## Policy & Planning

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



Policy and planning was identified as a vital component for ensuring effective inclusion and the achievement of SDG4. In support of an inclusive approach, humanitarian and development actors have made efforts to align financial and technical sector support, leading to improved policy, planning and emergency protocols, coupled with flexible and responsive financial support, which help in establishing pathways into formal systems. 2020 provided a strong test for commitments around coordinated planning, as host governments and stakeholders struggled to ensure continuous learning during the COVID-19 pandemic. Despite these challenges several governments

demonstrated a strong commitment to ensuring refugees and forcibly displaced communities were included in national COVID-19 responses, putting in place measures to address systemic barriers that often exclude refugees as well as host community children and youth from learning opportunities. This crisis-sensitive planning helped to contribute significantly to social cohesion, resilience and peace while creating conditions for sustainable and meaningful inclusion for refugees, even amongst COVID disruptions. Many states were also able to make important ground on enacting inclusion policies and were able to include refugees within National Education Sector plans and budgets.

## PLEDGE UPDATES

- **UNICEF** is working with **UNHCR** to deliver a 'Blueprint for Joint Action' in 9 focus countries to substantially increase the number of asylum-seeking, refugee and returnee children accessing nationally led inclusive education, WASH and Child protection systems. Planning and roll out of the new partnership has commenced in: Bangladesh, Ethiopia, Kenya, Cameroon, Lebanon, Iraq, Libya, Honduras and Ecuador. Working to an agreed theory of change, UNHCR and UNICEF teams finalised a global results framework with three programmatic pillars: Education, WASH and Child Protection; and a fourth pillar on improved effectiveness and efficiencies. The four pillars are underpinned by a cross-cutting focus on inclusion of refugee children in national policies, budgets and plans. The global results framework has formed the basis of 9 country-level 'joint action plans', tailored to the country context and centred on 16 core indicators for refugee children, including action on covid-19 risk factors and responses. A joint UNICEF-UNHCR fundraising strategy (public and private) has been agreed to raise additional resources, which will be required across the focus countries to support the blueprint implementation.
- **UNESCO** is continuing to work to fulfil its pledge to support national education systems in the inclusion of forcibly displaced populations by providing technical assistance for systems and is in the process of finalising a global strategy for education for people on the move. Implementation of the UNESCO Qualifications Passport has continued in Zambia with work to bridge UQP holders to potential learning and employment pathways bolstered, further implementation is also underway in Iraq. With funding from Education Cannot Wait, UNESCO is responding to the need for comprehensive, disaggregated, timely and reliable EIE data and is implementing country-specific interventions in Ethiopia, South Sudan and Chad that seek to make institutional education information systems more crisis-sensitive. Finally, increased focus is being given to the nexus between climate change, displacement and education across UNESCO, with vital research and work centred on the implications of this nexus for inclusion and the right to education being conducted in multiple diverse geographies.



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## Financing & Resources

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

The Global Compact on Refugees acknowledges that many host states struggle to meet all resource requirements required to ensure meaningful inclusion of refugees in national systems, including education. Given the current trend in protracted refugee situations, the Education Co-sponsorship Alliance also recognised that financial and technical responses need to be sustainable and forward-looking, and transition away from short-term funding schemes. During the GRF many pledges were received committing domestic financing to support inclusion, as well as international commitments to support these domestic efforts. In addition, the use of International Development Association (IDA) refugee subwindows, Global Partnership for Education grants, and contributions from Education Cannot Wait have started to be leveraged in some locations to ensure national systems include and meet the needs of refugees and host communities.

COVID-19 also brought forward new financial and resource demands to ensure education systems were able to provide students with continuous learning options. While education supporters around the globe scrambled to source additional resources to meet these needs, many of the global funds and programmes did not adequately cater for, or include, refugee and displaced communities. Advocacy efforts have been extended to ensure that the commitments of the Global Compact on Refugees are realised even amongst global emergencies, and that efforts and resourcing provided in 2021 can ensure equitable access for these populations. Beyond the COVID-related global funding challenges experienced in 2020, progress was made within this outcome with important action being taken to realise the GRF pledge commitments of 2019.

### PLEDGE UPDATES

- **ECW, GPE** and the **World Bank** made a joint pledge to coordinate and align the planning, financing and delivery of education assistance to refugees and host communities. The three organisations have developed a joint action plan for the implementation of this pledge and have identified 10 priority countries in which they will identify opportunities for improved collaboration, coordination and sequenced financing, taking into account existing support and gaps.
- **Germany** and **Norway** fulfilled their pledges of financial support for refugees children and youth education. The German Federal Ministry for Economic Cooperation and Development (BMZ) contributed an additional €16 million to the Multi Year Resilience Programmes of the Education Cannot Wait (ECW) fund, to support education for children and youth in regions affected by crisis in 2019, and another €11.8 million in 2020. Norway provided financial support to UNHCR for the implementation of its education strategy, with funds transferred in December 2019. Ireland also contributed €4 million to Education Cannot Wait in December 2019 (the first contribution of a €6 million pledge) to meet the educational needs of children and young people affected by crises, including refugee and displaced children.
- **International Education Funders Group (IEFG) Working Group on Education in Emergencies** made a pledge to support holistic learning outcomes for equitable access to quality education for refugees. In the first few months of 2020, scoping work was carried out to learn



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about other funder and network databases. On 31 March 2020, a menu of options was presented to working group members, who discussed which elements to take forward for their membership tracking and database. A member survey and corresponding online directory were also developed, including components related to tracking our work on improving holistic learning outcomes and outcome measurement. The online survey and directory went live in July 2020. The survey data will allow us to analyse trends and patterns related to where and how foundations are supporting quality learning opportunities for refugees and track the collective efforts of philanthropic actors towards improving holistic learning outcomes and outcome measurement.

- **Dubai Cares**, together with UNESCO, have elaborated the details of the UNESCO Tertiary Qualifications Passport pilot programme in two

new countries: Iraq and Colombia. Dubai Cares will contribute 640,000 USD towards the pilot that is due to be launched in Q3, 2020. The programme will facilitate the recognition of refugees' qualifications, even in the absence of full documentation, with a view to supporting the inclusion of refugee youth in higher education. The programme has been developed to ensure alignment with the goals of the Global Compact for Refugees. Dubai Cares, together with Save the Children, is also in the initial design phase of developing a programme to operationalise the Nurture and Care Framework in a crisis context. Dubai Cares will contribute 2 million USD towards this programme, with a view to supporting the provision of early childhood development of refugees. The programme will lay the groundwork to equip refugee children with the necessary skills and tools to transition to pre-primary education in the national system of their host country.



## Equity & Inclusion

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

The Education Co-Sponsorship Alliance acknowledges that even when pathways into education are in place, the most marginalised and vulnerable children and youth are still at risk of remaining out of school or dropping out. This is why the Global Framework for Refugee Education attached specific importance to pledges relating to equity and inclusion. While many pledging entities have alluded to their support for equitable educational access, few explicitly state how their commitments include gender- and disability-responsive policies or interventions. While important progress has been made by the Education Co-Sponsorship Alliance members in increasing advocacy and programming to enable equitable access, it is vital that all Alliance members further

their commitments to equity and inclusion. This can be achieved by enhancing considerations for age, gender, disability and diversity within all existing pledges, as well as specifying in future updates what exact efforts are being made, demonstrating the Alliance's commitment to this vital outcome.

Responses to the COVID-19 pandemic also put learners with disabilities, unaccompanied minors and separated children, girls and young women and ethnic minorities at increased risk - with limited access to continuous learning opportunities during school closures. A projection conducted by Malala Fund and UNHCR estimates that half of all refugee girls in school prior to COVID closures are likely not to return when schools re-commence (UNHCR, [Coming Together for Refugee Education](#), 2020).



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## PLEDGE UPDATES

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- Towards its pledge on language training for refugees in South-East Turkey, **Liechtenstein, through Liechtenstein Language (LieLa)** has commenced the translation process of Turkish teaching materials, with only minor delays due to the COVID-19 pandemic. LieLa expects that the Turkish teaching materials will be finalised by August/September 2020 for their timely use for the first training session of language teachers in Turkey in September 2020. RET International and LieLa are consulting to assess when the training of language teachers can take place due to the COVID-19 situation. It has been discussed whether training could take place online but due to the interactive and playful approach of the teaching method, which sets it apart from other language teaching methods, LieLa and RET International have decided that classes have to be taught in person. The Liechtenstein Government disbursed the payments for both its partner organisations (LieLa and RET International) for 2020 in January 2020.
- **Plan International's** regional response in the Sahel region is implementing gender-transformative refugee education, with the support of Plan Canada through an integrated programme across Burkina Faso, Mali and Nigeria. Global Affairs Canada has provided the programme with a combined 45 million CAD for vulnerable, displaced and refugee children, particularly girls. Plan International also launched the 'PlayMatters at Home' suite, targeting children age 3 – 12+ and their families during the COVID-19 lockdown. 'PlayMatters at Home' is a gender-responsive and play-based suite with remote training of teachers in Mental Health and Psychosocial Support, enabling them to support families and prepare for a return to school. Starting from September, Plan International Denmark will begin content development and testing of resources targeting educators, parents/caregivers, communities, and system-level actors to improve their capacity. Plan International also jointly published, with UNESCO, UNGEI, UNICEF and Malala Fund, the 'Build Back Equal' report, focusing on the importance of supporting girls' return to school, including refugees, following COVID-19 related school closures. Plan also participated in the development of an inter-agency guidance for practitioners, published by the Global Education Cluster and Child Protection Area of Responsibility: Safe Back to School Guide. Although a practitioners' guide, it was launched in webinars in all regions, which included participation by governments and other policy makers.
- **RET** is providing technical support and expertise to facilitate refugee youth (with a particular focus on girls) access to and completion of quality and relevant education, preferably within or in line with the education system of the host country, where possible. RET is also increasing the proportion of its support to refugee adolescents and youth access to "accredited education" relative to other education programmes. The organisation is including support to national education systems in its education interventions, its education personnel and the education community at large, in order to enhance their capacity to include refugee and other displaced adolescents & youth, including those with disabilities, and prevent/mitigate behaviours and acts of discrimination and harassment against them. Finally, RET is working towards mainstreaming Disaster Risk Reduction & Management within its education interventions, to improve all learners' education on climate change mitigation, adaptation, impact reduction and early warning.



## Innovation & Connected Education

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

The events of 2020 have reaffirmed the importance of investing in exploring educational innovations and scaling evidence-based practices that facilitate the enhancement and expansion of learning opportunities for both refugees and host community learners. In a year marked by educational disruptions, earlier investments in digital infrastructure, content and literacy yielded tremendous gains as many governments rapidly shifted to remote continuous learning opportunities in response to school closures. Unfortunately, these prior investments were limited and unable to meet the needs of the vast majority of displaced learners who remained without the advantages of connected education that many national systems, teachers and peers embraced globally.

COVID-19 responses clearly identified an immense and growing digital divide; demonstrating the need for GRF pledges to help address this gap and support the scale-up of education innovations and increase the investments made in connected education. While important progress was made against innovation and connected education-related pledges, additional efforts were made by countries and educational actors around the world to include refugees in national initiatives to promote continuous and home-based learning throughout COVID-19 school closures. These attempts demonstrate a solid commitment to the principles underlying the Global Compact on Refugees, however much more work is needed to ensure equitable access and digital inclusion of displaced learners.

### PLEDGE UPDATES

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- With the aim of developing future-ready skills that support expanded opportunities in refugee and host communities, **Microsoft** has continued to focus on the increased engagement of females in digital literacy bootcamps and the training of trainers. Over the last six months of 2020, capacity building for programme coaches has continued despite COVID-19 lockdowns via the provision of data bundles supporting professional development. The connected education programme in Kakuma also worked to safely reconvene basic training in two sites ahead of schools opening, following lockdown, and has now reached over 10,000 learners (including 4,000+ in 2020).
- **The Connected Learning in Crises Consortium (CLCC)** has made progress on its pledge, including through CLCC members increasing the number of learners reached. CLCC has expanded its membership, with six new members, four

of whom come from primary refugee-hosting countries in MENA and East Africa and include two student-led organisations. Members of the CLCC adapted the implementation of programmes to accommodate COVID-19 lockdowns, including provision of data bundles and increased connectivity to enable continuity of learning for refugee students. The CLCC co-leadership also presented at international meetings and published articles advocating for the rights of refugee access to education. In addition, the CLCC is a co-sponsor of the “Inclusive Teaching and Learning using Digital Pedagogies Project”, led by the Carey Institute for Global Good and supported by Open Society Foundations. Finally, the CLCC sponsored a virtual World Refugee Day event produced by Kiron that was free for a global audience to attend. The CLCC promoted the inclusion of its learners as lead contributors in international conferences, events, and journals.



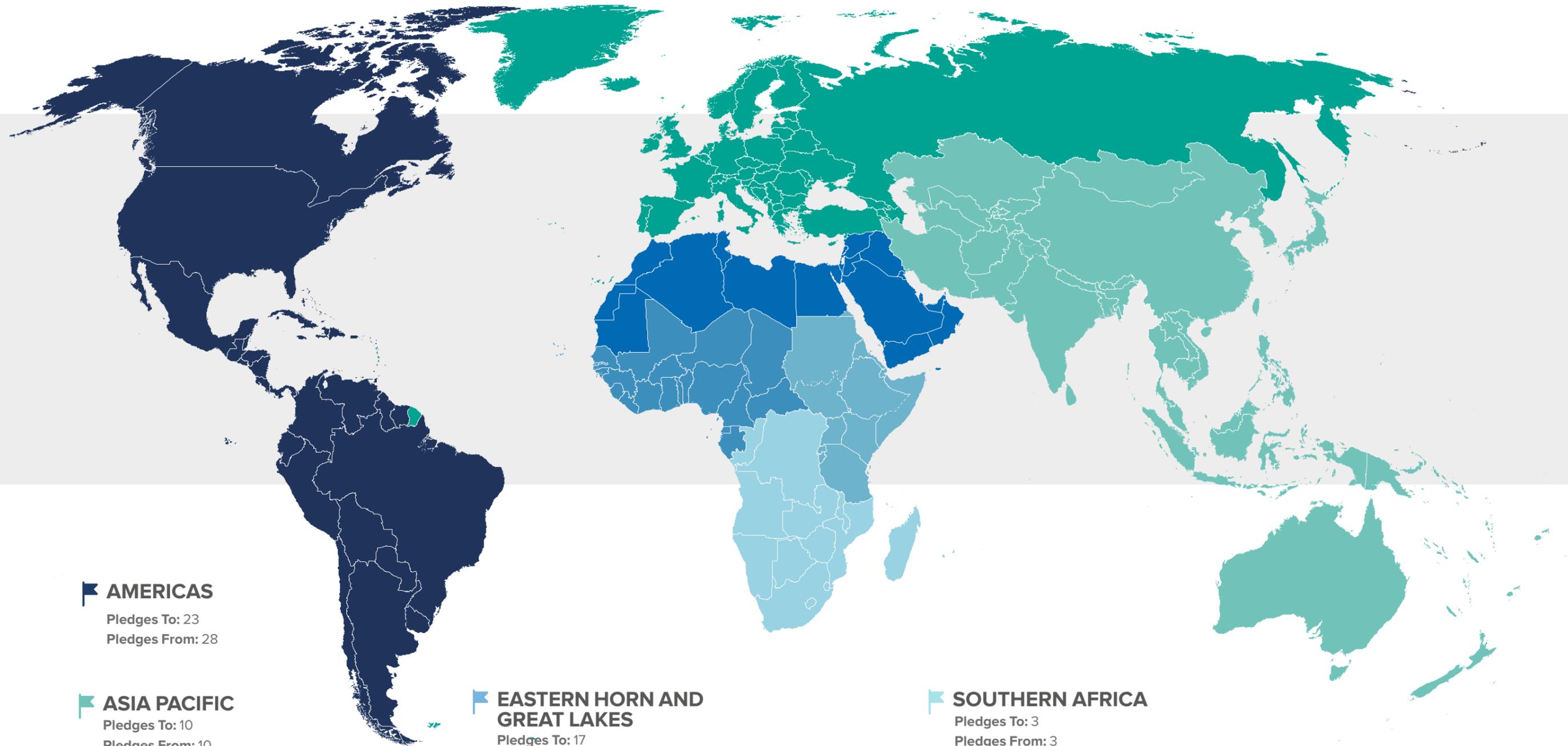
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- The COVID-19 pandemic shifted **Learning Equality's** ability to support current users in emergency and crisis contexts. Kolibri was designed for use without the Internet, but with a distribution, access and learning model based on the assumption of a physical space for social connection, which has not always been the case during the pandemic. As a result, by focusing on a combination of how Kolibri can support learning during COVID-19 restrictions, and incorporating lessons learned around how Kolibri can best be used in refugee contexts, the team has been adapting both the development of the Kolibri ecosystem and its implementation to best support refugee learners. Examples of steps taken include: working with Madrasati, an initiative of Queen Rania, to finalize and make available aligned digital STEM materials to the

Jordanian curriculum; developing pedagogical support materials for at-home learning with edtech during the pandemic; working with implementing partners in Uganda to plan for an Android App with Kolibri to support continuity of learning for exam preparation at home and beyond; and continued collaborations with UNHCR and implementing partners for sustainability of this work. While the COVID-19 pandemic shifted their ability to work closely and implement with beneficiaries in developing these public goods, the team made progress in each of the pledged areas, including expanding the use of Kolibri for learning at home and supporting the alignment of digital STEM resources to national curricula.



