

ADVANCING INCLUSION, SELF-RELIANCE, AND SOLUTIONS THROUGH EDUCATION FOR REFUGEES

A SPOTLIGHT ON EDUCATION
AT THE GRF 2023



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FOREWORD

The first Global Refugee Forum (GRF), held in 2019, was a courageous moment of the world coming together around the recently affirmed Global Compact on Refugees (GCR) which was signed exactly one year before. This was a time of real hope, since the GCR set out joined up approaches to ensuring pathways to self-reliance for refugees, and support to the governments and communities that host them. In turn then, the 2019 GRF set out many of the detailed ambitions needed to move the GCR forward.

In the four years since the first GRF, the global context has dramatically changed. By 2023, the number of forcibly displaced individuals reached 117 million of whom 43.4 million were refugees, up from 79.5 million in 2019, of whom 26 million were refugees. This significant increase is primarily due to ongoing conflicts such as the wars in Ukraine and Sudan, human rights violations, and displacement based on the compounding effects of climate change.

SWITZERLAND. High-level event on refugee education, inclusion and finance at the Global Refugee Forum 2023. ©UNHCR/ANTOINE TARDY



The scale of the challenge requires urgent and collective action across the humanitarian, development, and peace sectors to ensure the well-being of refugee children, youth and their families. The 2023 GRF brought together the international community aligned in what the High Commissioner calls ‘The new multilateralism’, to work on these challenges. There was also an opportunity to celebrate success to date, learn lessons about what works and barriers which have been harder to overcome, and recognize the positive shifts, especially by to the many refugee hosting governments who stay committed to offering asylum and have made strides in creating enabling environments for inclusion and solutions. By 2023, just three countries globally had exclusionary policies explicitly preventing refugee children and young people from using the host country curriculum, representing a real commitment to the availability of accredited education pathways.

Policy shifts and greater engagement from donors and other stakeholders had a significant impact. Though there were small gains in refugee enrolment in primary school which increased from 63 to 65%, secondary level enrolment rose from 24% to 41%, and higher education from 3% to 7%. Between 2019 and 2023, the number of school age refugees doubled, from 7.1 million to around 14 million. This means that whilst some percentages seem to have increased minimally, the increase in real terms means that even the stability of these figures represents millions of additional refugee children and youth benefiting from education.

The 2023 GRF was a moment in the collective work to ensure that refugees have equitable access to quality education, ideally delivered through national systems, and that host communities and governments are supported in the delivery of this. This report summarises the collective efforts and commitments made to transform refugee education, embodying a shared responsibility for inclusive, quality education for all.



Rebecca Telford,
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INTRODUCTION

Held every four years, the Global Refugee Forum (GRF) is the world's largest international gathering on forced displacement, mobilizing comprehensive support and engagement towards the objectives of the Global Compact on Refugees (GCR). The second GRF, held in Geneva, Switzerland, from 13 to 15 December 2023, brought together a diverse coalition of stakeholders committed to addressing the multifaceted needs of refugees. It was attended by over 4,000 participants from 168 countries, including 320 refugees and more than 425 other stakeholders and partners from around the world.

SWITZERLAND. GRF 2023 Global Refugee Forum.
Flags Pont Mont Blanc ©UNHCR/OLIVIER CHAMARD



A key feature of the lead-up to the GRF 2023 was the multi-stakeholder pledging process, which brought together the full spectrum of GCR partners to develop and lead 47 pledges contributing to the agreed key outcomes of the Forum. These outcomes were centered around several critical areas, including financing, climate action, inclusion, resettlement and complementary pathways, creating conditions for sustainable voluntary return, and building peace. The international community rallied together at the Forum, making some 1,750 pledges and setting a strong foundation for future actions. This novel format strengthened collaboration between humanitarian, development and peace actors from the outset of the pledge mobilisation process and paved the way for the development of SMART, high-quality pledges with clear and ambitious political targets.

Education was a key focus area at the GRF 2023. Recognizing the pivotal role of education in empowering refugees and fostering their inclusion, the Forum saw a significant number of pledges dedicated to enhancing educational opportunities for refugees. Contributions made by states and partners in the area of education were encouraged to be done under three multi-stakeholder pledges:



SWITZERLAND. United Nations High Commissioner for Refugees Filippo Grandi closes the 2023 Global Refugee Forum in Geneva
©UNHCR/JOSE CENDON

1. Securing Sustainable Futures - Towards a Shared Responsibility to Uphold the Right to Education and Include Refugee Children in National Education Systems
2. Achieving 15% Enrolment by 2030 to Expanding Refugee Access to Higher Education and Self-Reliance
3. Expanding Connected Education for Refugees through the Refugee Connected Education Challenge

These pledges covered various sub-thematic areas including Early Childhood Development, Secondary Education, Teachers, Emergencies, Mental Health, Psychosocial Support and Socio-Emotional Learning, Tertiary Education, and Connected Learning. Central to the GCR vision is the inclusion of refugees in national education systems, which requires political will, policy support, and responsive implementation frameworks. The substance, regional diversity, and collaborative nature of the education pledges made at the 2023 GRF is a testament to the

significant progress made since 2019 to advance refugee education and the refugee inclusion agenda. The 2023 GRF highlighted the importance of coherent coordination, planning, funding and implementation across the humanitarian, development and peace sectors to improve education outcomes for refugees.

In support of the pledging process in the field of education, the [GRF Education Alliance](#), an informal group of 160 entities (including donor and refugee-hosting states, civil society organisations, academia, and philanthropic and private sector foundations) working on refugee education, published an [Education Pledging Guidance Document](#). This document outlined areas for alignment with the global and national architecture, key issues for consideration, and concepts and approaches related to the pledge development process. The pledging framework encouraged stakeholders to align their commitments with host country policies, the Transforming Education Summit Calls to Action, and the Sustainable Development Goals.

GRF EDUCATION CAMPUS & SIDE EVENTS

On the sidelines of the GRF, the Education Alliance organised a one-day [Education Campus](#), where stakeholders reflected on progress made in realising the vision for education set out in [Refugee Education 2030](#) and the Global Compact on Refugees and committed to concrete actions over the next four years.

The Education Campus programme consisted of a series of thematic panels and sessions designed to reflect on the actions, innovations and contributions that stakeholders are making to operationalise the GCR around seven thematic areas: Early Childhood Education; Education in Emergency Contexts; Secondary Education; Teachers; Connected Education; Technical and Vocational Education and Training (TVET); Mental Health and Psychosocial Support (MHPSS) and Socio-Emotional Learning.

The Campus was a unique opportunity for education stakeholders from around the world to share and raise their ambitions and commit to the policies and funding necessary to include all refugee children in national education systems and expand access to higher education. One of the features of the Education Campus was the high level of refugee participation in thematic panel discussions and a dedicated plenary session. In addition, several side events focusing on education were organised during the two days of the GRF.

Dr. Cleophus Mugenyi, Commissioner, Basic Education Department, Ministry of Education and Sports of Uganda, speaks at the GRF Education Campus.

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Speakers and attendees at the GRF Education Campus.