# Education pledges by region



**AMERICAS**  
Pledges To: 23  
Pledges From: 28

**ASIA PACIFIC**  
Pledges To: 10  
Pledges From: 10

**EUROPE**  
Pledges To: 28  
Pledges From: 58

**EASTERN HORN AND GREAT LAKES**  
Pledges To: 17  
Pledges From: 16

**WEST AND CENTRAL AFRICA**  
Pledges To: 9  
Pledges From: 9

**SOUTHERN AFRICA**  
Pledges To: 3  
Pledges From: 3

**MIDDLE EAST AND NORTH AFRICA**  
Pledges To: 17  
Pledges From: 16

**GLOBAL**  
Pledges To: 98  
Pledges From: 68



## REGION: **Americas**

Fifteen education-related pledges were made during the GRF, for the Americas region, focusing on inclusion in national systems, higher education opportunities, complementary pathways and scholarships as well as Education in Emergency planning. This includes pledges by States such as Argentina, Belize, Costa Rica, Canada, Dominican Republic, Ecuador, El Salvador and Guatemala. Despite the challenges posed by the COVID-19

pandemic, progress is being made on a number of pledges, with 10 submitting updates before the end of 2020.

🚩 In **El Salvador**, the Ministry of Education has made significant progress in the implementation of its pledge to the GRF. Currently, the Ministry care and assistance guidelines for displaced and deported

children with protection needs are being used for the internal referral of cases and linkage to existing assistance services. Additionally, digital material has been developed for awareness-raising activities with teachers on the rights of displaced persons, including specialised training sessions on internal forced displacement, as well as the use of digital platforms, for 132 teachers in 2020. In addition, 14 school counseling centres have been established, which provide care, support, psycho-emotional accompaniment and legal advice to children, adolescents and the educational community to mitigate the impact of violence and the risk of dropping out of school, prioritising educational centres in high-risk communities. Online training workshops on the use of the Information

System for Salvadoran Educational Management (SIGES in Spanish) are also being implemented, which includes a variable of school dropout due to internal forced displacement and the ability to create a unique file for each student. Moreover, improvements to school infrastructure are being implemented, including the enhancement of a classroom for Accelerated Education and other complementary spaces, to improve attention to and monitoring of cases in the field.

▶ In **Mexico**, Programa Casa Refugiados AC worked in collaboration with UNHCR to identify the basic needs of the population regarding education. Informational workshops were held, aimed at the adult population, some of whom are tutors for children and young people.







## REGION: **Asia Pacific**

The Asia Pacific region remains under-represented in terms of education pledges. Ten education pledges were made by States, international NGOs and the private sector during GRF.

The Government of Japan pledged to continue its support for Syrian higher education students through its scholarship programme and Japan ICU similarly pledged to support complementary pathways and acceptance of Syrian students for education opportunities in Japan. NRC Iran submitted a pledge on improving access to quality education for Afghan refugees, displaced Afghans

in Iran, and vulnerable host communities in Iran. Some states, including Afghanistan, Australia, and Indonesia, pledged to continue expanding access to education for refugees and returnees. Malaysia and New Zealand also submitted pledges specifically on expanding access to higher education for refugees, while Thailand committed to working on the recognition of educational certificates and documents for displaced children from Myanmar and Philippines. Private sector partners pledged support for skills and livelihood training in support of durable solutions for refugees, as well as for stateless children. Several pledges that committed

contributions to UNHCR and ECW have also been fulfilled, helping to ensure additional and reliable resources for the inclusion of refugees in national education systems.

Despite the challenges posed by the COVID-19 pandemic, **Australia** continues to work with humanitarian partners to expand access to education by refugees and host communities, and to improving the quality and inclusiveness of education systems. Australia is supporting humanitarian partners through multi-year investments to implement education programmes in Bangladesh and Myanmar, and continue to work with governments, humanitarian actors and affected refugee and host communities to advocate for more equitable access to education – which is critical in the midst of the pandemic. For example, in Cox’s Bazar in Bangladesh prior to the closure of learning centres in March 2020, Australia’s support to UNICEF helped them provide education to 231,577 children.

**New Zealand** is supporting access to education (higher and skills training) for 18-20 year-old refugees. Planning is underway, taking into account the impacts of COVID-19 on skills training and the related employment environment in the country.

**Japan ICU Foundation** organised four large format online discussions focused on developing complementary education pathways and higher education opportunities for refugees in the Asia Pacific region. Committed stakeholders also formed a working group to continue the work in this region.

Guided by the Circular Note of the Indonesian Minister of Education issued on 19 July 2019, the Government of the **Republic of Indonesia** provides access for all refugee children to enrol in primary and secondary schools in Indonesia. This policy provides the opportunity for 3893 refugee children currently living in Indonesia to be enrolled in Indonesia’s educational institutions. Since the policy was issued last July 2019, more than 500 refugee children have already been enrolled in primary schools in Indonesia. The majority of them are in Indonesian public schools, which are funded by local government. Upon the completion of their education, refugee children will be awarded a special certificate that will serve as a reference confirming their level of educational attainment.

## Looking forward

The COVID-19 pandemic is exacerbating existing hardships and the corresponding needs related to the inclusion of refugees in education systems in the region. Going forward, key work includes sharing learnings on the impacts of COVID-19 upon education for refugees, monitoring protection considerations associated with closures and back to school activities, adaptation to new humanitarian priorities, as well as assessing links between education and new labour market demands in light of COVID-19 and in terms of pathways to sustainable livelihoods.



REGION:

## Eastern Horn & Great Lakes (Africa)

In the Eastern Horn and Great Lakes region, eight countries made education related pledges. Out of these countries, the majority made progress on their pledges in 2020, despite the COVID-19 pandemic. Three countries: Djibouti, Kenya and Ethiopia made progress on policy for the inclusion of refugees into national education systems. Six countries (Uganda, Djibouti, Ethiopia, Sudan, South Sudan and Somalia), completed multi-year education costed plans on education for refugees and the host community. Meanwhile, two countries, Rwanda and South Sudan made improvements on school infrastructure and improvement of quality education.



**Djibouti** made two pledges at the GRF which have made significant progress. The pledges include the commitment to include refugees in national education systems and to strengthen teacher training and certification covered by the national budget. In 2020, the Government of Djibouti made several decrees and processes to address the aforementioned pledges, including:

- Establishing a gradual inclusion of refugees into the national system;
- Passing a decree to gradually integrate refugee teachers into the national budget as part of their 4-year plan;

- Passing a decree in 2020 to offer certificates to refugees in high school who studied the Kenyan curriculum.

**Kenya** pledged to “Adopt a policy of systematic inclusion of refugees in the national education system” during the GRF. Progress towards this pledge includes working on a draft policy on inclusion of refugees into the National Education System. The MoE also worked in 2020 with UNHCR, UNICEF, UNESCO and the World Bank on the production of a “Multi-year Education Costed Plan” that includes refugees.

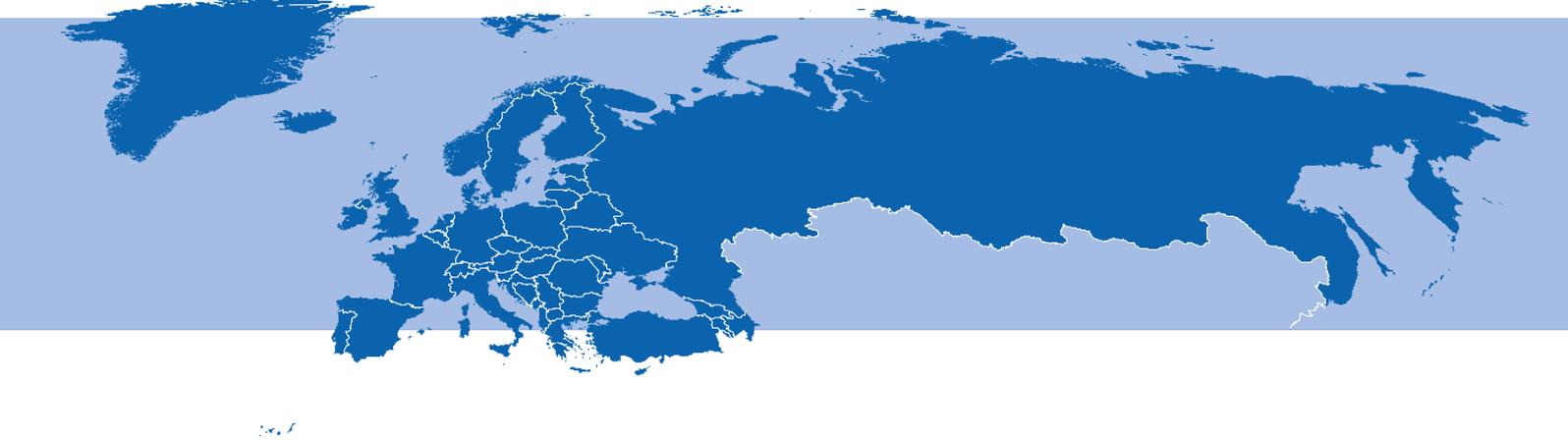
**Ethiopia** pledged to provide equitable, quality and accredited skills training to 20,000 host community and refugee students and has made the following progress in 2020:

- The first integrated TVET college (with refugee and host community students) has opened and is running in Addis Ababa;
- TVET centres in refugee camps (Somali Region) have been established and accredited;
- An Integrated Employment Promotion Programme (IEPP) has commenced, benefitting 150 graduates so far.



## Looking forward:

The countries in the Eastern Horn and Great Lakes region that host some of the largest refugee populations in the world, are struggling to strengthen their own education systems - to provide high quality education to host community children and youth - and therefore often lack the financial resources to actualise the pledges made. However, the commitment made by the international community under the Global Compact for Refugees on collective responsibility over refugees provides an opportunity moving forward. Many of the pledges made were Government commitments and therefore the hope is that they can increase their domestic funding to address the pledges made.



## REGION: **Europe**

In the Europe region, a number of state pledges were made on education during the GRF, including on access to higher education, TVET, language training, and inclusion in national education systems. Despite COVID-19 related challenges, 24 pledge updates were received (at time of writing) reporting progress.

Under the State programme in **Georgia**, access to education is provided for asylum seeker minors, minors under international protection and minors placed in the migration Department of Ministry of Internal Affairs. So far, a free of charge Georgian language course has been delivered under the programme in Tbilisi public school N81. From September 2020, two public schools (in Tbilisi and Martkopi) will also be added. Translation of Technical Vocational Education Training (TVET) institutions admission tests into English is planned, to ensure wider access to TVET institutions for refugees and humanitarian status holders.

This action is planned to be supported by UNHCR. Deadline for completion of the task is recommended to be postponed until Autumn 2021, due to COVID-19. Documents for the regulation of non-formal education recognition were developed and approved. Since the end of 2019, educational institutions can apply to the LEPL National Centre for Educational Quality Enhancement (EQE) to obtain the right to the recognition of non-formal education. Currently there is one educational institution in the system that has obtained these rights, with more in the process.

**Germany** has pledged to extend the package of domestic measures for integrating asylum-seekers and refugees into the German higher education system, building on existing and reliable structures as much as possible. The **German Academic Exchange Service (DAAD)** has rolled out these measures with



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200 dedicated German higher education institutions, following a four-phase model: 1. Entrance – standardised aptitude testing, recognising prior qualifications, counselling; 2. Preparation – offering German classes and subject-related courses; 3. Study – ensuring academic progress, mentoring and supplementary modules; 4. Career – preparing for a successful transition into the labour market. As another specific group, refugees with a foreign degree are trained for a qualified transition into the academic workforce. In the COVID-19 pandemic, the participating

universities have accelerated efforts to digitise courses and mentoring. The German Federal Government has allocated another €50 million to the programmes, amounting to a total of €150 million from 2016 to 2021.