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At a Glance

EDUCATION CAMPUS

 **400**
PARTNERS
PARTICIPATED

 **3**
PLENARY
SESSIONS

 **11**
THEMATIC
PANELS

OVER **150** REFUGEE YOUTH PARTICIPATED IN THE GRF

AS OF JULY 2024,
248
CONTRIBUTIONS HAVE BEEN
MADE TO EDUCATION UNDER
THE 3 MULTI-STAKEHOLDER
PLEDGES¹ :

Securing Sustainable Futures - Towards a Shared Responsibility to Uphold the Right to Education and Include Refugee Children in National Education Systems:

149 

Achieving **15%** Enrolment by **2030** to Expanding Refugee Access to Higher Education and Self-Reliance:


107 

Expanding Connected Education for Refugees through the Refugee Connected Education Challenge:


38 

¹ Cross-cutting submissions can be registered under several multi-stakeholder pledges.

AMONG THESE
248
CONTRIBUTIONS


 **75** have been made by States, Municipalities or Local Authorities (**30%**), including

 **45** by refugee-hosting States

 **71** have been made by Civil Society Organisations, including Faith-Based Organisations (**29%**)

 **45** have been made by International Organisations (**18%**)

 **23** have been made by Academics and Researchers (**9%**)

 **16** have been made by the Private Sector (**6%**)



SWITZERLAND. Day three of the Global Refugee Forum 2023 ©UNHCR/WILL SWANSON

TRANSLATING GLOBAL COMMITMENTS INTO ACTION:

Multi-stakeholder Pledges for Inclusive Refugee Education

This section outlines the framework supporting our global commitment to inclusive refugee education. At its core is the multi-stakeholder pledge on inclusion, which provides the foundation for our initiatives. This broad commitment addresses key areas essential to achieving our overall goals, including:

- **Early Childhood Development**
- **Secondary Education**
- **Teacher Support**
- **Education in Emergency Contexts**
- **Mental Health, Psychosocial Support, and Socio-Emotional Learning**

Each of these areas is a critical part of our comprehensive approach to refugee education. Additionally, the multi-stakeholder pledges focused on Higher and Connected Education target specific challenges within the wider educational context.

The following sections will provide an in-depth look at each of these components, examining their origins, evaluating their progress, and outlining future directions.

I. Securing Sustainable Futures:

Towards a Shared Responsibility to Uphold the Right to Education and Include Refugee Children in National Education Systems

Access to education is fundamental to building refugee self-reliance. Of the almost 15.5 million refugee children worldwide, more than half are not in school, with significant additional challenges for girls, children with disabilities, and other vulnerable groups. Access to inclusive and equitable quality education creates opportunities for employment and self-reliance, the ability to contribute to host country economies, as well as contributing to social cohesion. Including refugee children in national education systems is the most sustainable way to achieve scale. It represents a long-term investment and a more socially inclusive approach than through parallel provision. Investing in capacities of the national education system increases overall access, quality and resilience benefiting all learners. Underpinned by early childhood and primary education, access to secondary, tertiary and vocational opportunities in turn provides access to labour opportunities, better livelihoods, and increase human development which enable refugees to better contribute to their host and home communities.

The pledge's leading partners, including the United Kingdom (UK), Germany, Denmark, the European Union (EU), the World Bank, the Global Partnership for Education (GPE), Education Cannot Wait (ECW) and UNICEF, aim to accelerate the

integration of refugees by providing high quality advice on the enabling factors for integration, promoting an enabling policy environment and facilitating knowledge sharing and learning.

Pledge Outcomes

Ease the pressures on host countries:

Many refugee hosting countries have implemented policy shifts to ensure the inclusion of refugee students into their national systems, and this pledge focuses on greater responsibility sharing with the international community. This includes aligning financing appropriately and working closely with governments on transitions to inclusion and ensuring that host community education systems are not negatively impacted by including refugees.

Enhance refugee self-reliance: The role of education in refugee self-reliance, considering learning to earning pathways, the safety and protection offered by education especially at secondary level and for girls, and the contribution to social cohesion, is a core focus of this pledge.

Pledges under this theme aim to consider the roles of all stakeholders in working on policy, programming and financing towards a comprehensive goal of including refugee children into strengthened

national systems as well as providing comprehensive support designed for inclusion from the start of an emergency and when full inclusion may not be possible. Pledges focus on aligning, increasing and more effectively using finance; technical assistance and capacity support; and continued multi-stakeholder policy dialogue and sharing responsibility with hosting governments in line with the GCR.

Pledge Background and Progress

Key recommendations from the pledging process include:

- Continue to prioritise education for refugees, from early childhood through to tertiary with a focus on inclusion in national systems. Comprehensive links should be made across approaches, planning and financing of education from the onset of an emergency through to development.
- Finance must be aligned and brokered across different partners to better support government-led approaches to inclusion and ensure both support for refugees and the development of stronger systems which benefit host communities and with the intention of responsibility sharing by the international community.
- Partners commit to work together to improve data on access, enrolment, retention and learning of refugees, and on improving data and evidence around finance tracking and impact.

Examples of Key Contributions

More than 200 pledges were linked to this multistakeholder pledge including from refugee hosting countries such as Algeria, Armenia, Belize, Benin, Brazil, Burkina Faso, Burundi, Cameroon, Chad, Chile, Egypt, Ethiopia, Ghana, Japan, Kazakhstan, Kenya, Kurdistan Region of Iraq, Morocco, Moldova, Nigeria, Slovakia, South Sudan, and Uganda.

- **The Government of Burundi** committed to promoting the inclusion of refugees and reintegration of returnees into the Burundian education system, including those facing challenges related to curriculum differences between countries of asylum and origin. With support, the country pledged to ensure the availability of qualified teachers and to promote social cohesion within the educational environment.
- **Education Cannot Wait (ECW)** pledged to invest at least \$500 million¹ over the next four years to support refugee education, aiming to reach 5 million refugees globally. The investment will address immediate needs through temporary education programs and support the inclusion of refugees, including teachers, into national education systems. This pledge aims to enable refugee and host community children to complete their education and transition to self-sufficiency. Additionally, ECW will contribute to networks, working groups, and technical advancements, and will establish a Financing Observatory to improve the use of education financing data.

¹ The pledge is contingent on raising \$1.5 billion for ECW's new Strategic Plan.



SWITZERLAND. High-level event on the Central African Republic situation at the Global Refugee Forum 2023 ©UNHCR/JOSE CENDON

- **The European Union (EU)** pledged to invest in refugee education and training, prioritising inclusive and resilient education systems both within the EU and globally. Committed to equitable access, the EU will allocate 10% of its humanitarian and international partnerships budget to education in emergencies, focusing on the resilience of education systems to address challenges such as climate change and conflict. The EU will also support initiatives such as Erasmus+ and collaborate with partners like the GPE and ECW. Efforts will focus on overcoming barriers to education, expanding access, empowering local actors and educators, and advancing gender equality, aiming for 50% female participation in education projects.
- **FCDO and the World Bank:** The UK's Foreign, Commonwealth & Development Office (FCDO) has pledged £4 million toward technical assistance, including the establishment of INSPIRE, a facility under the Foundational Learning Compact (FLC) Trust Fund. This initiative aims to build capacity and strengthen policy implementation for the inclusion of refugee children into host countries' national education systems. It seeks to leverage International Development Association (IDA) and other funding sources

to provide education for millions of refugee children who have been denied this right. This pledge aligns with the UK's White Paper commitment to promoting longer-term approaches to addressing protracted displacement.

- **The Global Partnership for Education (GPE)** pledged to mobilize more financing for refugee inclusion through GPE grants that support system transformation and capacity strengthening. Additionally, GPE will leverage opportunities for additional and innovative financing. This effort will be linked to fostering inclusive, evidence-based policy dialogue to integrate refugees into education systems, alongside promoting related inclusion, advocacy, and knowledge exchange at both global and country levels.

Pledge Documents

[Multistakeholder Pledge: Securing Sustainable Futures - Towards a Shared Responsibility to Uphold the Right to Education and Include Refugee Children in National Education Systems](#)



GRF EDUCATION CAMPUS & SIDE EVENTS

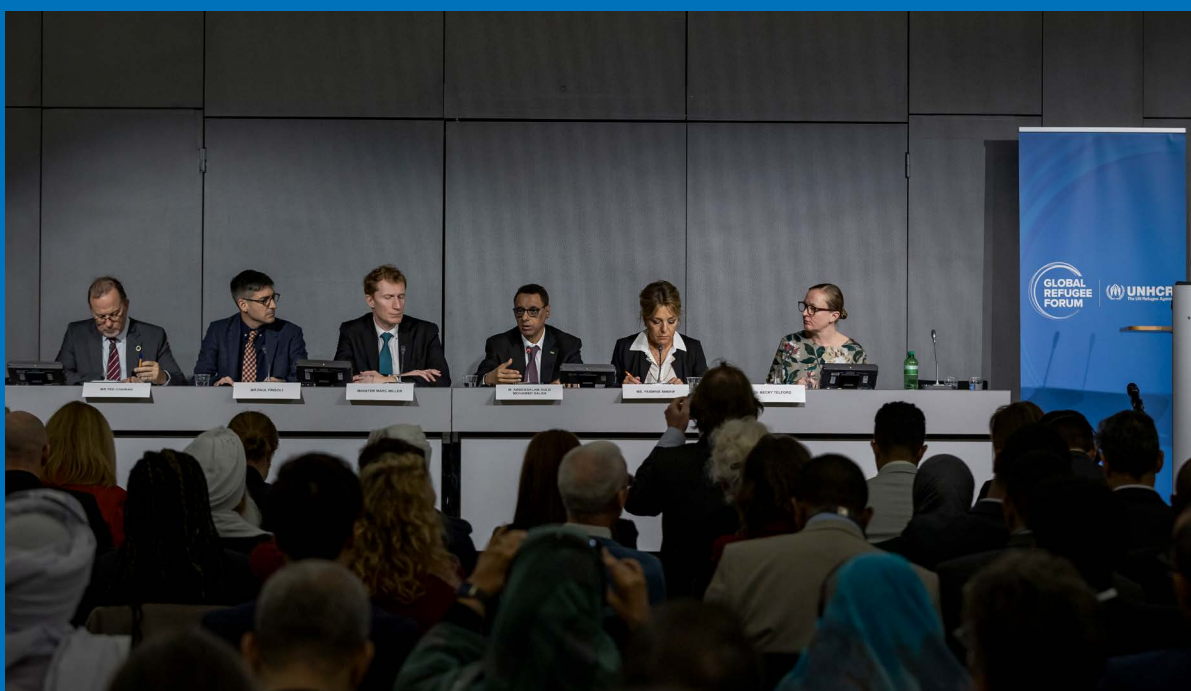
During the GRF Education Campus, a side event brought together stakeholders from donor and refugee hosting States, multilaterals, refugee led organisations and the private sector, to consider the roles of all stakeholders in working on policy, programming and financing towards a comprehensive goal of including refugee children into strengthened national systems as well as providing comprehensive support designed for inclusion from the start of an emergency and when full inclusion may not be possible. Pledges focused on aligning, increasing and more effectively using finance; technical assistance and capacity support; and continued multi-stakeholder policy dialogue and sharing responsibility with hosting governments in line with the GCR.



Speakers at the High-Level Event on Education: Inclusion and Finance, one of a series of discussions at the Global Refugee Forum 2023.
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Speakers at the High-Level Event on Education: Inclusion and Finance, one of a series of discussions at the Global Refugee Forum 2023.

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Nurturing the Future:

Global Pledge for Early Childhood Development in Emergencies



Pledge Outcomes

Comprehensive support for host countries: Low- and middle-income countries hosting refugees receive support across sectors and interventions - humanitarian, development and peace - to ensure that young children and caregivers from refugee, displaced and host communities have access to national and local systems. These systems provide quality, holistic, gender-transformative and multisectoral Early Childhood Development (ECD) services that promote well-being, self-reliance, inclusion in national systems, durable solutions, peace and social cohesion.

Increased investment and coordination: Funders, including bilateral and multilateral donors, invest in local, national and community organisations, host governments and international organisations to scale up early childhood solutions. This ensures that humanitarian funding is linked to existing development initiatives through cross-sectoral coordination and accountability, thereby strengthening national ECD service delivery.

Integrated national ECD policies: Priority is given to the development and implementation of holistic, integrated and multisectoral national ECD policies that are inclusive of refugee and displaced children, their caregivers and host communities.

Host governments are supported to establish national ECD coordination platforms to ensure the provision of quality ECD programmes for these groups.

Pledge Background and Progress

Early childhood, encompassing the period below the age of 8, is the most crucial phase of human development. During this time, physical, cognitive, social, emotional, and language development lay the foundation for a child's lifelong well-being and resilience. This includes mental and physical health, the ability to form respectful relationships, academic progress, and social and economic participation.

Recognizing the global commitment to nurturing young refugee children, the multistakeholder ECD pledge supports the delivery of new financial, technical, and material support for host country policies, services, and systems. By investing in the early development of refugee children, host countries can alleviate pressures on resources, services, and societies, aligning with the GCR objectives.

This pledge aims to engage all relevant stakeholders (governments, bilateral and multilateral institutions, INGOs, local NGOs, civil society, and the private sector) in the provision of financial, technical, and

material resources to ensure that refugee, displaced and host community children (ages 0-8) and their caregivers in all their diversity, benefit from quality, holistic, integrated, and gender transformative ECD policies and services, aligned with the [Nurturing Care Framework for Early Childhood Development](#).

Since the 2019 GRF there has been a remarkable increase in global commitment to ECD. This is evidenced by the rise in multi-stakeholder pledges: in 2023, there were 32 ECD pledges compared to just 13 in 2019. This surge reflects a heightened recognition of the critical role ECD plays in shaping resilient, well-rounded individuals, particularly in the context of refugee and displaced populations.

Additionally, significant commitments from various sectors include ECD for refugee children and support for refugee caregivers. These commitments span gender, socio-emotional learning (SEL), mental health and psychosocial support (MHPSS), protection, and child-rights pledges. These holistic approaches ensure that refugee children and their caregivers receive comprehensive support, fostering environments where children can thrive both emotionally and educationally.

Examples of Key Contributions

- **The Moving Mind Alliance (MMA)** pledged to increase the self-reliance and well-being of refugees through quality, holistic and gender transformative ECD.
- **Save the Children** committed to improving the ECD and well-being of refugee and host community children by increasing access to quality, holistic, inclusive and gender-responsive services in development and humanitarian contexts.
- **War Child** pledged to actively support and initiate advocacy efforts for ECD, to raise the visibility and importance of ECD programming in humanitarian, fragile and development refugee settings, and to advocate for increased funding and inclusion of ECD in comprehensive humanitarian response plans.