▀ **Portugal** pledged to develop a comprehensive and accessible language programme for refugees, which has been fulfilled. The new Portuguese language courses have been redesigned, not only extending the offer to Vocational Centres and thus encouraging lifelong learning processes, but also allowing

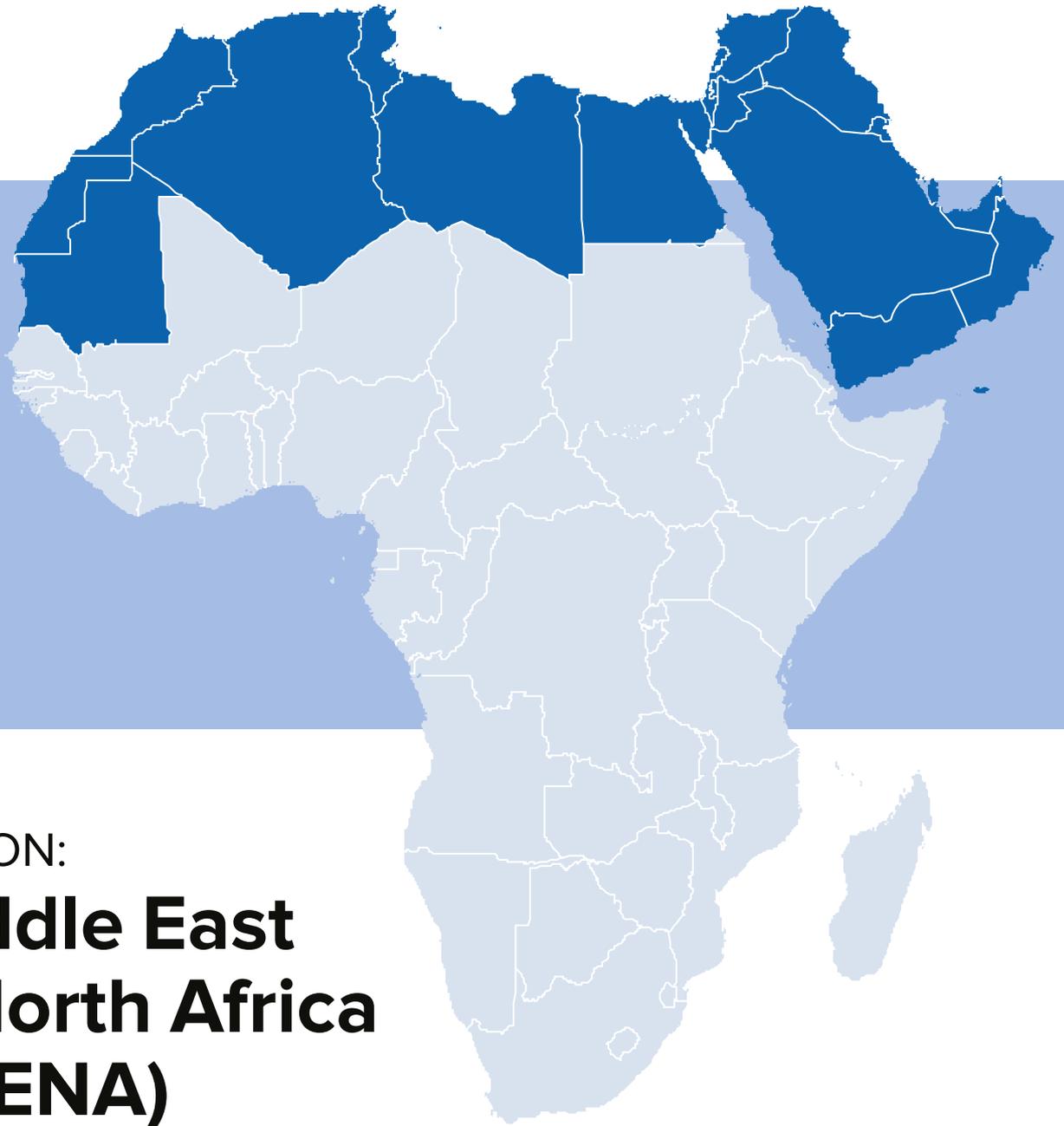
flexibility in the composition and schedules of the courses, adapted to the needs of migrants. The new courses can also be accessed and attended by citizens during their process of regularisation, as initial integration should not be dependent on a process migrants cannot control. Portuguese classes are a fundamental tool for the integration process.

 Towards its pledge to update its policy paper on the integration of pupils with migrant backgrounds to the **Cyprus** education system, Cyprus has prepared a Guide to the admission and integration of students with Immigrant backgrounds for secondary schools and the Reception Guide to Primary Education has been revised. In addition, a number of school announcements have been translated into different languages, to facilitate the reception phase and communication between school and migrant families. Regarding teaching Greek as a second language, a new curriculum that includes pre-primary to secondary education pupils has been completed and

implementation started in September 2020. Changes regarding allocation of hours dedicated to teaching Greek as a second language are also under consideration. In order to widen language-focused teaching support to include other competencies and school subjects, better preparation and accompany transition into mainstream education, students with migrant backgrounds will attend extra classes in Maths, Biology, English and Music in secondary education, from September 2020. In order to provide specific training and support for teachers, school leaders and inspectors on migrant education and inclusion, The Cyprus Pedagogical Institute has started online networking with groups of teachers who are teaching Greek as a second language. This practice will continue from September 2020, with school leaders in primary education and with teachers of Maths and Physics in secondary education.

## Looking forward:

As is the case in other regions, European education systems are facing unprecedented challenges in adapting to restrictions and sanitary measures during the COVID-19 pandemic. Many schools across the region are expected to remain at least partially locked down in 2021. Millions of pupils will continue to learn at a distance and schools will continue to face restrictions in offering normal educational schedules to their pupils. This situation has exacerbated existing disparities between more affluent and socially vulnerable children, especially displaced learners. The main objectives going forward will be to continue supporting initiatives to ensure access to education of displaced learners, to ensure they have access to electronic devices and support for home schooling and distance learning, to ensure access to education and to provide psycho-social and pedagogical support, including support for language learning and integration.



REGION:  
**Middle East  
& North Africa  
(MENA)**

Out of the forty education-themed pledges with a regional focus, seventeen have been noted as either in progress or at the planning stage during 2020. These include:

- Policy research on promotion of inclusive education policies in the area of higher education for young Syrian refugees in host countries;
- Roll-out of the Universal Qualifications Passport (UQP);
- Support for holistic teacher preparation and professional development programmes;
- Expanding education programming and reducing gender-based disparities;
- Provision of scholarships to promote the enrolment of refugee youth in connected learning programmes;
- Provision of specific language, ICT and other programmes to strengthen qualifications and skills in transition from secondary to tertiary education for both refugees and IDPs.

Three pledges have been fulfilled, including on support related to third country scholarships/

complementary pathways, programmes with specialised training for caregivers, educators and emergency practitioners, teacher training and social emotional learning (SEL) curricula.

Despite the challenges presented by the COVID-19 pandemic in 2020, several government, academic and civil society partners have been able to adhere to their commitment on extending scholarship opportunities to **Syrian** youth. Third country scholarship opportunities in particular present an important complementary pathway for admission to a third country, enabling young refugees to gain a chance to develop their potential in a safe environment. Within the framework of the Japanese Initiative for the future of Syrian Refugees (JISR), Japan has thus far received 79 refugee students and their 44 family members. By 2021, Japan will

accept up to 150 Syrian students to provide higher education opportunities in Japan. The programme has been upgraded to include online interviews as part of the selection process for the new intake.

**Progetto Mediterraneo** (Mediterranean Project), which aims to educate disadvantaged and refugee students by giving them access to Bachelor's and Master's Degree courses provided in English by Luiss Guido Carli University in Rome, was upgraded to include a remote learning option for the first year and extended to include more scholarship opportunities for refugees residing in Jordan and Morocco. Additionally, the LCC International University working in partnership with UN agencies, NGOs and humanitarian organisations in Lebanon, Jordan, Iraq and Turkey, has been able to continuously



support refugee students from minority and under-represented groups, by adjusting the modalities of delivery to online methods and enhancing assistance.

🚩 **Egypt** advanced on implementing innovative technological solutions in education while using a blend of classroom and distance learning and sustaining access to education for the most vulnerable, including refugees, during COVID-19 school closures. This progress has been well aligned with the country's overall commitment on ensuring access to education for refugee children within the national education system in line with the national education strategy for 2030, made at the GRF in December, 2019.

🚩 As a joint co-funding venture between Education Above All (EAA), **Qatar** Fund for Development, UNDP and the international non-governmental organisation (INGO) SPARK, Education Above All continued to support the Dynamic Futures Scholarship

and Empowerment Program, providing scholarships to refugee and host country youth in **Iraq, Jordan, Lebanon, the Occupied Palestinian Territories, Syria and Turkey**. To date, around 7400 scholarships have been provided, enabling refugee youth access to comprehensive, relevant tertiary education through higher education institutions and technical schools within the region. In 2020, the Luminus Technical University College (LTUC) in Jordan supported continuous learning for approximately 2000 refugee and host community students, engaged in TVET programmes and courses. Through Education Above All (EAA)'s Qatar Scholarship Programme, discussions are underway with LTUC to jointly support an additional 400 refugee students to enrol.

## Looking forward:

Education actors in the region remain committed to building on the experiences of COVID-19, whereby education systems had to become more flexible in a short timeframe. The region has seen the creation of multiple pathways (online and blended) during 2020. In 2021, these multiple pathways will need to be consolidated and improved to facilitate the integration of refugee learning within formal systems. It is also expected that partners will promote more granular responses towards alignment of digital learning methodologies, quality and certified opportunities and livelihoods strategies.

For higher education, advocacy and technical engagement with academic networks, institutions, private sector partners, donor organisations and scholarship providers will continue, along with the aspirations of the 15by30 Roadmap, with the aim of securing more opportunities for refugee students. Expansion of the development and implementation of joint resources and of regional and/or country-level technical advice on the development of teacher skills in distance learning, learning assessment, curricula adjustment and innovative teaching and learning approaches - as highlighted in communication with the Ministries of Education during the Regional Ministerial Meeting on Back to Learning in the Arab region - will continue through the regional framework, supported by UNESCO, UNICEF, UNHCR, WFP, UNRWA, and the World Bank.



## REGION: **Southern Africa**

There are six pledges related to education in the Southern Africa Region, four of which were made by state actors. These commitments promoted inclusion in the national education systems, including access to tertiary education, systems strengthening through the establishment of additional education infrastructure to accommodate more learners, and teachers' deployment in schools hosting refugees.

While not education-specific, additional pledges aimed at strengthening protection or asylum capacity and pursuing durable solutions within the

region to create a conducive policy environment to seek access to equitable quality education for persons of concern. For instance, in Namibia, the government issued 1800 of the 2400 former Angolan refugees with national documents as part of durable solutions and refugees' inclusion in the Malawi Growth and Development Strategy III. In the Republic of Congo (RoC), refugees receive the same treatment as nationals in accessing education at various levels.

 The **Zambian Government** is facilitating the establishment of additional schools in



refugee settlements. In 2021, the Mantapala settlement will be enrolling the first cohort of secondary school learners. Additionally, the Government commenced teachers' deployment to enhance the teaching and learning process and the incorporation of Refugee Schools in National Education Information Systems. By granting settlement schools Examination Centre Status, the Government enabled learners to write their examination without the additional costs

associated with the candidates traveling out of the settlement. Nonetheless, access to secondary and tertiary education outside the camps requires study permits that act as inadvertent barriers. Besides, tertiary education costs remain prohibitive to most would-be learners; for instance, close to 1,000 grade twelve graduates can not access tertiary education due to tuition related fees.

As part of the efforts to expand access to tertiary education in **Zimbabwe** for refugees and asylum seekers, processes are underway to establish a technical/ vocational training centre, with an innovation hub as well as blended learning programmes. Some of the equipment to kick start the initiative was made available through the African Development Bank's self-reliant initiative. Services will be accessible to refugees and hosting nationals as part of the ongoing efforts to promote equitable access and peaceful co-existence.

The roll out of UNESCO qualification passport (UQP) in Zambia and South Africa is helping refugee students to have their qualifications recognised by the national system. The initial pilot phase was rolled out in Zambia in 2020, with the next phase targeting refugee populations residing in Meheba settlement, including collaborative work in the qualification pathway initiative. In South Africa, a stakeholders consultative discussion bringing together the Ministry of Home Affairs, UNESCO, South Africa Qualification Authority (SAQA), NOKUT and UNHCR sought to lay a foundation for UQP piloting in 2020.

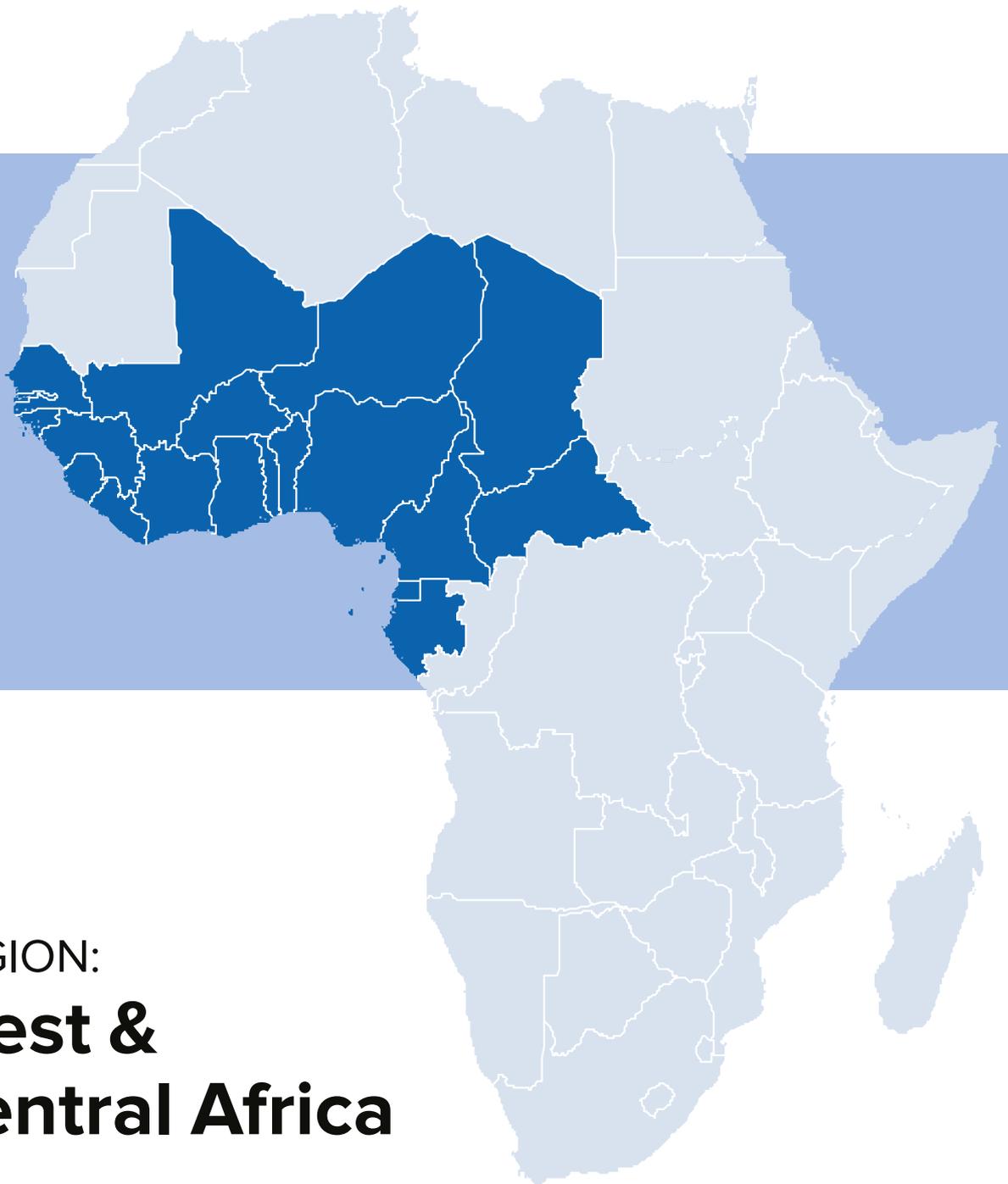
## Looking forward:

The Regional Bureau of Southern Africa (RBSA) and Southern African Development Community (SADC) are committed to supporting the implementation of education pledges. As part of the joint action plan, RBSA and SADC will convene the regional conference, Pledges to Reality, to bring together States in the region to develop critical actions to accelerate the pledges' implementation. However, given the COVID-19 restrictions, RBSA and SADC re-assessed implementation during the Annual Refugee Commissioners meeting in December to maintain the momentum.

In Zambia, efforts are underway to develop a refugee inclusion strategy that facilitates collaborative efforts to expand space for equitable quality education for children affected by conflict. Consistent with the expansion of the education resource base, UNHCR will continue working with governments and other partners to maximise the financial contributions from ECW and GPE in DRC, ECW in Zambia and Mozambique, and EAC in Malawi. Additionally, the UNHCR Regional Bureau of Southern Africa will continue engaging development actors such as World Bank, African Development Bank (AfDB) and the German Federal Ministry of Economic Cooperation and Development (BMZ), German Corporation for International Cooperation (GIZ) and the German Development Bank, KfW, to explore new opportunities to augment the GRF pledges.

UNHCR operations and their respective government counterparts highlighted the need for support in:

- Resource mobilisation to support implementation, including identifying matching financial pledges.
- Engagement with development actors, including but not limited to the World Bank, AfDB, for the inclusion of refugees in their programmes and technical assistance extended to countries.
- Knowledge-sharing and cross-fertilisation of good practices with countries in other regions.