Pledge Documents

[Global Pledge for Early Childhood Development in Emergencies](#)



GRF EDUCATION CAMPUS & SIDE EVENTS

A side event specifically dedicated to Early Childhood Development in Emergencies (ECDiE) highlighted the critical importance of early education and nurturing care for young refugee children. The event brought together a diverse group of stakeholders, including government representatives, funders, refugee-led organizations, international NGOs, local organizations, and a refugee advocate specializing in ECDiE. The event underscored the necessity of ensuring that young refugee children have access to their right to education from the earliest stages, recognizing that comprehensive support must be provided from the onset of an emergency. The significance of early learning for both young children and their caregivers in crisis situations was prominently featured through a video presentation during the Global Education Pledge formal panel session. This emphasis aligns with the principles outlined in the 2023 Global Refugee Statement, advocating for the inclusion and support of refugee children and their caregivers.



Speakers and attendees at the GRF Education Campus.
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Speakers and attendees at the GRF Education Campus.
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Empowering Futures:

A Comprehensive Pledge for Inclusive Secondary Education

B

Pledge Outcomes

Equitable access to secondary education:

Countries hosting refugees receive comprehensive support, including financial, technical and material assistance, to develop inclusive policies and services to ensure equitable access for refugees to national secondary education systems.

Equal treatment for all youth: Adolescents and youth, whether they belong to refugee, displaced, or host communities, are treated equally in educational settings.

Flexible and inclusive secondary education: Secondary education options are designed to be flexible, relevant, and certified. They incorporate policies and strategies aimed at combating exclusion, enhancing refugee well-being, fostering equitable participation in society, promoting self-reliance, and contributing to the advancement of durable solutions.

Pledge Background and Progress

The global push for universal primary education has placed increased pressure on secondary education systems to accommodate a more diverse student body inclusively and effectively. However, in crisis contexts, current funding levels

fall short of meeting these demands. Alarming, refugee access to secondary education stands at a mere 41%, with significant gender disparities. Furthermore, refugee adolescents and youth are substantially less likely to attend, or complete secondary education compared to their counterparts in the host country.

Secondary education plays a pivotal role in fostering the self-sufficiency of refugee adolescents and youth, offering a protective buffer against various vulnerabilities. It serves as a crucial platform for empowering refugee youth, equipping them with the skills and knowledge necessary to seize future opportunities. It underscores the global commitment to supporting their educational journey, thereby fostering stability and resilience within refugee communities.

To address the challenges in accessing and retaining refugee students in secondary education, the following strategies have been proposed: increasing funding and the provision of secondary education facilities within refugee settlements, supporting alternative education models like catch-up programs and Secondary Accelerated Education Programs (SAEPs) for out-of-school refugees, and implementing gender-responsive programming to remove barriers for girls, young women, and LGBTQIA+ students, ensuring their safety and access to essential facilities. It is also

important to ensure that new education infrastructure is universally designed to accommodate students with disabilities and to engage communities to address socio-economic barriers, such as poverty and cultural norms, that hinder girls' education.

Investing in increasing the number of qualified secondary teachers, particularly female teachers and those with expertise in STEM fields, is crucial. Additionally, incorporating the experiences of displaced students into national curricula and supporting trauma-informed teaching practices are essential steps. Integrating gender-responsive social-emotional learning (SEL) and life skills programs to empower adolescent girls and combat discrimination, enhancing education relevance through life skills training, career guidance, and entrepreneurial education, and supporting the inclusion of newly displaced students in national education systems through language learning initiatives are also key strategies. Strengthening coordination among international stakeholders, local governments, and communities is necessary to create contextual and relevant solutions for secondary education.

Finally, securing multi-year, long-term funding for secondary education through national budgets and humanitarian funding mechanisms is critical. Supporting the global [Secondary Education Working Group \(SEWG\)](#) to increase secondary school enrollment for crisis-affected children through targeted efforts focusing on access, quality, evidence-based approaches, and advocacy is also vital.

The 2019 GRF prioritized increasing access to education at all levels, including secondary education, as part of a broader

initiative to improve the lives of refugees and support host communities. However, the 2019 pledges did not specifically delve into the area of secondary education. Continued efforts and sustained commitments are necessary to overcome the challenges and achieve the goals set forth in the pledge.

Examples of Key Contributions

- **The Government of Ethiopia** committed to integrate refugee secondary schools into the national system by 2027.
- **Jesuit Refugee Service (JRS)** pledged to help provide new financial, technical and material support for host country policies, services and systems related to secondary education.
- **Plan International** committed to supporting the right to quality, inclusive and gender-responsive education from early childhood to secondary school.

Pledge Documents

[Empowering Futures: A Comprehensive Pledge for Inclusive Secondary Education](#)



GRF EDUCATION CAMPUS & SIDE EVENTS

During the Education Campus, two seminal research pieces were presented to underscore the critical importance of secondary education for refugees. The first, *The Missing Piece: Secondary Education in Crisis Contexts*, highlighted the gaps and challenges in providing secondary education in emergency settings. The second, *Accelerate with Care: Towards Gender-Responsive Secondary Accelerated Education*, focused on the need for gender-responsive approaches in accelerated education programs for secondary students. These presentations provided a comprehensive analysis of the current state of secondary education for refugees and emphasized the need for targeted interventions to ensure that refugee adolescents have access to quality education, particularly in crisis contexts.



General ambiance at the Global Refugee Forum 2023. ©UNHCR/ANTOINE TARDY



Speakers and attendees at the GRF Education Campus. ©UNHCR/ANTOINE TARDY



Day three of the Global Refugee Forum 2023 ©UNHCR/WILL SWANSON



Champions of Change:

Strengthening Teachers to Transform Refugee Education

Pledge Outcomes

Equitable access to qualified teachers and support to refugee teachers: Host countries receive appropriate financial, technical and material support to ensure that refugees have equitable access to qualified teachers and that refugee teachers are integrated into national education systems with adequate training, support and fair remuneration.

Teacher professional development and wellbeing: All teachers in refugee settings, including refugee and community teachers, have access to continuous professional development opportunities and pathways to certification in host country systems.

Multiyear financing for teacher compensation: There is predictable, multi-year funding to support teacher salaries during crises and displacement, including in refugee settings, enabling sustainable access and quality of education.

Pledge Background and Progress

Teachers play a central role in providing quality education to refugee students. They are key agents of change and need to be effectively supported and empowered. Teachers in refugee settings face numerous

challenges, including inadequate training, large class sizes, and financial instability. These conditions undermine the quality of education provided to refugee students. In addition, there is a significant gap in data on teachers working in refugee settings, which hampers efforts to effectively address their needs.

While the GRF recognised that supporting teachers is essential to improving education outcomes for refugees, significant gaps remain in providing adequate support. As a result, several commitments were made to improve teacher training, professional development and well-being. The international community committed to increasing funding and resources to support these initiatives, recognising that well-supported teachers are critical to the success of refugee education programmes.

Examples of Key Contributions

- **The Government of Germany** pledged to advocate for teachers and support incentives and salaries for refugee teachers through various projects.
- **The Government of Djibouti** pledged to train and provide certification for refugee teachers and progressively include their remuneration in the national budget.

- **Education International (EI)** pledged to advocate for the creation of an international financing mechanism to provide ‘bridge funding’ for teacher salaries during crises. EI also committed to support policy and social dialogue in countries integrating refugees into their education systems and facilitate peer-learning and experience-sharing among countries facing large refugee influxes.
- **The Education Development Trust** committed to improving the professional development of teachers through training and research.
- **The Ministry of Foreign Affairs of Denmark, LEGO Foundation, Novo Nordisk Foundation and Grundfos Foundation** committed to jointly address the protracted displacement situation in Kenya and to support the implementation of the forthcoming Shirika Plan, a comprehensive project with a total budget of DKK 470 million for the period 2023-2028. This project, called ‘TeachWell’, is a teacher professional development programme that aims to improve the skills of both refugee and host community teachers in Turkana and Garissa counties, using the learning through play pedagogy to facilitate the continued implementation of Kenya’s new Competency Based Curriculum (CBC).
- **Save the Children** pledged to support the professional development of teachers to help them develop the skills they need.
- **VSO International** committed to training 10,000 teachers in refugee settings, providing resources under a creative common licence and working with governments to ensure certification pathways.

Pledge Documents

[Pledging Guidance on Teachers and Teaching in Forced Displacement Situations](#)



GRF EDUCATION CAMPUS & SIDE EVENTS

Teachers: The Backbone of the Education Sector's Global Refugee Response

During the Education Campus, a panel discussion emphasized the crucial role of teachers in refugee education and the need for comprehensive support systems to improve their professional and personal well-being. While progress since the 2019 GRF was noted, it was highlighted that many education pledges still overlook the specific needs of teachers. Panelists stressed the importance of continuous professional development for refugee teachers, particularly in dealing with challenges such as large class sizes and limited resources. Key takeaways included the need for multi-year funding for teachers' salaries, integrating refugee teachers into policy discussions, and initiatives focusing on their holistic well-being. Good practices from Jordan, Ethiopia, and South Sudan were showcased as successful models for enhancing the well-being and qualifications of teachers in refugee settings.

Sonia Grigt, Education International, speaks during an event on the role of education and importance of refugee teachers, one of a series of discussions at the Global Refugee Forum 2023.

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Fatou Niang, UNESCO Teacher Task Force, at the GRF Education Campus.

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Short-Term Action for Long-Term Benefit: Education in Emergency Contexts

Pledge Outcomes

The pledging stakeholders recognise that education is a human right and can be lifesaving and life-sustaining in emergencies. They acknowledge that the initial response affects all subsequent education interventions and the long-term resilience of young refugees and their communities. The pledge focuses on the period immediately after displacement and before children return to formal learning opportunities. The pledge highlights actions supporting a rapid return to learning, ensuring that:

Rapid response programmes are implemented to support a return to learning and inclusion in national education systems. Funders and partners will work alongside refugee-hosting states to ensure recently displaced children and youth are supported to return to learning as quickly as possible. Initial response programmes will be designed in ways that support sustainable responses and facilitate integration in national education systems through the provision of language classes, learning support (catch-up classes) and other non-formal programmes.

Education is integrated in **national preparedness plans** and rapid responses to minimise disruptions from displacement.

The **coordination of responses** is strengthened for predictable, systematic support of rapid access to quality, inclusive,

and protective education for refugees and host communities.

Better quality evidence and data on education in refugee emergencies is generated to inform policy and response strategies.

Pledge Background and Progress

In situations of sudden or mass displacement, the GCR includes a commitment to mobilise stakeholders to ensure that the time that children and young people spend out of school is kept to a minimum and that every effort is made to ensure a return to learning within three months of displacement.

Initial responses in emergency settings should support inclusion in national systems by establishing pathways into formal education – including language learning, catch-up classes, expanding education infrastructure, and providing support services such as MHPSS, school-based nutrition programmes, and financial assistance to families.

Despite education's vital role in restoring normality and providing growth opportunities, the education sector is often underfunded and under-prioritised during and after large-scale cross-border displacement. Although progress has been made since the 2019 GRF

to increase funding for EiE, funding remains an urgent priority, and developing countries hosting many refugees need more financial support to include refugee children and youth in their national education systems.

Examples of Key Contributions

- **The British Council** pledged to support 50,000 displaced teachers, teachers of refugees and school leaders through targeted assistance and a further 20,000 teachers through its ‘Language for Resilience’ community of practice. This support will focus on the promotion of language teaching and multilingualism through the professional development of teachers and the recognition of the role of language in promoting individual and community resilience.
- **ECW, on behalf of the GRF Education Alliance task team on emergency contexts²**, committed to minimising the time recently displaced refugee children and youth spend out of school, with the aim of providing access to safe, inclusive and quality learning opportunities within three months of displacement. They pledged to support the integration of these children into national education systems by providing support services such as psychosocial support, language assistance and bridging cultural gaps. They will advocate for increased and flexible funding for education in emergencies, work with host countries and civil society to mainstream education in crisis preparedness and improve coordination

for rapid access to education. The pledge also emphasises investment in gender- and age-disaggregated data to improve the effectiveness of education responses.

- **UNHCR, the Global Education Cluster, UNESCO and INEE** jointly pledged to continue their efforts to strengthen the Initiative for Education in Emergencies Coordination (ISEEC) aimed at enhancing the quality of response coordination across humanitarian and development coordination architectures. The pledging entities will document the impact of good quality response coordination, build the capacity of those engaged in coordination leadership and identify ways in which synergies can be built across different coordination mechanisms.
- **The Geneva Global Hub for Education in Emergencies** and its members pledged to work collaboratively to step up visibility, political and operational commitment, and funding for Education in Emergencies through joint action, promoting policy dialogue and facilitating multi-stakeholder partnerships so that refugee, displaced and crisis-affected children and youth can enjoy the right to continuous, safe, and quality education.

Pledge Documents

[Education in Emergency Contexts – Pledging Guidance](#)

[Education in Emergency Contexts – Multi-stakeholder Pledge Brief](#)



² Endorsing entities include AVSI Foundation, Canada, Childhood Education International, Education for All Coalition, Educators Without Borders International, Humanity and Inclusion, Human Rights Watch, Inter-agency Network for Education in Emergencies (INEE), International Rescue Committee (IRC), International Parliamentary Network for Education (IPNEd), NORCAP, Norwegian Refugee Council (NRC), Paisley’s Pals, People in Need, Plan International, Save the Children, Street Child, UNICEF, War Child, WeWorld, World Vision International (WVI).

GRF EDUCATION CAMPUS & SIDE EVENTS

The panel at the Education Campus included diverse voices including refugees who spoke passionately about the impact that education had made on their lives, States responding to crises and technical specialists. A number of common themes were highlighted by the speakers including the importance of ensuring that schools are safe from attack, with Colombia championing the adoption of the Safe School Declaration. The British Council and Save the Children highlighted that proficiency in the language of instruction is often a barrier to refugee inclusion in public schools. Financing education in emergency contexts remains one of the biggest challenges to the provision of support programmes at scale, expanding access and supporting national institutions. Speakers also spoke to the need to increase institutional and systemic preparedness for emergencies, enhance the coordination of responses to ensure efficiency use of limited resources and to deliver programmes that effectively integrate learning, psycho-social support and protection.



Speakers at the panel on education in emergency contexts during the GRF Education Campus. ©UNHCR/ANTOINE TARDY



Healing Minds, Enabling Futures:

Integrating Mental Health, Psychosocial Support and Socio-Emotional Learning for Refugee Education Success

Pledge Outcomes

National education systems in refugee-hosting countries are strengthened and adequately resourced to protect and promote the Mental Health, Psychosocial Support (MHPSS) and Social and Emotional Learning (SEL) needs of refugee and host community students and their teachers.