REGION:  
**West &  
Central Africa**

Six countries out of the twenty-one in the West & Central Africa region pledged to support education for refugee and displaced children, by ensuring their full inclusion in national education systems. Supporting and enhancing the inclusion of refugees in national development plans and policies helps to strengthen their access to inclusive and quality education systems, as well as the capacity of these systems to respond to crises.

Three countries have started to take concrete actions in this direction: Chad, Central African Republic, and Ivory Coast. The CEMAC (Central African Economic and Monetary Community) has also committed to supporting its six Member States to ensure consistency in the education response for refugee populations at sub-regional level.

▶ **The Central African Republic** recently developed its new education sector plan (2020-2029), which includes refugees and returnees and considers areas of return as a priority to strengthen infrastructure and educational opportunities, to improve inclusion of refugees and returnees in the national education system.

▶ **Ivory Coast** supported refugee children in exam classes during the COVID-19 crisis, by providing them with cash assistance, so they can access learning resources to catch-up with missed learning and take their end of year exams.



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🚩 **Chad** made a strong and ambitious pledge to further integrate refugees into all levels of the national education system, by including refugees in the national education law, continuing the assignment of Chadian teachers to camp schools, and taking over the management of all camp schools officialised by the Government. In November 2020, the Chadian Ministry of Education validated the Education 2030 strategy for the inclusion of refugees in Chad, jointly developed with UNHCR. This contextualised version of the UNHCR Global Education Strategy outlines concrete actions to be implemented over the next ten years, to enhance the inclusion of refugee students and teachers in the national education system.

🚩 In 2020, **Education Cannot Wait** launched several First Emergency Response projects in Burkina Faso, Chad, Mali, and Niger, for which refugees have been included among the beneficiaries, whether through direct funding to UNHCR or in projects financed by partners. Over the next three years, the Multi Year Resilience Programmes developed in the three Central Sahel countries (Burkina Faso, Mali and Niger), aiming to strengthen coordination across humanitarian and development programming, should also largely benefit refugee and displaced children in the three countries.

## Looking forward:

Although the COVID-19 crisis has led to a slowdown in Governments' efforts to improve the inclusion of refugees in national education systems, the post-COVID return to school is an opportunity to renew these efforts by ensuring the principles of 'build back better', for all children, in order to achieve the SDG4 targets over the next decade.

While the number of forced displacements continues to increase in West and Central Africa, the coordination of education actors in support of host country governments is crucial to sustainably increase funding for education in emergencies and strengthen inclusion of all displaced children.



# Pledge Overview

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# Outcome Area 1: Inclusion in National Systems

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Afghanistan	<input checked="" type="checkbox"/> Expand access for education for returnees	Asia Pacific	Afghanistan	The government plans to construct 6000 schools, UNHCR has a school construction plan under the NGO Pars Development Activists Association (PARS) and more schools are under construction through many NGOs, supported by donors.	
Amal Alliance	Prioritizing Psychosocial Support	Global	Global	Amal Alliance's We Are in This Together COVID-19 Response Podcast, Superhero Academy (featured on Education Above All's resource database) and the Colors of Kindness programme that forms part of the Humanitarian Education Accelerator address the wellbeing of refugee and host community children. All projects prioritise psychosocial needs through social emotional learning and trauma-informed play-based learning programmes that build resilience, inclusion and social cohesion. Our holistic, innovative distance learning approach nurtures the development of children's social, emotional, cognitive and physical competencies, helping improve displaced children's present realities to shape their future successes.	   
Amal Alliance	Teach/Caregiver Support and Development	Global	Global	Amal Alliance spearheaded a COVID-19 Response Consortium at the outset of the pandemic, including Karanga, Learning in Times of Crisis, Salzburg Global Seminar, and Qatar Foundation International, to develop adaptive tools applicable to culture and context for the most marginalised. The We Are In This Together podcast series provided caregivers with daily structure to enhance self-resilience and explore possibilities to support themselves and children through simple but meaningful activities that reinforced emotional wellbeing. It was translated into 4 languages and shared across 17 global platforms whose networks reached 543 organisations, and a combined 160,000 users worldwide.	  
Australia	Support for expanding access to education by refugees and host communities, and improving the quality and inclusiveness of education systems	Asia Pacific	Bangladesh, Myanmar	The COVID-19 pandemic has created significant challenges to delivering education to children globally, and refugees have been disproportionately affected by the crisis. This includes school closures and limited access to schooling through web-based platforms. Despite these challenges, Australia continues to work with our humanitarian partners to expand access to education by refugees and host communities, and to improve the quality and inclusiveness of education systems. We are supporting our humanitarian partners through multi-year investments to implement education programmes in Bangladesh and Myanmar, and continue to work with governments, humanitarian actors and affected refugee and host communities to advocate for more equitable access to education – which is critical in the midst of the pandemic. For example, in Cox's Bazar in Bangladesh prior to the closure of learning centres in March 2020, Australia's support to UNICEF helped them provide education to 231,577 children. Following the closure of learning centres, Australia is supporting UNICEF to help Rohingya volunteer teachers support caregiver-led, home-based learning. Australia's support for our education partners, including UNICEF and UNHCR, will also support the safe, phased transition back to face-to-face learning in Cox's Bazar, as well as preparations for the implementation of the Myanmar Curriculum Pilot. Australia also continues to support Humanity & Inclusion, through the Australian Humanitarian Partnership in Cox's Bazar, to ensure education programmes are inclusive of children with disabilities.	  
Bibliothèques Sans Frontières	Pledge to encourage open quality educational resources for refugees	Global	Global	We have put our open-access educational activity library online: <a href="http://www.bsftHEMA.org">www.bsftHEMA.org</a>	

\*All fulfilled pledges are identified with a green tick

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
BRAC	BRAC strives to work towards enabling a safe and stimulating childhood for every child, regardless of context	Asia Pacific	Bangladesh	In 2020, BRAC as part of the Play to Learn partnership with the LEGO Foundation, Sesame Workshop and IRC, developed a telecommunication model called Pashe Achhi in order to reach children and caregivers affected by the Covid-19 pandemic in both the Rohingya camps and the host community of Bangladesh. Through weekly telephone calls, trained frontline staff provide psychosocial support, as well as self-care tips and health and hygiene messages to caregivers while engaging children through play-based activities. This model, which promotes child development and caregiver well-being, uses a culturally contextualised curriculum and can be used to reach a great number of beneficiaries in a low-cost manner in any crisis setting.	 1
Caracol Television S.A.	<input checked="" type="checkbox"/> Somos Panas Colombia	Americas	Colombia	In alliance with UNHCR, Caracol and IOM, under the campaign Somos Panas Colombia, content was produced based on myths about the refugee and migrant population in Colombia. The initiative called "Mitos Vs Personas Reales" seeks to make known the real stories of the thousands of people who are seeking protection for their rights and a better future for their families in Colombia. <a href="https://www.caracoltv.com/corporativo/actualidad/es-hora-de-cuestionar-mitos-que-agudizan-la-discriminacion-de-migrantes-en-colombia-ie5069">https://www.caracoltv.com/corporativo/actualidad/es-hora-de-cuestionar-mitos-que-agudizan-la-discriminacion-de-migrantes-en-colombia-ie5069</a>	 9  10
Cyprus	Update of the "Policy paper on the integration of pupils with migrant background to the Cyprus educational system"	Europe	Cyprus	Regarding the reception phase in all education levels, a Guide to the admission and integration of students with Immigrant backgrounds has been prepared for secondary schools and the Reception Guide to Primary Education has been revised. In addition, a number of school announcements have been translated into different languages, to facilitate the reception phase and communication between school and migrant families. Regarding teaching Greek as a second language, a new curriculum that includes pre-primary to secondary education pupils has been completed and implementation will start by September 2020. Changes regarding allocation of hours dedicated to teaching Greek as a second language are also under consideration. In order to widen language-focused teaching support to include other competencies and school subjects, better preparation and to accompany transition into mainstream education, students with migrant backgrounds will attend extra classes in Maths, Biology, English and Music in secondary education, from September 2020. In order to provide specific training and support for teachers, school leaders and inspectors on migrant education and inclusion, The Cyprus Pedagogical Institute has started online networking with groups of teachers who are teaching Greek as a second language. This practice will continue from September 2020, with school leaders in primary education and with teachers of Maths and Physics in secondary education.	 1  2  3  7
Djibouti	Djibouti Train and provide certification for refugee teachers and progressively include their remuneration in the national budget.	EHAGL Africa	Djibouti	Students at secondary school level have received a certificate that is recognised as equivalent to the Baccalaureate (BAC). Teachers have been trained and certified through the University of Djibouti, and the remuneration of 160 teachers is under ongoing discussion at the Ministry level, for integration into the national budget in 2021.	 7  8
Dubai Cares	Provide financial assistance to key initiatives that support the inclusion of refugees in national education systems	Americas, MENA	Colombia, Iraq	Dubai Cares, together with UNESCO, have elaborated the details of the UNESCO Tertiary Qualifications Passport pilot programme in two new countries: Iraq and Colombia. Dubai Cares will contribute 640,000 USD towards the pilot that is due to be launched in Q3, 2020. The programme will facilitate the recognition of refugees' qualifications, even in the absence of full documentation, with a view to supporting the inclusion of refugee youth in higher education. The programme has been developed to ensure alignment with the goals of the Global Compact for Refugees. Dubai Cares, together with Save the Children, are also in the initial design phase of developing a programme to operationalise the Nurture and Care Framework in a crisis context. Dubai Cares will contribute 2 million USD towards this programme, with a view to supporting the provision of early childhood development of refugees. The programme will lay the groundwork to equip refugee children with necessary skills and tools to transition to pre-primary education in the national system of their host country	 1  5  8

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Education Above All	Advocate for the right to and protection of education for refugees	Global	Global (Uganda)	EAA Chairperson and SDG Advocate, Her Highness Sheikha Moza, called for a General Assembly resolution establishing the International Day to Protect Education from Attack. The day was established by a unanimous decision of the UN General Assembly, calling on UNESCO and UNICEF to raise awareness of the plight of millions of children living in countries affected by conflict. The resolution proclaiming the Day was presented by the State of Qatar and co-sponsored by 62 countries. The resolution declared September 9th as the International Day to Protect Education from Attack, a decision welcomed by the UN Secretary General, António Guterres and UNESCO Director-General, Audrey Azoulay. In connection to the International Day, Education Above All and its partners UNICEF, UNESCO, Qatar Fund for Development and the Save Our Future Now campaign, launched #UniteToProtect, a global campaign to raise awareness about attacks on education and call for greater global accountability to ensure and protect inclusive and equitable access to education. The call comes amid the devastating impact of the COVID-19 pandemic on education globally, particularly in conflict zones and fragile states. Joining the observance of the first International Day, prominent education advocates from Member States, UN agencies, the private sector and creative industries added their meaningful voices to #UniteToProtect campaign.	
Education Cannot Wait	Facilitate and invest in multi-year programmes for refugee and host-community children and youth to access quality education, with a focus on secondary education	Global	Global	ECW has scheduled multi-year resilience programmes in eight countries for 2020, encouraging grantees to ensure that activities include secondary education components, including for refugee and host community children and youth, and particularly for adolescent girls. This is part of a holistic and protection-oriented response that includes not only secondary education, but also other levels, as well as addressing refugee children with special needs, and support for mental health, sanitation and nutrition. ECW will continue this approach for multi-resilience programmes in countries scheduled for 2021. In this regard, ECW encourages donors to continue supporting its work to ensure that the educational needs of refugee children and host communities are met.	
Education for all Coalition	A Coalition of Experts to Support International Education Needs	Global	Global	A coalition of experts has been identified. Project proposals to address education gaps in teaching and resources have been identified and resources are being compiled. Coordination with other NGOs is also being coordinated. Due to COVID-19, programme implementation will begin on site when conditions allow. Otherwise, interim virtual programmes are being developed.	
Education International	Promoting refugees's right to teach and right to learn	Global	Global	In the context of the COVID-19 pandemic, EI has been calling on governments to ensure the learning of all children, including refugees and displaced children, capacity building for teachers to provide distance learning and adherence to WHO guidelines to ensure the health and wellbeing of students and teachers. EI and member organisations continue to engage in global, regional and national advocacy. EI has been organising a number of webinars (e.g. joint EI/INEE/UNESCO webinar on education in crisis contexts) and has participated in webinars organised by partners. On World Refugee Day, EI issued a statement urging governments to address the root causes of displacement and ensure the inclusion of refugees in education, during and beyond the COVID-19 crisis. EI also carried out a global membership survey to assess the impact of COVID-19 on education, students, teachers and education support personnel. Global and regional governance bodies of the organisation adopted statements and guidance to inform unions' and governments' responses as the COVID-19 crisis unfolded. Particular attention was drawn to inclusion, asking governments to conduct equity audits to analyse the impact of full/partial closure and reopening of education institutions on the most vulnerable, including refugees, and addressing the impact effectively. Education unions have been mobilising around the world to mitigate the impact of the pandemic on students and teachers, paying particular attention to the most vulnerable, including refugees and displaced persons.	

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Egypt	Continue providing refugee children with access to education; commitment to ensuring access to education for refugee children within national education system in line with national education strategy for 2030; new national asylum law will consolidate the framework for provision of education for refugees. Noting the example of Egypt's integration of Syrian refugee children in its public education systems, requests for financial commitment	MENA	Egypt	Refugee students from Syria, Yemen, Sudan and Palestine can enrol in public schools and were exempted from paying school fees for the academic year 2019/2020. In addition, Egypt applies a policy of integration between Egyptian students and refugees and asylum seekers. In a similar vein, the Ministry of Education accepted the enrolment of registered refugees and asylum seekers whose residence permits had expired for the academic year 2021/2022, in light of the exceptional circumstances resulting from the COVID-19 pandemic. Egypt also worked on enhancing the use of virtual technologies to allow access to education for refugee students unable to attend school in person. The number of overseas students, including refugees, enrolled in Egyptian schools in the academic year 2019/2020 was 85,539 students, of which 48,170 students were enrolled in public schools.	 2  3
El Salvador	Addressing the educational needs of displaced boys and girls, adolescents and youth, through psychosocial care and prevention of the risk of dropping out of school, including teachers in high-risk situations	Americas	El Salvador	The Ministry of Education is making internal arrangements to establish a work plan to follow the implementation of this pledge and subsequently establish partnerships to foster these efforts, taking into account the additional challenges due to the current context, as a result of COVID-19 and the Tropical Storms "Amanda" and "Cristóbal", which have affected the dynamics of the education system. In addition, "forced displacement" as a reason for school dropout has been included in the Information System for Educational Management in El Salvador (SIGES). This means a unique file will be created for each student who is registered as having left an educational centre for that reason, and returns to another educational centre. This will ensure a record is kept which can be used by the educational centre of their new home, to continue with their training process.	 2  3  7  9
Germany	<input checked="" type="checkbox"/> Additional contribution of 16 million euros to the Education Cannot Wait fund to support education for children and youth in regions affected by crisis in 2019	Global	Global	Germany/BMZ contributed an additional €16 million to the Multi Year Resilience Programmes of the Education Cannot Wait (ECW) fund in 2019 and another €11.8 million in 2020.	 2  3  8
Germany	In its engagement for refugee education, Germany supports an inclusive approach that benefits children and youth in refugee and host communities	Global	Global	In 2020, Germany/BMZ, through its Transitional Development Assistance (TDA) and the Special Initiative on Forced Displacement, continued its significant previous support for education for refugees and host communities through several renewed multi-year commitments. Germany supports refugees and their host communities with a holistic and integrative approach. Where possible, integration in the national education systems of partner countries is pursued. Germany is responding to the needs of the COVID-19 pandemic by strengthening its commitment to stabilizing refugee and crisis regions, for example by securing income and investing in the continuation of vocational training and employment measures. To mitigate the negative effects of COVID-19 on refugee children's education, Germany for example supported the procurement and distribution of learning materials to children to ensure their access to education during school closures (e.g. UNICEF in Central African Republic).	 2  4  5  8
Guatemala	Coordinate actions with local authorities and educational institutions for the inclusion and integration of children, adolescents and young people in the National Education System	Americas	Guatemala	The Ministry of Education carried out a process of nationalisation and formation of the Ministerial Agreement 1753-2019 "Regulation of equalisation and equivalence of studies in the levels of pre-primary, primary and secondary education and in the subsystems of schools and extracurricular education", with the Department Directors of Education, in order to operationalise the Ministerial Agreement through the Guide for Equalisation and Equivalence of Studies. From this, the process of equalisation and equivalence is developed in the departments and reported to the General Accreditation and Certification Directorate of the Ministry of Education.	 2  3  7