Pledge Background and Progress

Safe and supportive schools that prioritise MHPSS and SEL are critical to the immediate and long-term wellbeing of refugee, internally displaced and host community children and youth. The Education MHPSS+SEL Pledge, involving more than 25 organisations led by the LEGO Foundation, IRC, Right to Play International, UNICEF and UNHCR, mobilises technical, political and financial commitments to improve MHPSS and SEL for students in situations of forced displacement. The Pledge outlines 10 key actions, grouped into programmatic support, policy change, and financial needs to improve programming, implement policies, and advance data and evidence.

These actions are also in line with the [Multistakeholder Pledge: Fostering Mental Health and Psychosocial Wellbeing](#).

Since the last GRF, there has been an increased focus on mental health and psychosocial wellbeing. A new task team under the GRF Education Alliance and a dedicated workstream by the Group of Friends for Health have been established, creating strong cross-sectoral linkages that align pledges and increase advocacy, impact and visibility. Progress has also been made more broadly, with significant recognition of the need to support the mental health and wellbeing of teachers and students at events such as the 2022 Transforming Education Summit and the 2023 G7 Education Ministers' Declaration, which commits to ensuring that schools are safe and supportive environments. In addition, the UN General Assembly Resolution on Mental Health and Sustainable Development recommends the integration of mental health services and psychosocial support in schools, including through social and emotional skills programmes.

Moreover, a number of multi-sector pledges highlighted the synergies between education, physical activity, and

sport in fostering cognitive development, contributing to improved education outcomes, promoting gender equality and improving mental health and psychosocial well-being. An example of this is the pledges made by sports organisations under the [Sport for Inclusion and Protection multistakeholder pledge](#) to support improved educational outcomes through sport. Of the 146 pledges in the multistakeholder pledge on Sport, 75 are aimed at improving educational outcomes. Three recipient countries - Jordan, Rwanda and Kenya - stand out, with a large number of pledges from different entities.

Examples of Key Contributions

- **Amal Alliance** pledged to provide MHPSS to 500,000 children and train 6,000 educators by 2027 through flagship programmes such as ‘Colors of Kindness’ and ‘The Rainbow of Education’. They will also develop tools for children dealing with grief and collaborate with global partners to enhance support for refugee and host community children.
- **BRAC** pledged to provide at least one year of quality early childhood education for refugee and host community children, integrating MHPSS and SEL into the curriculum and supporting the workforce development.
- **Porticus Foundation** pledged to foster inclusive education systems that support the social-emotional development of children in extreme adversity, focusing on displaced and marginalized children. Their ‘Building Future Generations’

strategy, approved in 2023, aims to integrate SEL and MHPSS into both formal and non-formal education systems, particularly in Lebanon, Jordan, Kenya, and Bangladesh.

- **Right To Play** committed to enhance learning outcomes, social-emotional development, and wellbeing for refugee, displaced, and host community children through play-based learning and psychosocial support. They pledged to expand their programmes, collaborate with partners, and advocate for increased support and integration of these methods in education systems globally.

Pledge Documents

[Pledging Guidance on Mental Health & Psychosocial Support \(MHPSS\) in education + Social & Emotional Learning \(SEL\)](#)

[Multistakeholder Pledge: Fostering Mental Health and Psychosocial Wellbeing](#)



GRF EDUCATION CAMPUS & SIDE EVENTS

Promoting Learning through Safety, Wellbeing and Play

During the Education Campus, this session explored the critical role of integrating MHPSS and SEL into education programmes for refugees and host communities. Hosted by refugee youth, the session provided a platform for them to share their perspectives and experiences, highlighting how the quality of their learning environment has a significant impact on their wellbeing and development. The event also featured the premiere of the short film *Reach out to me*, produced by the Canada Refugee Education Council, which powerfully highlighted the importance of MHPSS and SEL. While acknowledging pressing needs and challenges, the session also highlighted innovative solutions and practices from both panelists and engaged participants, showcasing effective strategies to improve the educational experiences of refugee and host community students.



Delegates and attendees on day two of the Global Refugee Forum 2023. ©UNHCR/ANTOINE TARDY



Refugees and attendees participate in a range of sporting activities during the 'Sports Without Borders' linked event at the Global Refugee Forum 2023. ©UNHCR/BAZ RATNER

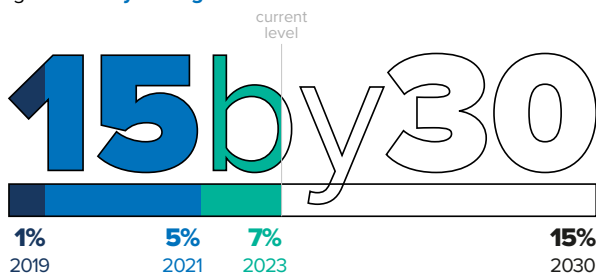
II. Achieving 15% Enrolment by 2030:

Expand Refugee Access to Higher Education and Self-Reliance

Pledge Outcomes

As the global leader in refugee higher education, UNHCR, together with a global network of partners, has set a target of 15% of refugee youth enrolling in higher education by 2030, with an intermediate target of 11% by 2027.

Figure 11 | 15by30 targets



Pledge Background and Progress

While progress has been made in increasing the percentage of refugee youth enrolled in higher education from 1% in 2019 to 6% in 2022, much more needs to be done if we are to collectively ensure that at least 500,000 refugee youth are enrolled in higher education by 2030.

Expanding opportunities for refugees to enroll in higher education institutions directly aligns with the inclusion agenda outlined in [UNHCR's Refugee Education](#)

[2030 strategy](#). To demonstrate and embed the benefits of inclusion for refugees and the countries that host them, it is urgent that more viable education opportunities are created to allow refugee youth to become contributors in their host communities.

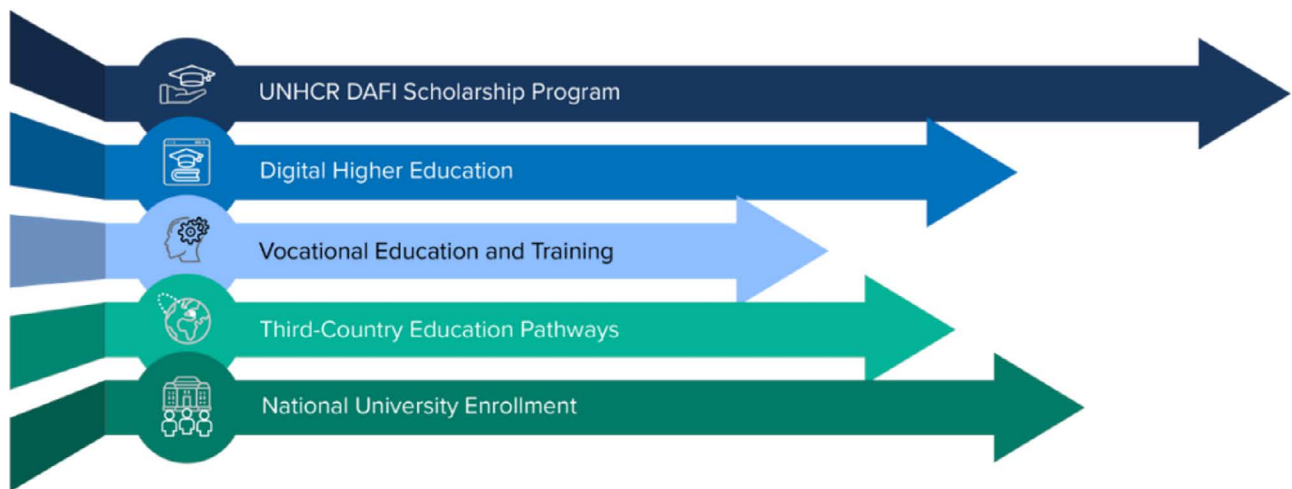
National enrolment refers to enrolment of refugee youth in higher education institutions (HEIs) in their host country. Taking into account limited opportunities for education mobility, desire to remain close to family and financial limitations, the majority of refugee youth need access to higher education opportunities in the countries where they have sought asylum. The significance of national enrolment in meeting the 15by30 target is further evidenced by global data collection: as of 2022, national enrolment accounted for nearly 70% of recorded refugee higher education enrolment.