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Humanitarian Collaborative, Batten School, University of Virginia	Support to Advocacy, Policy, and Research on Early Childhood Development in Emergencies	Global	Global	In collaboration with Moving Minds Alliance (MMA), we conducted an analysis of relevant humanitarian standards to assess the extent to which the needs of infants, young children and caregivers are covered and are starting to consult with practitioners and standards holders to better understand how different standards are used as well as opportunities to better address the needs of young children. We contributed to the development of the ECD in emergencies advocacy strategy as well as governance and implementation plans. We are starting an assessment, in collaboration with the INEE ECD Task Team, to better understand the global landscape of current early childhood development in emergencies (ECDiE) programming, as well as the needs that ECD and ECE practitioners in the field face in programme implementation and quality assurance. In response to the COVID-19 crisis, we are analysing Humanitarian Response Plans to identify attention to ECD and contributing to expanded advocacy on the importance of ECD in the COVID response. Finally, we are launching new research into what makes effective leadership in ECD in the humanitarian system, which we hope to translate into actions that can support stronger leaders for ECD for refugees.	 1  6
International Education Funder Group	International Education Funders Group (IEFG) Working Group on Education in Emergencies - Pledge on holistic learning outcomes for equitable access to quality education for refugees	Global	Global	January-March 2020: Scoping work was carried out to learn about other funder and network databases. A menu of options was presented to working group members on 31 March 2020, who discussed which elements to take forward for our membership tracking and database. May-June 2020: A member survey and corresponding online directory were developed, including components related to tracking our work on improving holistic learning outcomes and outcome measurement. The online survey and directory went live in July 2020. At time of reporting, 9 foundations who are working group members have completed the survey. From Spring 2021, we aim to increase the number of foundations who have completed the survey. This will allow us to analyse trends and patterns related to where and how foundations are supporting quality learning opportunities for refugees and track the collective efforts of philanthropic actors towards improving holistic learning outcomes and outcome measurement.	 7  8
Jesuit Refugee Service (JRS)	EDUCATION: JRS's Commitment to Reducing Gender-Based Education Disparities for Refugees	Global	Global	JRS has implemented COVID-19 response activities in Malawi to ensure the continuity of girls' education at the secondary and tertiary levels, secured funding for new activities in Uganda to expand access to secondary education, and developed an organisation-wide gender policy and action plan that aims to enhance gender-responsiveness throughout JRS's programming globally.	 3  4  9
Learning Equality	Developing public goods for innovative education technology and supportive materials that benefit refugee and host community learners and educators	Global	Global	The COVID-19 pandemic shifted our ability to support current users in emergency and crisis contexts. We designed Kolibri for use without the Internet, but with a distribution, access, and learning model based on the assumption of a physical point of social connection - that people would be able to come together to the same location at some interval, which has not always been the case during the pandemic. Instead, by focusing on a combination of how Kolibri can support learning during COVID-19 restrictions, and incorporating lessons learned around how Kolibri can best be used in refugee contexts, we have been adapting both the development of the Kolibri ecosystem and its implementation to best support refugee learners. Examples of steps taken include working with Madrasati, an initiative of Queen Rania, to finalise and make available aligned digital STEM materials to the Jordanian curriculum; developing pedagogical support materials for home learning with edtech during the pandemic; working with implementing partners in Uganda to plan for an Android App with Kolibri to support continuity of learning for exam preparation at home and beyond; and continued collaborations with UNHCR and implementing partners for sustainability of this work. While the COVID-19 pandemic shifted our ability to work closely and implement with beneficiaries in developing these public goods, we made progress in each of the pledged areas, including expanding the use of Kolibri for home learning and supporting the alignment of digital STEM resources to national curricula.	 3  10

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LEGO Foundation	Play Matters: Play-based pedagogies for refugee children in East Africa	EHAGL Africa	Ethiopia, Uganda	LEGO Foundation has set up calls with UNHCR and ECW/UNICEF in Ethiopia, Tanzania and Uganda, to make sure that our work on Play Matters was aligned with other stakeholders working on the ground. We have also granted UNHCR a distance learning grant in Ethiopia that will complement Play Matters. An MOU has been signed with USAID and the Danish Ministry of Foreign Affairs to collaborate in East Africa and leverage each other's work for refugee and displaced populations.	 1  8
Liechtenstein	Language Teaching Programme for Refugees in South-East Turkey implemented by "Liechtenstein Languages" and "RET International", funded by Liechtenstein	Europe	Turkey	The process of translation of Turkish teaching materials has started, with only minor delays due to the COVID-19 pandemic. LieLa expects that the Turkish teaching materials will be finalised by August/September 2020 for their timely use for the first training session of language teachers in Turkey in September 2020. RET International and LieLa will consult again in June to assess when the training of language teachers can take place due to the COVID-19 situation. It has been discussed whether training could take place online but due to the interactive and playful approach of the teaching method, which sets it apart from other language teaching methods, LieLa and RET International have decided that classes have to be taught in person. The Liechtenstein Government disbursed the payments for both its partner organisations (LieLa and RET International) for 2020 in January 2020.	 2  3  4  9
Malala Fund	Empowering national actors through a network model to deliver progress on quality secondary education for refugee girls	Global	Global	Malala Fund has commissioned an independent review of our work to date, aimed at facilitating a network model of national actors working on education in emergencies for refugee girls. We will facilitate learning sessions based on the findings over the next few months and identify any necessary revisions in our approach. As part of its new 2020-2025 Strategic Plan, Malala Fund has started to increase the number of national actors and advocates we support, including through our Education Champions network. We expect to increase our support to up to 17 countries by 2025, and identify specific opportunities to empower national actors working on education for refugee girls, where appropriate.	 3  9
Maya Vakfi	Trauma Informed Schools	Europe	Turkey	Since implementation relies on in-class and in-school trauma sensitive activities with students and school staff within schools in Istanbul and Sanliurfa, COVID-19 school closures have had a negative impact on our implementation. During the rest of implementation time, we are planning to compensate with online activities and through producing content that will support the online public Education Information System. The steps we have taken so far since the project started on 1st October 2019 include: Trainings delivered for improving trauma sensitivity of 258 primary school teachers and school counsellors. In-class psychosocial support (PSS) activities on trauma related issues implemented with 4216 primary school students. In-class PSS activities implemented with 1733 primary school children for preventing peer bullying. Structured PSS group sessions delivered for 78 children in need of further intervention. Caregiver training held on trauma-related issues with 165 parents.	 2  9
Moving minds alliance	Analysis: How Is Early Childhood Addressed in Existing Humanitarian Standards?	Global	Global	The University of Virginia Humanitarian Initiative, supported by Moving Minds Alliance (MMA), completed a review of 12 global humanitarian standards and assessed the extent to which early childhood interventions and the needs of infants, young children, and caregivers were included, and how well the standards aligned with the domains of the Nurturing Care Framework (NCF). Based on this analysis, we identified strengths and weaknesses related to ECD in humanitarian standards and considerations for next steps. Subsequently, we will consult with standards holders and practitioners and prepare a final report.	 1
Norway	<input checked="" type="checkbox"/> Supporting education in crisis and conflict situations	Global	Global	The pledge was to provide financial support to UNHCR for the implementation of its education strategy. The funds were transferred in December 2019.	 6  8

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NRC Iran	The pledge was to provide financial support to UNHCR for the implementation of its education strategy. The funds were transferred in December 2019.	MENA	Iran	Some activities are ongoing, while others are delayed due to COVID-19. The activities that are taking place refer mostly to the “hard components” of education, such as rehabilitation and/or expansion of classroom and water and sanitation facilities in schools. Accelerated learning programmes for out-of-school children have taken place in 2020, with some lessons taking place face-to-face, while others have been conducted virtually due to COVID-19.	 
Plan International	Advocacy to enhance the safety, quality and inclusiveness of national education systems	Global	Global	Plan International jointly published a report 'Build Back Equal', focusing on the importance of supporting girls' return to school, including refugees. Plan participated in the development of inter-agency guidance for practitioners, published by the Global Education Cluster and Child Protection Area of Responsibility: Safe Back to School Guide. Although a practitioners' guide, it was launched in webinars in all regions, which included participation by governments and other policy makers.	  
Plan International	Addressing the specific education needs of refugee children and youth and their integration in national systems	Global	Global	Plan International's regional response in the Sahel region is implementing gender-transformative refugee education, with the support of Plan Canada through an integrated programme across Burkina Faso, Mali and Nigeria. Global Affairs Canada has provided the programme with combined 45 million CAD for vulnerable, displaced and refugee children, particularly girls. Plan International also launched the 'PlayMatters at Home' suite, targeting children age 3 – 12+ and their families during COVID-19 lockdown. 'PlayMatters at Home' is a gender-responsive and play-based suite with remote training of teachers in Mental Health and Psychosocial Support, enabling them to support families and prepare for return to school. Starting from September, Plan International Denmark will begin content development and testing of resources targeting educators, parents/caregivers, communities, and system-level actors to improve their capacity.	  
Programa Casa Refugiados AC	Strengthening access, promotion and guidance to education on asylum seekers and refugees in Mexico	Americas	Mexico	We worked in collaboration with UNHCR to identify the basic needs of the population regarding education. Informational workshops were held, aimed at the adult population, some of whom are tutors for children and young people. After the informational workshops, support for the enrolment of the population in schools and educational support has been provided. We are currently working on monitoring registered cases. The main educational challenges for extra-continental children and adolescents are that public education does not have an intercultural programme for the accompaniment of children when they first arrive.	  
ProFuturo	Digital education for refugee children in Lebanon, Malawi and Jordan	Southern Africa, MENA	Jordan, Lebanon, Malawi	ProFuturo has deployed its digital education programme in refugee communities in Lebanon (Bekaa Valley, Beirut and Akkar), Malawi (Dzaleka Camp) and Jordan (Amman), with the aim of improving quality education through new teaching and learning methodologies, educational resources and technology designed to empower teachers and provide students with skills and competencies for their personal and professional future. The investment will represent around €650,000 for both 2020 and 2021. In Lebanon, we have already reached 1,500 students in 18 schools and learning centres in 2020, and will expand beneficiaries in 2021 up to 2,500 Syrian refugee children. In Malawi 1,844 children have already benefited from the programme, and by the end of 2021 we will reach 2,900 children. In Jordan, the pilot project in Amman has already reached 149 Iraqi refugee children, and will reach 400 beneficiaries by the end of 2021. Our main implementing partners are the Jesuit Refugee Service, Kayany Foundation, the American University of Beirut, and Mensajeros de la Paz.	 
Red Academica Latinoamerica sobre Derecho e Integración de las Personas Refugiada	The Charter of Santiago to the Global refugee Forum - Commitment to the Global Refugee Forum by the Latin American Academic Network on the Law and Integration of Refugees	Americas	not specified	Members of the network have continued to provide legal aid for people of concern. Many academic articles have been published regarding Refugee Law and Latin American trends. Efforts to integrate people of concern in the educational system have increased.	

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RET International	Increase access, retention rates and support completion of refugee, displaced and vulnerable local young people including those with disabilities - with particular focus on young women – to accredited education programmes	Global	Global	RET is providing technical support and expertise to facilitate refugee youth (with a particular focus on girls) access to and completion of quality and relevant education, preferably within or in line with the education system of the host country, where possible. RET is increasing the proportion of its support to refugee adolescents and youth access to “accredited education” relative to other education programmes. RET is including in its education interventions support for national education systems, its education personnel, and the education community at large, in order to enhance their capacity to include refugee and other displaced adolescents & youth, including those with disabilities, and prevent/mitigate behaviours and acts of discrimination and harassment against them. RET is working towards mainstreaming Disaster Risk Reduction & Management within its education interventions to improve all learners’ education on climate change mitigation, adaptation, impact reduction and early warning.	 3  9
Refugee Support Network	#SchoolsSayWelcome pledge	Europe	UK	The #SchoolsSayWelcome pledge is an ongoing commitment made by educational institutions in the UK to deliver welcoming environments for all children, including refugees and asylum-seekers. Due to COVID-19, we have not had further engagement with schools at this stage. However, we plan to check in again at the 12-month mark (December 2020) to assess the implementation of the #SchoolsSayWelcome pledge.	 2  3  5
Rwanda	Improve the quality of education by upgrading school infrastructure in refugee hosting districts, equipping them and allocating scholastic materials to accommodate refugees and the host community	EHAGL Africa	Rwanda	Construction of classrooms, block latrines, laboratories, libraries, girls’ rooms and IT rooms, in addition to the recruitment of additional teachers, is planned to operationalise the pledge. As of June 2020, funding has been secured for 30 classrooms and 3 block latrines, however many more are required. Two libraries have been constructed, however they have limited capacity.	 2  3
Save the children	Increase the quality of provision of early learning and early childhood development through our programming, research and advocacy	Global	Global	Save the Children has supported over 300 Syrian refugee children (aged 4-6) in Lebanon and Iraq to access early childhood education using our evidence-based ‘Ready to Learn’ Programme in 12 ECCD centres and by engaging parents. Through documenting gains in emergent literacy, numeracy and social emotional learning skills, governments have taken the initiative to further develop and implement strategies to expand access to ECCD programmes. We successfully advocated for Ministries of Education (MoEs) to recognise the education children receive through our ‘Ready to Learn’ programme, enabling them to qualify for national exams needed to register in formal schools. As Global Education Cluster co-lead, we are increasingly advocating for the inclusion of questions on learning and wellbeing needs of children 0-6 in multi-sectoral needs assessments, and have advocated for humanitarian response plans to include more information on the learning needs of this age group. At the global level, we have also been involved in developing resources for the EiE sector, through our active participation in INEE’s ECDiE Task Team. We are also working with Moving Minds Alliance on a five-year advocacy strategy to support greater integration of ECCD programming (nurturing care framework) into humanitarian work.	 1

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Save the Children	Increasing the capacity of teachers so they can teach effectively every day to deliver quality education to refugees, particularly the most marginalized	Global	Global	The Enabling Teachers package has been finalised and is gradually being phased across all our teacher programming, including work in refugee contexts. The Uganda response is beginning to implement the approach to strengthen the quality and monitoring & evaluation of teacher performance. This has been delayed due to the COVID pandemic but is progressing now. Elements of Enabling Teachers have also been adapted to support teachers professional development (TPD) across our COVID programming, including in Cox Bazaar, Bangladesh. Creating an opportunity to strengthen teacher support even through the crisis, a digital module for teachers has been developed in multiple languages, is being implemented and has been shared as a global good: ' <a href="#">TPD Module: Introduction to COVID-19 for Teachers</a> '. Specific guidance and resources for different humanitarian contexts is scheduled to progress in Q4 2020. The Jordan partnership with JWEL, to support a systems approach to teacher wellbeing and professional development is progressing but with delays due to the need to adapt to the new COVID context. Useful learning on using 'Teacher Task Teams', especially through remote modalities for Teacher Wellbeing and TPD will be captured and shared as the adaptations continue. There have been some interesting findings as the remote approach has been implemented.	 2  3  6
Save the children	Expanding our Return to Learning programme which aims to get forcibly displaced children back to learning within 90 days of their displacement	EHAGL Africa, West & Central Africa, Americas, MENA	Lebanon, Nigeria, Uganda, Colombia	In Lebanon, Save the Children have supported 360 out-of-school children to access early childhood education and participate in our Basic Literacy and Numeracy Programme. We also adapted our method of implementation to support distance learning. Teachers have been recording lessons as short videos and sharing with parents/caregivers. In Nigeria, we established 75 safe learning spaces where we supported 3,750 out-of-school children. Safe learning spaces each supported 50 children's school readiness before transitioning into longer term education programmes. This programme was completed prior to COVID-19 imposed school closures. In Colombia, we will reach 390 Venezuelan refugee and Colombian children in Arauca and Cali by the end of 2020. In response to COVID-19 school closures, we adapted to a remote programme and M&E approach that includes paper-based activity packs for self-learning, a positive discipline podcast series and weekly check-in calls. In Uganda, we planned to implement RtL in three refugee camps, however, this was put on hold due to COVID-19 response restrictions in March 2020. We will roll-out RtL once borders reopen. In each of these contexts, the RtL programme is contextualised using a data-driven approach. HALDO results measuring children's average skill levels inform lesson selection by teachers in the classroom. Learning monitoring through weekly calls and messages also collects information about what content and activities can improve children's learning. We also commissioned a study on IDP education and a study on the impact of COVID-19 on GRF education pledges, both to be published by the end of 2020.	 2  3  7
Save the children	Supporting the inclusion of refugees, including the most marginalised, in the national education system	EHAGL Africa, Asia Pacific, Europe, MENA	Jordan, Lebanon, Turkey, Uganda	Save the Children continue to advocate for the inclusion of refugees in national education systems. As part of a Syria regional durable solutions strategy released in 2020, Save the Children continues to advocate for increased support to formal and officially accredited education and access for Syrian refugees in countries of asylum, including Turkey, Lebanon and Jordan. We are also supporting research efforts to gain clarity on re-entry requirements for IDP and refugee children into formal education in Syria. In Uganda we are advocating with partners for the Ministry of Education to include refugee teachers on the payroll, convert refugee qualifications, for assistant refugee teachers to have the same status as host teaching staff and for early childhood development (ECD) for refugees to be costed in the revised ERP. In Borno State, Nigeria we have worked in consortia and with Government to develop and finalise teachers' guides to accompany the National Accelerated Education Programme (AEP) curriculum. In our global Save Our Education campaign we advocate at all levels for refugees to be included in national COVID education responses. A new briefing is being prepared for publication in December 2020 on the progress made on GRF pledges (particularly those around inclusion in national education systems) across multiple large refugee hosting countries and the impact of COVID-19.	 1  2  3

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Scort Foundation	Young Coach Education to empower young women and men in their role as proactive community leaders	EHAGL Africa, Americas, MENA	Mexico, Rwanda, Lebanon	The Young Coach Education Programme in Mexico, in collaboration with UNHCR, was finalised in February 2020, certifying 41 young adults who are using sports to integrate migrant/refugee children in the local communities. The following are the latest impact numbers (Nov. 2020): Mexico: 41 Young Coaches & more than 7,700 children engaged; Rwanda: 85 Young Coaches & more than 6,400 children engaged; Lebanon: 31 Young Coaches & more than 5,000 children engaged. In light of the COVID-19 pandemic, we have adapted our approach to react to the needs of previously educated Young Coaches by developing an Online Education option. From September to November 2020, 54 Young Coaches and selected Peer Young Coaches (young adults that have been trained by the Young Coaches themselves) from Mexico have completed the 10-week online course, which consisted of self-learning modules, assignments, quizzes and live webinars. The course covered topics based on the participants' needs and included the deepening of leadership & coaching skills, as well as topics such as child protection, mental health and inclusion. We are planning to provide further online learning to previously certified Young Coaches and selected Peers in 2021, as well as return to on-field Young Coach Education Programmes once the situation allows us to do so safely.	 3  9  10
Serbia	All refugees and children seeking asylum are fully integrated in the compulsory education system of the Republic of Serbia, including the provision of secondary and higher education for all children and young people, and vocational training for adults with international protection	Europe	Serbia	All children attend primary education. During the COVID-19 emergency schooling was online, so both technical support (internet, tablets, computers) and learning support were ensured. The Ministry of Education and Commissariat for Refugees and Migration, together with partners (UNICEF, UNHCR, EU) are working continuously to provide the necessary conditions so that all children can continue schooling. Additional efforts are needed in order to ensure a higher enrolment rate in secondary education.	 2  3  4  5  10
Sesame workshop	Early Childhood Development and Education media content	Global	Global	Sesame Workshop is delivering on this pledge primarily through the implementation of Ahlan Simsim and Play to Learn, our programmes delivering quality early childhood education to children affected by the Syrian and Rohingya refugee crises. A key component of our programme in the Syrian response region is an all-new, Arabic-language adaptation of Sesame Street called Ahlan Simsim, which premiered on 2 February, 2020. Ahlan Simsim plans to produce four additional seasons of the show between now and Spring 2022. In response to COVID-19, Ahlan Simsim has created a broadcast special called Ahlan Simsim: Friends Time and adapted Sesame Workshop PSAs and infographics for distribution in the MENA region. For Play to Learn, we are developing curricula and scripts for our play-based global content blocks to be reviewed by global education experts to ensure their appeal, relevance, and applicability to support early childhood development around the world. Sesame Workshop is participating in webinars and other remote convenings during the COVID-19 pandemic to bring attention to the unique needs of young children and their parents and to urge humanitarian actors, donors, and refugee-hosting governments to prioritise and invest in ECD in the current crisis and beyond.	 1  10

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Sesame workshop	Early Childhood Development and Education Research	Global	Global	Ahlan Simsim has completed formative research for Seasons 1 and 2 and has conducted a mini-reach study on Season 1 that provided constructive feedback for Seasons 2 and 3. Remote training has been deployed where possible to prepare enumerators for data collection. The team continues to explore remote capabilities and viability for collecting and assessing data. Due to COVID-19 closures across the MENA region, Ahlan Simsim impact evaluations have been delayed or paused. Sesame Workshop anticipates having to shift impact evaluations by six months to one year, pending ongoing uncertainty in the region. Ahlan Simsim still plans to complete four impact evaluations by the end of the project. For Play to Learn, we have conducted key foundational work to prepare for our impact evaluations, including training data enumerators, finalising data collection tools, and initiating pre-pilot Focus Group Discussions with refugee and host communities to understand the feasibility of data collection for our longitudinal research. Due to COVID-19, our impact evaluation plan hinges on our ability to resume direct service implementation and access Rohingya refugee communities in Bangladesh. We are weighing contingency scenario planning to understand which studies may be at risk based on these delays, restrictions, and re-design.	 1
Slovakia	✓ Additional financial contribution to the UNHCR budget in relation to the objectives of the Global Compact on Refugees in the amount of 100 000 EUR aimed at support for education and equal opportunities	Global	Global	Contribution was provided in December 2019	 8
Sweden (SIDA)	To enhance access to education and inclusion in local and national systems for displaced and refugees	EHAGL Africa, Asia Pacific, MENA	Afghanistan, Syria, Uganda	Sida has developed an internal policy brief on inclusion of refugees in national educational systems, and continued to support implementation of Education in Emergencies and inclusion of refugees in education systems in several contexts, such as Afghanistan, Syria and Uganda, through our multilateral education partners such as Global Programme for Education (GPE), Education Cannot Wait (ECW), UNESCO and several NGO partners.	 2  3  6  7  8
Switzerland	Access to education – integrated education/child protection approaches and inclusion into national education systems	Global	Global	In 2020, Switzerland focused on the impact of COVID-19 and related measures on the most vulnerable groups, including children in forced displacement, both from the perspective of their longer term continuation of education as well as the protective role of education for children. In this context, Switzerland has both provided financial support to partners and strengthened internal capacity on child protection and education in emergencies. More specifically, Switzerland has engaged in a new partnership with ECW, including a top-up financial contribution for ECW's COVID refugee education response in July 2021. On a bilateral level Switzerland has engaged in extensive capacity reinforcement and training of SDC staff working in crisis affected countries, both in development and humanitarian cooperation, on integrated protection/education in emergencies approaches as well as on inclusion of refugees and internally displaced people in national education systems. Switzerland has further strengthened its strategic anchoring of child protection and education in its overall commitment to reducing protection risks for all throughout its humanitarian action.	 1  2  3  6  7  8

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Turkey	Increasing the Number of Syrian and Host Community Children Provided with Early Childhood Education Services in Turkey	Europe	Turkey	19,110 foreign students and 18,043 Turkish children benefited from the summer period Early Childhood Education (ECE) in 2019. With the start of the 2019-2020 academic year, a total of 58,376 Syrian and Turkish children were provided with ECE. While the PIKTES Project had expected to reach 25,000 children only for its 2020 summer ECE Programme, all the summer classes were suspended because of the COVID-19 pandemic outbreak until further notice. The 2021 summer period ECE Programme is expected to provide 70,000 Syrian and 70,000 Turkish children with ECE. Since last reporting, ECE programmes have been revised in accordance with qualitative and quantitative impact analysis results. The Teacher's Guide on the Summer Period Early Childhood Education Programme was prepared. In this guide, important issues were covered, including health and safety, integration, child rights and participation, early literacy, and partnerships with the families. An Adaptation Programme has also been included in the first week of the revised programme, establishing strong communication with the children and their parents, and promoting the feeling of safety for those children who can't speak Turkish sufficiently.	
Turkey	New schools will be constructed under FRIT II fund provided by EU Delegation to Turkey	Europe	Turkey	Procurement of a Site-selection Consultant was completed.	
Turkey	Construction of new schools for Syrian Kids to provide quality education	Europe	Turkey	83 of 220 schools were constructed in the scope of Education for All In Time of Crisis and Education Infrastructure for Resilience Projects funded by the EU.	
UNESCO	Support national education systems in the inclusion of forcibly displaced populations by providing technical assistance for systems strengthening and policy and planning	Global	Global	UNESCO is continuing to work to fulfil its pledge to support national education systems in the inclusion of forcibly displaced populations by providing technical assistance for systems and is in the process of finalising a global strategy for education for people on the move. Implementation of the UNESCO Qualifications Passport has continued in Zambia with work to bridge UQP holders to potential learning and employment pathways bolstered, further implementation is also underway in Iraq. With funding from Education Cannot Wait, UNESCO is responding to the need for comprehensive, disaggregated, timely and reliable EIE data and is implementing country-specific interventions in Ethiopia, South Sudan and Chad that seek to make institutional education information systems more crisis-sensitive. Finally, increased focus is being given to the nexus between climate change, displacement and education across UNESCO, with vital research and work centred on the implications of this nexus for inclusion and the right to education being conducted in multiple diverse geographies.	

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
UNICEF	Advocate for refugees and returnees to have access to national services in countries of origin, countries of transit and refugee-hosting countries, and that they are placed at the centre of the response.	Global	Global	UNICEF is working with UNHCR to deliver a 'Blueprint for Joint Action' in 9 focus countries to substantially increase the number of asylum-seeking, refugee and returnee children accessing nationally led inclusive education, WASH and Child protection systems. Planning and roll-out of the new partnership has commenced in: Bangladesh, Ethiopia, Kenya, Cameroon, Lebanon, Iraq, Libya, Honduras and Ecuador. A Blueprint approach for Europe, focusing on refugee inclusion in upper income contexts, is under consideration. Working to an agreed theory of change, UNHCR and UNICEF teams finalised a global results framework with three programmatic pillars: Education, WASH and Child Protection; and a fourth pillar on improved effectiveness and efficiencies. The four pillars are underpinned by cross-cutting focus on inclusion of refugee children in national policies, budgets and plans. The global results framework has formed the basis of 9 country-level 'joint action plans', tailored to the country context and centred on 16 core indicators for refugee children, including action on covid-19 risk factors and responses. The first presentation of results will be available by end 2020, based on data collected through UNICEF systems shared via a global dashboard. UNICEF and UNHCR global teams have agreed three global joint advocacy priorities to further the inclusion agenda. A joint UNICEF-UNHCR fundraising strategy (public and private) has been agreed to raise additional resources, which will be required across the focus countries to support the blueprint implementation.	 1  2  3  6  7  9
Vodafone Foundation	Improve learning outcomes for 510,000 learners in 300 secondary schools	Global	Global	Vodafone Foundation and UNHCR are rolling out 20 of the 255 new Instant Network Schools to be launched by 2025. Progress is on track against the MoU with UNHCR, signed in September 2020.	 3  10
World Vision International	Durable solutions: ensuring the right to early childhood development and education opportunities for refugee and host community children and families	Global	Global	In response to COVID-19, World Vision International provided detailed guidance and mentoring to all World Vision Field Offices on adapting our ECD programming approaches. World Vision International also provided a significant contribution to the Safe Back to School guidance (GEC/CPAoR), including tips on safe re-opening of Early Learning Programmes (Technical Annex 7).	 1

## Outcome Area 2: Qualifications & Skills for Work

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Arizona State University	Expanding access to diverse learning opportunities for youth	EHAGL Africa, MENA	Uganda, Kenya, Jordan, Iraq	Arizona State University (ASU) and the Norwegian Refugee Council (NRC) have jointly conducted an After Action Review process for joint youth education projects in Iraq, Jordan, Kenya and Uganda. The Reviews have been done concurrently to already existing programming and will result in the production of a report and guidelines for future implementation, both in the current geographical contexts and beyond. A collaborative agreement will be signed in early 2021 between ASU and NRC to formalise the partnership, thus enabling increased efforts to further meet the ambitions of the pledge.	  
Azerbaijan	Give grants to refugees for universities	Europe	Azerbaijan	Relevant measures are being taken towards implementing the pledge and more detailed information will be provided in the next rounds of reporting.	
Belize	Invite suitable bilateral offers for technical assistance in the area of asylum system support including livelihoods, education & psycho-social support	Americas	Belize	As bilateral technical assistance from bilateral development partners has yet to be secured, and given the ongoing stagnation in opening avenues to possibly pilot temporary work permits for asylum-seekers, exacerbated by the Covid 19-induced economic downturn, full reliance is now on livelihood initiatives from civil society, often operating with additional support from UNHCR. In almost all cases, these initiatives followed the same track of starting with English language education and subsequently moving to either supporting formal technical vocational training and/or supporting asylum-seekers and, where possible, vulnerable members of host communities to receive basic business training followed up by small starter kits to enter the informal economy. Measures to prevent community spread of the coronavirus, combined with the nation-wide economic downturn, however, have also debilitated operations in the informal sector.	
Centre for Asia Pacific Refugee Studies	Social Sustainability Moving Badge System for Refugee Higher Education	Global	Global	We have approached the Times Higher Education Ranking Agency to actively participate during their Summits in December 2019. We have also published a co-authored (Gul Inanc, CAPRS-Charley Wright, UNHCR) opinion piece on the Times Higher Education website, which is one of the most viewed websites in the global higher education sector ( <a href="https://www.timeshighereducation.com/blog/online-transition-means-high-quality-he-all-within-our-grasp">https://www.timeshighereducation.com/blog/online-transition-means-high-quality-he-all-within-our-grasp</a> ). CAPRS has also hosted the opening panel "Higher Education for Refugees: Towards a Global Strategy " of the Times Higher Education Asia Summit on the 17th November 2020. The video will be uploaded on youtube soon.	 
Center for Strategic Studies (CSS)	Policy brief: Challenges faced by Syrian Refugees in the higher education systems of host countries and how to overcome them. Lessons learned from Jordan	MENA	Jordan	In order to build understanding and enhance impact through the implementation of the global refugee policy framework - Local Engagement Refugee Research Network (LERRN) (Social Sciences and Humanities Research Council - SSHRC grant) - CSS intends to boost the Professional Diploma in Refugee and Forced Migration Studies (PDRFMS) with the aim of sustaining more inclusive career-oriented higher education programmes for both Syrian refugees and vulnerable Jordanians. Accordingly, the next PDRFMS intake preparation is currently ongoing and aimed to include practical oriented modules with a special focus on continuous liaison with potential key stakeholders and job seekers, mainly adopting learning by doing and experiential learning. This is part of efforts to create smooth pathways to labour market orientation and job supply-demand matching. A special, remotely implemented higher educational planning, focusing on e-learning and digital market opportunities, is also in the planning stage. The main challenge we have faced is mitigation of financial barriers to accessing higher education and in this regard strong donor engagement and fundraising strategies are recommended.	  