The 15by30 roadmap is represented in this umbrella pledge which recognises a range of essential contributions that can be made by stakeholders around the world including scholarships, academic guidance services, waiver of testing fees, equipping connected education facilities, language and skills development, complementary education pathways, student solidarity actions and more.

The global 15by30 pledge and roadmap is endorsed by a wide variety of partners such as Times Higher Education (THE), Open Society University Network (OSUN), the Tertiary Refugee Student Network (TRSN), Duolingo, the Global Academic Interdisciplinary Network (GAIN), the International Labour Organisation (ILO),

the Global Student Forum (GSF), Finn Church Aid (FCA), the World University Service of Canada (WUSC), the Refugee Led Research Hub (RLRH), the Connected Learning in Crisis Consortium (CLCC) and the Global Task Force on Complementary Education Pathways.

Figure 2 | 15by30 pillars



Examples of Key Contributions

- **The Government of Ethiopia** committed to expand national and local Technical and Vocational Education and Training (TVET) systems to provide quality and accredited skills training to 20,000 host and refugee students, in line with their TVET policy and to balance the supply and demand of skills in the labour market.
- **The Republic of Kazakhstan**, through its Ministry of Science and Higher Education, pledged to introduce a quota for refugees in the higher education scholarship programme by 2024. A private institution - Maqsut Narikbayev University - committed to include a course on statelessness and refugees in its curriculum.
- **The Government of Uganda** pledged to create 300,000 economic opportunities for refugees and host communities by 2027, including access to formal and non-formal vocational training, market-relevant skills development and job creation; to establish job centres; and to develop indicators to measure self-reliance and resilience.
- **The Interagency Steering Group on Higher Education in Humanitarian and Development Contexts** (with representatives from the German Academic Exchange Service, the Institute of International Education, UNHCR, Times Higher Education, the Open Society University Network, the Association of Commonwealth Universities, the Connected Learning



SWITZERLAND. STAKEHOLDERS ANNOUNCE NEW PLEDGES ON DAY TWO OF THE GLOBAL REFUGEE FORUM 2023. ©UNHCR/WILL SWANSON

in Crisis Consortium and Nexus 3.0) pledged to lead the establishment of a global Interagency Steering Group on Higher Education in Humanitarian and Development Contexts (IASGHEHDC).

- **The Steering Group for Expanding Refugee Access to TVET**, comprised of ILO, FCA and UNHCR, committed to work together as an informal steering committee to expand refugee participation in TVET in line with the 15by30 roadmap for refugee higher education and self-reliance.

[Pledge Documents](#)

[Refugee Higher Education - Roadmap to the Global Refugee Forum 2023 and Beyond](#)

[15by30 Refugee Higher Education & Self-reliance - Data & Evidence Pledge Guidance](#)

[15by30 Refugee Higher Education & Self-reliance - Programme Pledge Guidance](#)

[15by30 Refugee Higher Education & Self-reliance - Policy Pledge Guidance](#)

[Step by step 15by30 Pledge instructions](#)

[Tertiary Refugee Student Network \(TRSN\) Pledge Poster 2.0](#)

[Joint Pledge on Technical and Vocational Education and Training](#)



GRF EDUCATION CAMPUS & SIDE EVENTS

Mobility as a Solution: Expanding Third Country Pathways through Tertiary Education

Complementary Education Pathways are a crucial pillar supporting UNHCR’s goal of raising refugee enrolment in higher education from 7% to 15% by 2030. The session provided an overview of successful strategies and lessons learned at different stages of refugee students’ journeys in accessing these educational opportunities. It highlighted examples of progress made on commitments from the first GRF in 2019, demonstrating the importance of tailored support and partnerships in facilitating access to higher education for refugees. The session underscored the need for ongoing collaboration among governments, educational institutions, and NGOs to create sustainable pathways and ensure that more refugees can benefit from quality higher education opportunities.

Boosting Refugee Self Reliance through Technical and Vocational Education and Training

This side event gathered key stakeholders to discuss best practices for creating supportive policy and legal environments for TVET and the economic integration of refugees. Discussions were informed by two research reports: [*Skills and Labour Market Transitions for Refugees and Host Communities*](#) (2022) and the forthcoming Systematic Literature Review on the Economic Impact of TVET Programming. Key observations included the need to address barriers such as restrictions on refugees’ right to work and the importance of connecting TVET programs to labor market demands. The session highlighted the importance of supporting refugees in transitioning to sustainable livelihoods and the necessity of robust program evaluations. Notable speakers included government officials from South Sudan, Zimbabwe, Zambia, Germany, Liberia, and Uganda.



High-level event on refugee education at the Global Refugee Forum 2023. ©UNHCR/ANTOINE TARDY



GRF Education Campus on refugee access to higher education at the Global Refugee Forum 2023. ©UNHCR/ANTOINE TARDY



Speakers and attendees at the side event 'Collaboration Space: Private Sector Engagement in Achieving 15% Enrolment of Refugees in High Education', one of a series of discussions at the Global Refugee Forum 2023.

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Nyanen Juch Malik, UNHCR Journalism Mentorship Programme for Refugees graduate, speaks at the GRF Education Campus.

©UNHCR/ANTOINE TARDY

Private Sector Engagement in Achieving 15% Enrolment of Refugees in Higher Education

Convened by UNHCR and the University of Oxford's Refugee-Led Research Hub, the session was an interactive dialogue focused on boosting refugee enrolment in higher education to 15% by 2030. Key areas of discussion included leveraging technology, supporting transitions from higher education to employment, and centering youth-led initiatives. The session emphasized the potential for private sector involvement in co-designing innovative solutions, rather than serving as a funding pitch. It aimed to foster collaboration among private sector partners, education leaders, and youth to create sustainable solutions for refugee education. The dialogue highlighted the need for better engagement with the private sector to support education and self-reliance for refugees, particularly around transitions to employment.

Youth Leadership in Action: The Future We Cannot Afford to Ignore

The session focused on the meaningful engagement of refugee youth in the GCR and GRF processes, building on initiatives such as the Global Refugee Youth Consultations and the [UN Youth Strategy](#). It highlighted the importance of integrating young refugees' perspectives into global policies, and featured youth-led policy dialogues in Uganda, Jordan, Niger, Colombia and Kenya. The discussion highlighted the need for sustainable mechanisms for refugee youth participation in advocacy and decision-making, the promotion of the Youth Manifesto and the role of youth in peace and resilience building. The session called on stakeholders to work with refugee-led groups, to commit to the Youth Compact Pledge, and to develop youth-specific pledges to support refugee youth globally, including funding for youth-led networks and organisations.