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Center for Learning in Practice at Carey Institute for Global Good	To increase the number and accelerate the preparation of qualified refugee educators and service providers.	Global	Global	The Center for Learning in Practice's Refugee Educator Academy (REA) aims to build teacher and organisational capacity in the refugee education sector to ensure quality holistic learning for educators and students alike. We co-design professional learning opportunities that support educators working within refugee displacement, migration, and resettlement contexts globally. Working directly with educators and with non-governmental, ministry, and community-based organisations, we co-develop courses, toolkits, assessments, and learning analytics that make learning visible. REA learning materials are designed to be adaptable and are built using our own Sustainable Learning Framework, a research-based pedagogical model that centres the learner and is practice-based, data-driven, holistic and focused on dialogue and reflection. The Refugee Educator Academy strives to increase the number and accelerate the preparation of qualified refugee educators and service providers around the world. We provide expertise, support, and technology to assure that any teacher, at any level, in any context, on any device can access and participate in quality professional development and communities of practice. We currently work with educators in countries throughout the Middle East, Africa, Europe, and North America and look to deepen connections with local stakeholders in these regions, as well as support learning in other parts of the world.	 2  3  4  10
Comisión Mexicana de Ayuda a Refugiados (COMAR) and Proyecto Habesha (partners include the Mexican Ministry of Foreign Relations and UNHCR Mexico)	Creating higher education opportunities for young refugees and refugees from the world in Mexico	Americas	Mexico	On November 26, an inter-institutional meeting on education was held as part of the Inter-Institutional Roundtable on Refugees and Complementary Protection. The Directorates of preparatory schools and vocational training presented the available options in the public education system in Mexico. Higher education will be addressed in 2021.	 5  7
Connected Learning in Crisis Consortium (CLCC)	Connected Learning in Crisis Consortium, Commitments for 2020 and beyond	Global	Global	In 2020, CLCC made progress on its pledge in the following ways: The CLCC members increased the number of learners reached. Additionally six new members, four of whom come from primary refugee-hosting countries in MENA and East Africa and include two student-led organisations, joined the CLCC. Members of the CLCC adapted the implementation of programmes to accommodate COVID-19 lockdowns, including the provision of data bundles and increased connectivity to enable continuity of learning for refugee students. The CLCC co-leadership also presented at international meetings and published articles advocating the rights of refugee access to education. In addition, the CLCC is a co-sponsor of the "Inclusive Teaching and Learning using Digital Pedagogies Project", led by the Carey Institute for Global Good and supported by Open Society Foundations. Finally, the CLCC sponsored a virtual World Refugee Day event produced by Kiron that was free for a global audience to attend. The CLCC promoted the inclusion of its learners as lead contributors in international conferences, events, and journals.	 5  10
Cyprus	<input checked="" type="checkbox"/> Provision of scholarships to refugees by Universities	Europe	Cyprus	Fulfilled.	 5
Djibouti	Provide refugees with technical and vocational training to improve their socio-economic integration	EHAGL Africa	Djibouti	Each group of 3 beneficiary organisations will be financed for the final phase of the project, as follows: Ali Addeh - 91 groups formed and 30 will be financed, amounting to 90 beneficiaries supported. Holl Holl: 61 groups formed and 30 will be financed, amounting to 90 beneficiaries supported. Markazi: 30 groups formed and 15 will be financed, amounting to 45 beneficiaries supported. For Djibouti, 91 groups formed and 30 will be financed in January 2021.	 4

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Ecuador	Application of a different type of lasting solution: local integration	Americas	Ecuador	Foreign persons residing in Ecuador will have the right to standardisation and recognition of studies carried out abroad at all levels, in accordance with the law and international instruments ratified by the Ecuadorian State.	 
Education Above All	Commit 58 million USD to provide access to comprehensive, relevant tertiary education for marginalised, conflict-affected refugee youth	Europe, MENA	Turkey, Jordan, Lebanon, Iraq, Syria, Palestine	The project provided more than 7400 scholarships to Syrian refugees, Palestinians, and youth of host countries in Turkey, Jordan, Lebanon, Iraq, Syria, the Occupied Palestinian Territories, and Gaza. EAA will continue to support students who are enrolled in the programme, who are expected to graduate by 2022.	
Ethiopia	Provide equitable, quality and accredited skills training to 20,000 host and refugees	EHAGL Africa	Ethiopia	In the context of the COVID-19 pandemic, the Government of Ethiopia, in collaboration with relevant stakeholders, is making wide-ranging efforts towards preventing potential diversion of attention towards fully humanitarian-focused responses. It is also working to keep the momentum in terms of ensuring continuation of the implementation of the GCR/CRRF in the country, including translation of the new and existing commitments of the government into concrete action. Several work streams are being pursued with a view to creating a legal and policy environment conducive to the realisation of the Government commitments and implementation of the GCR in the country. Although the roll-out and operationalisation of the pledge is critically dependent on additional and adequate external financing from the international community, the contributions made so far for the implementation of the pledge are scant compared to the growing needs of the refugees. The scarce funding allocation also involves a large degree of conditionality and has to move through a long process, from the donor down the transaction chain, until it reaches frontline responders and people in need. Therefore, it is important to be more responsive to the people we are serving, focusing on a demand-driven model that promotes impactful interventions.	 
Georgia	Enhanced access to education services for refugees and humanitarian status holders	Europe	Georgia	Under the State programme in Georgia, access to education is provided for asylum seeker minors, minors under international protection and minors placed in the migration Department of Ministry of Internal Affairs. So far, a free-of-charge Georgian language course has been delivered under the programme in Tbilisi public school N81. From September 2020, two public schools (in Tbilisi and Martkopi) will also be added. Translation of Technical Vocational Education Training (TVET) institutions admission tests into English is planned, to ensure wider access to TVET institutions for refugees and humanitarian status holders. This action is planned to be supported by UNHCR. Deadline for completion of the task is recommended to be postponed until Autumn 2021, due to COVID-19. Documents for regulation of non-formal education recognition were developed and approved. Since the end of 2019, educational institutions have been able to apply to the LEPL National Centre for Educational Quality Enhancement (EQE) to obtain the right to the recognition of non-formal education. Currently there is one educational institution in the system that has obtained these rights, with more in the process. Any interested person can apply for recognition of his/her non-formal education. Though the recognition procedure of formal and non-formal education of persons under international protection is regulated at the legislative level, due to an absence of applications, EQE has not carried out this procedure. Consequently, it is difficult to determine at this point what kind of simplification/improvements may be required. Internal consultations are planned, in order to elaborate the legal framework to allow refugees and humanitarian status holders to enrol on the preparatory 1-year Georgian language programme and proceed with BA level studies.	  
Germany	<input checked="" type="checkbox"/> Providing access to higher education for refugee youth through the DAFI programme	Global	Global	The governments of Denmark and Germany have transferred their contributions to the DAFI programme - of 13.4 million EUR and 10 million DKK - to UNHCR.	 

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Germany	✓ Germany will open the Albert Einstein German Academic Refugee Initiative (DAFI) programme to other partners	Global	Global	Germany has opened the Albert Einstein German Academic Refugee Initiative (DAFI) programme to other partners, to foster access by refugees to higher education. The Federal Foreign Office and UNHCR have jointly reached out to other governments and invited them to join the DAFI programme. So far, the governments of Denmark and the Czech Republic have joined the DAFI programme. Germany will continue its engagement to invite and encourage other states to join. Due to COVID-19 further talks with other governments have been on hold and will be resumed once the situation allows.	 5  8
Germany	Continued funding of the Philipp Schwartz Initiative	Europe	Germany	Supporting the Alexander von Humboldt-Foundation and its Philipp Schwartz-Initiative is an ongoing process. Funds for 2020, including €10.4 million for the Philipp Schwartz Initiative, have been transferred and a new cohort for 2020 has been selected.	 5  8
Germany	Extension of the package of domestic measures for integrating asylum-seekers and refugees into the German higher education system	Europe	Germany	These measures empower refugees whilst contributing to the further internationalisation of German universities, as well as generating highly qualified professionals for Germany or the refugees' countries of origin. The German approach has built on existing and reliable structures as much as possible. The German Academic Exchange Service (DAAD) has executed these measures with 200 dedicated German higher education institutions, following a four-phase model: 1. Entrance – standardised aptitude testing, recognising prior qualifications, counselling; 2. Preparation - offering German classes and subject-related courses; 3. Study – ensuring academic progress, mentoring and supplementary modules; 4. Career – preparing for a successful transition into the labour market. As another specific group, refugees with a foreign degree are trained for a qualified transition into the academic workforce. Until late 2019, more than 30,000 refugees participated in preparatory courses and enrolled on a bachelor's, master's or PhD programme at a German university. Some of them have already obtained their degree. Measures have been adjusted continuously according to the refugee students' progress and programme learning effects. In the COVID-19 pandemic, the participating universities have accelerated efforts to digitise courses and mentoring. The German Federal Government has allocated another 50 million Euros to the programmes, amounting to a total of 150 million Euros from 2016 to 2021.	 5  8
International Labor Organization (ILO)	Commitment to multi-stakeholder partnerships (including refugees and host communities) as an innovative, catalytic and sustainable approach for promoting decent jobs and livelihoods for refugees and host communities.	Global	Global	Making progress towards its pledge commitment to multi-stakeholder partnerships that include refugees and host communities, and promote decent jobs and livelihoods for refugees and host communities, the International Labour Organisation (ILO) has launched a multi-stakeholder partnership together with NL MFA, World Bank, IFC, UNHCR and UNICEF, to create opportunities for refugees in education, protection, and employment. They are also continuing advocacy with like-minded donors, to take a multi-stakeholder approach.	 4
Institute of International Education	IIE Consortium for Higher Education in Crisis	Global	Global	The programme design has been completed. Goals and deliverables have been set and the hope was to launch the programme in Autumn 2021. However, with COVID-19, institutional priorities have shifted and the launch of the programme has been postponed until we can better estimate if refugee students will be able to travel internationally and enrol on in-person degree programmes.	 5

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Japan	Acceptance of Syrian students for educational opportunity in Japan	Asia Pacific	Japan	Under the JICA initiative, up to 100 out of 150 students - 51 students and 48 family members - have been accepted so far. A total of 14 students have completed their MA degree so far, and 14 more students will complete in 2020. Success factors include 1) Increasingly high interest shown by Syrian students in the programme; and 2) Good coordination and cooperation with UNHCR and Japanese universities. The challenge is to find students' next pathways after completion of their educational studies. No new students have been accepted in 2020 so far, due to COVID-19, however the programme is proceeding with the selection process, including online interviews.	
Japan ICU Foundation	Complementary Pathways through Higher Education in Asia Pacific	Asia Pacific	Japan	Japan ICU Foundation is working with UNHCR and key actors in the Asia Pacific region to organise an online discussion series focused on complementary pathways and higher education for refugees in Asia Pacific. The series will include 5-6 sessions and will be an opportunity for participants to network, learn from each other and share knowledge about complementary pathways. Ultimately, Japan ICU Foundation hopes that the online series will create constructive relationships that can lead to cooperative work in the Asia Pacific region.	
Jesuit Refugee Service (JRS)	EDUCATION: JRS's Commitment to Holistic Teacher Preparation and Professional Development	Global	Global	In September, 35 Sudanese refugee teacher trainees graduated from the Ecole Normale Supérieure, in Abéché, Chad, earning their secondary school teaching diplomas. They returned to secondary schools in the camps in mid-October and prepared to teach in the upcoming school year. Another 25 trainees are engaged in the programme and due to graduate in 2021. In Maban, South Sudan, 41 refugee, local and internally displaced teachers graduated from their pre-service training programme, through the University of Juba, and prepared to re-enter the teaching force in national and refugee schools. In Erbil, Iraq, a partnership with the University of St. Joseph (Beirut) was expanded to reach 25 more teachers teaching refugees and returnees in local schools and provide a pathway to a university diploma or certificate. In Kenya, a preparation and in-service training course was launched with 69 primary school teachers, who will undertake professional development and preparation sessions simultaneously to prepare them for certification exams in the Kenyan educational system. Discussions are underway with partners in Nigeria and Uganda to explore similar projects.	
Jesuit Worldwide Learning	Internationally-accredited Bachelor of Arts in Sustainable Development via blended learning among cohorts of refugee/host-community learners including orientation, tutoring and career development	Global	Global	The pandemic and context-specific measures have impacted the ability to reach out as effectively and broadly as intended during the admissions process across multiple pledge-specific locations. We record, to date, 333 students, 441 course enrolments, and a ratio of 59% male and 41% female across pledge-specific locations.	
Jesuit Worldwide Learning	Internationally-recognised English language assessment, language acquisition and bridging support to national higher education or accredited connected global higher education	Global	Global	JWL has sustained the delivery of the Global English Language (GEL) programme. However, the programme has been the most impacted by the realities of the pandemic. The programme is not fully online yet across a number of locations and students were unable to gather at the learning centre for classes and/or group discussions. Where possible, virtual classes were conducted but not all students were able to participate either due to lack of devices (not all GEL students could be provided with devices), or connectivity. A drop in morale, and/or learners finding themselves struggling to meet basic daily needs also impacted participation. The pandemic and context-specific measures have impacted the ability to reach out as effectively and broadly as intended during the admissions process. We record, to date, 471 students, 942 course enrolments, and a ratio of 54% male and 46% female across pledge-specific locations.	

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Jesuit Worldwide Learning	Training teachers in digital learning facilitation, peace leadership and sports facilitation to promote social cohesion in the classroom	Global	Global	JWL has sustained the delivery of its professional certificate programmes. The COVID-19 pandemic has, in a number of contexts, impacted learners' ability to fully participate in the programme. Main factors include no internet connectivity (for students with incompatible devices/to whom devices could not be provided and/or were unable to travel to the learning centre to download updated content, submit assignments, etc.), a drop in morale, and/or learners finding themselves struggling to meet basic daily needs. Where possible, onsite facilitators supported students (using a range of popular virtual platforms and instant messaging services, as well as via phone). The pandemic and context-specific measures have impacted the ability to reach out as effectively and broadly as intended during the admissions process. To date we have recorded 73 students, 73 course enrolments and a ratio of 74% male and 26% female across pledge-specific locations.	 4  10
LCC International University	✔ Student scholarships (tuition, housing, stipend) for the BA and MA programs, English language immersion	Europe	Lithuania	Our pledge was to distribute 15 new scholarships for MA and BA level studies. Even in the context of the COVID-19 pandemic, we were able to identify and select students. Many of them had to start online because of travel restrictions and visa complications, however they all started their studies. We have 16 new students at MA level (15 Yazidis from Iraq and 1 Syrian) and 7 new students at BA level (1 Yazidi female from Iraq; 3 Afghan students from the Kabul area; and 3 Afghan refugees who are in Indonesia). We are working hard to get the BA students on campus Fall 2020. MA students will all study remotely this academic year.	 5
Luiss Guido Carli University	Mediterranean Project ("Progetto Mediterraneo")	Europe, MENA	Jordan, Malta, Italy	The Mediterranean Project ("Progetto Mediterraneo") is co-sponsored by Luiss University and Fondazione Terzo Pilastro – Internazionale and aims to educate disadvantaged and refugee students from Mediterranean countries. As planned in the original programme of the project, 20 students are part of the "Mediterranean Project": 10 Jordanian students, 3 Maltese students, 5 Palestinian refugee students and 2 Syrian refugee students. All 20 students are completing their bachelor's degree programmes before November 2020. The COVID-19 crisis did not stop the project, with students having the chance to attend online classes/exams/activities with Luiss staff, in cooperation with the University of Petra (as far as it concerns the Jordanian and refugee students). Before the COVID-19 crisis, the 10 Jordanian students had the chance to study in Rome during the academic year 2018-2019. The refugee students attended their classes in Amman, at the University of Petra, which hosted visiting professors from Luiss University and the 3 Maltese students studied in Rome, at Luiss University. At present, Luiss staff are working to elaborate a possible master's degree programme to be offered to disadvantaged students from Mediterranean countries. The master's degree programme (2 years) is predicted to start in September 2020.	 5
Mastercard Foundation	Mastercard Foundation Scholars Program - Higher Education Scholarships for Refugees & Displaced Youth	Global	Global	The Scholars Programme has developed new partnerships with African Leadership University and United States International University Africa to host the new Scholars in the expansion phase, as well as expanded cohorts with current partners that will reach refugees and displaced populations, such as Ashesi University, KNUST, University of California Berkeley, Carnegie Mellon University, Africa and Earth University. In addition, a new partnership has been created with World University Service of Canada (WUSC) that aims to provide technical assistance to the Scholars Programme university network, to better support refugees and displaced populations in recruitment, preparation, education and transitioning upon graduation.	 5

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Microsoft Philanthropies	Will empower 20,000 refugee and host community youth with digital skills in Kakuma; intention to expand programme to other locations	Africa	Kenya	With the aim of developing future-ready skills that support expanded opportunities in refugee and host communities, we have continued to focus on the increased engagement of females in digital literacy bootcamps and the training of trainers. Over the last six months of 2020, capacity building for programme coaches has continued despite COVID-19 lockdowns via the provision of data bundles supporting professional development. The connected education programme in Kakuma worked to safely reconvene basic trainings in two sites ahead of schools opening following lockdown and has now reached over 4,000 learners in 2020.	  
New Zealand	Improving education outcomes for young (15 to 20 years) refugees in New Zealand through higher education and/or skills training	Asia Pacific	New Zealand	Planning for this pledge will need to take into account impacts of COVID-19 on skills training and the related employment environment in New Zealand.	 
Paper Airplanes	Bridging language gaps for refugees pursuing higher education	Global	Global	We have been able to expand our volunteer recruitment through new partnerships and by connecting with the many individuals around the world who are looking to make a positive contribution during these uncertain times. In terms of our work to expand access to higher education, we are working with new partners in non-formal education who can provide the training and skills our students and graduates need to succeed.	
Plan International	Access to inclusive quality formal vocational education	Global	Global	Plan International will support livelihoods for youth in the host community in Bangladesh, including an emphasis on vocational skills, which will be a new area of implementation for Plan Bangladesh in Cox's Bazar. For 2020, Plan International established an active alternative learning programme for youth and adolescents in refugee camps.	
Portugal	<input checked="" type="checkbox"/> Develop a comprehensive and accessible language programme	Europe	Portugal	The new Portuguese language courses have been redesigned, not only extending the offer to Vocational Centres and thus encouraging lifelong learning processes, but also allowing flexibility in the composition and schedules of the courses, adapted to the needs of migrants. The new courses can also be accessed and attended by citizens during their process of regularisation, as initial integration should not be dependent on a process migrants cannot control. Portuguese classes are a fundamental tool for the integration process.	
Rwanda	Expand technical and vocational education and training to benefit 30 % of refugees and host communities by constructing or upgrading TVET infrastructure in refugee hosting districts, equipping them, and allocating scholastic materials	EHAGL Africa	Rwanda	Rwanda is working to ensure refugee access to TVET based on market demand by continuing efforts to secure funding for key resources such as IT rooms.	

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Save the children	Increasing the capacity and improving the working conditions of refugee and host community teachers so they can teach effectively, every day and deliver quality education to refugees, particularly the most marginalised	Global	Global	The Enabling Teachers package has been finalised and is gradually being phased in across all our teacher programming, including work in refugee contexts. The Uganda response is beginning to implement the approach, to strengthen quality and M&E of teacher performance. This has been delayed due to the COVID pandemic but is now progressing. Elements of Enabling Teachers have also been adapted to support teacher professional development (TPD) across our COVID programming, including in Cox's Bazar, Bangladesh, creating an opportunity to strengthen teacher support even through the crisis. A digital module on COVID-19 has been developed in multiple languages for teachers, is being implemented and has been shared as a global good. Specific guidance and resources for different humanitarian contexts is scheduled to progress in Q4 2020. The Jordan partnership with JWEL to support a systems approach to teacher wellbeing and professional development, is also progressing but with delays due to the need to adapt to the new COVID context. Useful learning on using 'Teacher Task Teams', especially through remote modalities for Teacher Wellbeing and TPD, will be captured and shared as the adaptations continue. There have also been some interesting findings as the remote approach has been implemented.	 2  3  4  10
Southern New Hampshire University	Increasing Access to Higher Education through Refugee College Guidance Counselors	EHAGL Africa	Rwanda	Southern New Hampshire University has served 400 students in Rwanda through the Item Preparation Programme, in partnership with Kepler. In Kenya, we have served 100 students in Kakuma refugee camp, through a mentorship programme to make them ready for higher education opportunities. In Rwanda, we have also supported 600 students enrolled in higher education, through targeted support on employment and one on one advising. As the next step, we have started a fully remote preparation programme in Kiziba refugee camp in Rwanda. This programme will run despite the presence of COVID-19 because students will be remotely supported by their learning coaches. We are also planning an expansion to Ethiopia by building a partnership with TVET programmes in Addis Ababa. Finally, we are building a strong partnership with CLCC members to scale the presence of counselors in CLCC member programmes.	 4  5  10
STAR (Student Action for Refugees)	UK universities and organisations commit to increase access to university for refugees	Europe	UK	STAR made a pledge from 32 HE Institutions and 8 organisations in the UK, with great progress seen over the past year, including: 3 of the pledging institutions (Essex, St Andrews, Roehampton) set up scholarships. STAR worked with 9 universities, providing them with support to develop new scholarships. The total number of universities with scholarships is now over 70. Sussex, South Wales and St Andrews Universities were awarded University of Sanctuary Status - 2 other universities are also being awarded this status - in recognition of the commitment to build a culture of welcome and sharing learning and opportunities with the wider community. STAR & City of Sanctuary (CoS) additionally brought together 60 universities to network & share good practice. RefuAid supported 200 people to graduate from an English language programme - with 110 using the qualification to go onto higher education. CoS continued to expand their Schools and Colleges of Sanctuary streams to support pathways to higher education. Together with UNICEF, RSN also published research into education transitions with factsheets produced for schools, colleges and universities. STAR & RSN responded to over 400 queries from individuals regarding access to university. STAR & CoS additionally supported refugee students to deliver a conference for 65 refugee scholars with feedback on access & study shared at the UoS conference.	 5

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Tertiary Refugee Student Network (TRSN)	Expand TRSN to six further countries	Global	Global	The Tertiary Refugee Student Network was created in June 2019 and started in a few countries which were presented in the student delegation in the Other 1 Percent Conference in Berlin. After the conference, the network organised another workshop during the GRF to start the TRSN in other countries. During the COVID-19 pandemic, the network is working virtually and has so far run the #For You Campaign against COVID-19. Members were also able to hold virtual meetings while planning the expansion of the network into more countries. We have already elected regional leaders in MENA, East and South Africa, Asia and Pacific, West Africa, North America and South America. These regional leaders are working on their regional plans to introduce the network in the countries in their regions.	 5  10
Turkey	Increased access to TVET institutions for refugees and host community children	Europe	Turkey	The pledge implementation is ongoing.	 4
Università di Bologna, LUISS Guido Carli University	<input checked="" type="checkbox"/> University Corridors for Refugees	Europe	Italy	The initiative has been further expanded to include 9 more universities, as part of an upgrade to the pilot experience for academic year 2019/20. This has also made it possible to increase the number of refugees benefiting - 20 in total, compared to 6 in the previous year. Although all the students selected for the academic year 2020/21 have arrived in Italy and have started their courses of study, there is still a possibility of renewing and expanding the initiative for the following years, depending on the interest that might be shown by other Italian universities in joining the programme.	 5
University of Essex	The University Of Essex's pledges on Scholarship, Training and Support for the GAIN	Europe	UK	The scholarships will be awarded over the Summer to allow students to start in October: the UK government's visa regime means that it is not possible at present to permit entry to the UK for 12 months for refugees recognised by other states, but with UNHCR we will be in negotiations with the Home Office. In the meantime, we are targeting asylum-seekers in the UK who have no access to other funding. Webinars are already being held on COVID-19 and displacement, while training is planned online for September. The University is establishing an online Master of Laws (LLM) programme in Forced Displacement in Humanitarian Crises to be available to humanitarian actors and refugees. GAIN support has started and awaits the signing of the MoU with UNHCR before it is officially launched.	 5

## Outcome Area 3: Emergency Response

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Canada	<input checked="" type="checkbox"/> Continuation of Charlevoix G7 Education in Emergencies Programming	Global	Global	Canada pledged \$400M over three years and announced a total of 44 new projects to be implemented by Canadian and international partners. At least four of these projects target refugee girls' education, including Palestinian refugees in West Bank and Gaza, and South Sudanese refugees in Burundi and Tanzania. Part of Canada's Charlevoix financial pledge has been directed towards partners such as the Interagency Network on Education in Emergencies (INEE) and Equal Measures, who are partnered with Canada to improve data and evidence about girls' education in crisis and conflict contexts.	   
Global Education Cluster	Strengthen the quality of education coordination in emergencies and minimise the time refugee children and youth spend out of school	Global	Global	To date, the GEC, INEE and UNHCR have launched ISEEC, including articulating its main goals and priority actions. Work has begun on key capacity development activities, as well as planning for other areas of support through the initiative.	 
Inter-agency Network for Education in Emergencies (INEE)	The Inter-agency Network for Education in Emergencies (INEE) will strengthen global collaboration and action to promote increased access to and completion of safe, free, inclusive, and equitable quality education during forced displacement and crisis	Global	Global	The INEE Minimum Standards in Education: Preparedness, Response and Recovery - first launched in 2004 and updated in 2010 - set new global standards to enhance quality and ensure access to safe and relevant education and have become a key reference in the field of EiE. Recognising the changes that have occurred in the last decade, INEE together with the agencies who founded the network – UNICEF, UNESCO and UNHCR – pledged to update the standards and tackle the need to address the inclusion of refugees in national education systems. Throughout 2020, INEE has been developing grant proposals, terms of reference and a work schedule for the global consultation that will inform this update. As of November 2020, more than 60% of the funds needed have been secured and the initial work will begin in early 2021.	  
Ireland	Increase support for Education in Emergencies and Protracted Crises	Global	Global	Ireland contributed €4 million to Education Cannot Wait in December 2019 (the first contribution of a €6 million pledge) to meet the educational needs of children and young people affected by crises, including refugee and displaced children.	 
Save the Children	Advocacy for greater investment, and better planning and coordination in education in emergencies	Global	Global	In July 2020, Save the Children published the Save Our Education report which sets out new analysis of the impact of COVID on education, including for refugees. It included calls for increased financing from the World Bank and bilateral donors, and for Ministries of Education to include refugees in their COVID education response and maintain/increase their education budgets. As the current chair of the Education Cannot Wait (ECW) INGO civil society group and representing civil society in the Executive Committee and High-Level Steering Group, Save the Children have worked to strengthen ECW's operating model and advocate for investment into the global fund, this has included calling for a Learning and Feedback Mechanism, sharing CSO feedback on ECW's COVID response, coordinating a letter from over 50 CSOs calling for investment into ECW and continuing advocacy with bilateral donors. As an implementer of education programming in acute refugee crises, protracted and development contexts, Save the Children also continued to work towards education plans and programmes which clearly communicate immediate needs and link these to multi-year plans and investment requirements, thereby facilitating funding decisions which support humanitarian – development coherence in refugee hosting countries.  In Uganda, Save the Children continue to lead the ERP Consortium and work with partners to align their funding behind the ERP.	 

Pledging entity	Pledge title*	Region (of pledge implementation)	Country of implementation	Pledge update	Outcomes
Save the children	Delivering sector-facing education in emergencies professional development programme to equip education sector staff with the skills required to design, implement and coordinate quality education responses	Global	Global	Since December 2019, Save the Children’s sector-facing accredited EiE Professional Development Programme (PDP) has achieved the following results: Graduated 26 practitioners from the East and Southern Africa (ESA) region with Certificates of Advanced Studies (CAS) from University of Geneva; Directly supported EiE CAS graduates to reach an additional 200 staff in their contexts/responses with professional development training to help improve the quality of their education in emergencies programmes, including those for refugees; Delivered EiE Fundamentals training to 113 practitioners in the East and Southern Africa (ESA) and Middle East and Eastern Europe (MEEE) regions, including many working with refugees from Syria and Somalia; Partnered with INEE, Plan International and other sector actors supporting refugee education to develop an online EiE course in order to continue and expand access to professional development opportunities for education in emergencies staff, especially during COVID-19; Launched two more cycles of the EiE CAS in the East and Southern Africa (ESA) and Middle East and Eastern Europe (MEEE) regions, and secured funding to expand the programme to West and Central Africa region (WCA) in 2021.	 6  7
Switzerland	Geneva – a global hub for education in emergencies	Europe	Switzerland	Under the leadership of Switzerland, the co-signatories of the pledge had several meetings throughout 2020 and were engaged in starting the implementation of the pledge. Implementation included a) to conceptualise the setup of the “Geneva Global EiE Hub”; b) a joint “Statement by the Signatories of the Pledge at the Global Refugee Forum to Make Geneva a Global Hub for Education in Emergencies” with a Call to Action to “address the threat by the COVID-19 pandemic to the education of those left furthest behind”. The Call to Action puts a particular focus on the education of forcibly displaced children and youth. It included a press release by Switzerland and several communication activities by all co-signatories. UNESCO, UNHCR and IOM have also joined the Call to Action, complementing the efforts of Switzerland, ECW, GEC, The Graduate Institute, ICRC, INEE, UNICEF and the University of Geneva. The setup of the Geneva Global EiE Hub is making progress. Under the leadership of Switzerland, with close collaboration and strong engagement of all co-signatories, a concept note of the Hub’s objectives, governance and scope was developed. As of November 2020, the Hub has a dedicated full-time Coordinator seconded by Switzerland and hosted by the Global Education Cluster. In December 2020, the first official Hub Steering Group meeting will take place and will approve the Hub Concept note and 2021 roadmap. A public official launch is planned in 2021, which will then also open up the Hub to others. In addition, Switzerland is about to provide office space to Education Cannot Wait (ECW). Some of the Hub members will likely be based in the ECW office, so that the Hub will also have some physical space (to the extent possible).	 6  7