III. Expanding Connected Education for Refugees through the Refugee Connected Education Challenge

Pledge Outcomes

The initiative aims to ensure that refugees have access to quality connected education on par with nationals by 2030. To achieve this, the Refugee Connected Education Challenge (RCEC) focuses on building partnerships, identifying gaps, and advocating for the inclusion of refugee-hosting schools in national digital learning efforts.

Pledge Background and Progress

Education systems around the world are experiencing significant changes in the content, methods and locations of learning, driven by the challenges and innovations arising from the COVID-19 pandemic. UNHCR's education strategy emphasises the inclusion of refugees in equitable, quality education within national systems. However, many refugee learners and their host communities remain excluded and suffer from a digital divide that separates them from their peers and the wider global community. To address these gaps, the Connected Education Pledge focuses on ensuring that high-quality, curriculum-relevant digital teaching and learning content is accessible to all students, teachers and

caregivers through digital platforms. It also emphasises the need to strengthen capacity to use digital technology effectively, ensuring that teachers, learners and other stakeholders have the necessary skills and knowledge. Improving digital connectivity is also essential to ensure that all schools and individuals can benefit from high quality internet connections and the educational benefits they bring.

Significant progress has been made since the 2019 pledge through the expansion of the Vodafone Foundation's Instant Network Schools (INS), which now reaches more than 327,000 refugee and host community students and has trained more than 6,000 teachers in Egypt and Mozambique. Similarly, the ProFuturo Foundation partnership, launched in Rwanda in 2021 and expanded to Nigeria and Zimbabwe in 2022, has impacted over 25,000 students in 24 refugee-hosting primary schools. These initiatives demonstrate tangible progress in digital education for refugees and host communities and showcase effective strategies to bridge the digital divide and promote inclusive, quality education.

Examples of Key Contributions

- **The Government of South Sudan** pledged to enhance access to inclusive, quality education for refugees and host communities, including expanding opportunities for tertiary education and increasing access to digital learning through improved technology access for both groups.
- **The International Telecommunication Union (ITU)** committed to ensuring that the GIGA initiative includes schools serving refugee children and youth. It will also support UNHCR in deploying real-time Internet Quality of Service (QoS) monitoring solutions to assess the connectivity status of these schools.
- **The Global Partnership for Ethiopia (Vodafone, Vodacom, Safaricom, Sumitomo Corporation, BII and the IFC)** committed to advance school connectivity and access to quality education for all. In collaboration with UNHCR and relevant authorities, they will conduct a study to

map educational needs and requirements against existing and planned network coverage. This study will inform the provision of digital education tools.

- **Imagine Worldwide** and onebillion pledged to exponentially expand tablet-based learning solutions in refugee contexts, reaching 5,000 new refugee learners by the end of 2024. They aim to serve tens of thousands of learners in the coming years by collaborating with refugee-led organizations, providing match funding, and reducing costs through innovative models and economies of scale.

Pledge Documents

[Refugee Connected Education Challenge: Concept Note](#)

[Refugee Connected Education Challenge: Pledging Guidance](#)

[Refugee Connected Education Challenge: Pledge Website](#)



SWITZERLAND. Jackson Byiringiro, Connected Learning in Crisis Consortium, speaks at the refugee-led session on “Empowering Minds: Shaping the Future of Refugee Students Worldwide” at the GRF Education Campus. ©UNHCR/ANTOINE TARDY



GRF EDUCATION CAMPUS & SIDE EVENTS

The Connected Education session at the Education Campus brought together key stakeholders to discuss innovative strategies for improving education for marginalized communities. Moderated by refugee youth advocate Nhial Deng, the panel featured diverse perspectives informed by their respective experiences and initiatives. Rob Jenkins (UNICEF) highlighted the need for performance benchmarks and global partnerships to address educational inequalities, setting the stage for a unified approach. Building on this, Eddie Dutton (ECW) stressed inclusive access and the empowering role of technology, particularly for marginalized groups like children with disabilities. Thomas Fiechter (Akelius) discussed the company's focus on accessible educational resources and announced a fundraising campaign, while Marco Obiso (ITU) emphasized the challenges of funding, advocating for the GIGA initiative to connect all schools to the internet by 2030. Finally, Lisa Felton (Vodafone) highlighted the company's holistic approach to digital education, combining connectivity, content, and teacher training, effectively tying together the needs for comprehensive resources, inclusive access, and robust infrastructure discussed by her fellow panellists.

Speakers and attendees at the Connected Education session at the GRF Education Campus.

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SHAPING THE FUTURE OF REFUGEE EDUCATION TOGETHER

Since 2019, significant progress has been made on improving access to quality education for refugee children. The pledges made at the 2023 Global Refugee Forum represent an additional important step forward in increasing the number of refugee children included in national systems; providing multi-year predictable financing to refugee hosting governments; operationalizing aspirations to align humanitarian and development funding and approaches to focus on inclusion from the start; and enhance self-reliance and solutions pathways throughout the education life cycle and into employment and livelihoods, including for refugee teachers.

Bringing together stakeholders, led by host country Governments and meaningfully engaging civil society at international, national and refugee-led levels, multilaterals, bilaterals and the private sector, has proved to be the best way to deliver on the promise of the Global Compact on Refugees. Additionally, it is critical that host countries that have made transformational pledges are matched with financial, material, and technical support from all stakeholder groups. In a global moment of socio-economic and political challenges, and with the continued increase in the numbers of displaced people and the factors that cause displacement, developing a shared vision and a laser focus on getting there, is the only way to meet the needs of refugees in this generation, and the next.

Accountability for the pledges made is the most important next step. The GRF is a moment every four years to come together, review progress and make new commitments. But the continued work includes delivering on pledges made, and the tracking and reporting of these at least annually, using the [UNHCR GRF dashboard](#). Tracking in this way contributes to the sum of global knowledge on what is working well, and what is more challenging, as well as ensuring there is clear data on financing to refugee education and on the enrolment, retention and holistic learning of refugee children and young people. The next stocktaking moment will be the High-Level Officials Meeting (HLOM) in December 2025 in which the international community will come together to take stock on the implementation of the GCR (including the pledges) and discuss the way forward.

The leadership shown by committed partners at the 2023 GRF needs to be met by translating pledges into action, monitoring progress, and adapting strategies as needed. Continued collaboration and sustained commitment from all stakeholders will be essential to overcome challenges and achieve shared goals in a way which will be transformational for refugees and for the world.

ADVANCING INCLUSION, SELF-RELIANCE, AND SOLUTIONS THROUGH EDUCATION FOR REFUGEES

A SPOTLIGHT ON EDUCATION
AT THE GRF 2023

FRONT COVER

SWITZERLAND, GENEVA

The second Global Refugee Forum, taking place on 13-15 December 2023 at the Palexpo in Geneva, Switzerland, is the world's largest international gathering on refugees. Held every four years, the Forum brings together refugees, heads of state and government, UN leaders, international institutions, development organizations, business leaders and civil society representatives.

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UNHCR, the UN Refugee Agency, is a global organisation dedicated to saving lives, protecting rights, and building a better future for people forced to flee their homes because of conflict and persecution. We lead international action to protect refugees, forcibly displaced communities, and stateless people.

We deliver life-saving assistance, help safeguard fundamental human rights, and develop solutions that ensure people have a safe place called home where they can build a better future. We also work to ensure that stateless people are granted a nationality.

We work in over 130 countries, using our expertise to protect and care for millions.



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