From Local to Global

A Webinar on Advocacy for Refugee Education
Covering Local, National and Global Case Studies

9am EST / 2pm BST 4pm EAT
24th October 2019

Part of the INEE Advocacy Working Group Webinar Series
Webinar Housekeeping

Mute your microphone and turn off your video to minimize background noise.

Post questions in the chat area at any time. We’ll respond to as many as possible.

This session is being recorded.

The recording and presentations will be shared on the INEE website – [www.inee.org](http://www.inee.org).
Presenters

Edmund Page – Moderator
CEO and Founder of Xavier Project
NGO working in East Africa with refugees in Education, Livelihoods and Community Ownership

Mercy Musembi – Presenter
Director at Xavier Project since 2015
Covering Risk and Compliance, previously Director of Education

Emma Wagner – Presenter
Education Policy and Advocacy Adviser for Education in Emergencies at Save the Children

Foni Joyce – Presenter
Founding member of UNHCR’s Global Youth Advisory Council. Member of Refugee Students Network.

Jennifer Roberts – Presenter
UNHCR Senior Education Officer, focus on education in emergency contexts. Senior Education Officer Turkey, 2014 - 2019

Edmund Lang’at – Presenter
Formerly Xavier Project Operations Lead. Currently, Programme Officer at British High Commission, Kenya.
Refugee education – global context

• Only 63% of refugee children are in primary school
• Enrolment drops sharply at secondary level (24% enrolled)
• More than 60% of refugees are under 18 in some countries (DRC, Uganda, S. Sudan)
• 4 out of 5 refugees live in protracted situations
Refugee education – global context

- Many are hosted in the poorest areas in host countries, where access to education is already limited.

- Cannot consider needs of refugees separately from those of host communities.
Global Compact on Refugees – a unique opportunity for advocacy and action

- Declaration of political will that can be referenced in advocacy efforts
- Commitment to shared responsibility for responding to refugee situations
- Allows for clear linking of response to needs of refugee hosting communities
- Focus on enhancing the quality of education for all (regardless of nationality or legal status)
- Recognition of the need for support for all levels of education (from ECD to tertiary education)
Key messages on education – Global Compact on Refugees

• Inclusion in national systems
• ECE to tertiary and vocational education
• Enhance quality and inclusiveness of education services
• Inclusion of refugees in national sector plans

• Increase funding for education for refugees and hosting communities
• Reduce time out of school to 3 months
• Provision of supporting services (PSS, teacher development, accelerated education)
TIMELINE

- **2016**: New York Declaration on Refugees & Migrants
- **2017-2018**: Global Compact on Refugees negotiations
- **Sept 2018**: High-Level Meeting on Action for Refugee Education
- **Dec 2018**: Global Compact on Refugees formally agreed
- **Dec 2019**: Global Refugee Forum – education as a key theme
Every Last Child
Refugee Education Campaign
**Vision:** All refugee children (aged 0 – 18) have access to quality learning opportunities.

**Goals**
1. All 3.7 million refugee out of school refugee children have access to education.
2. The quality of education of all 8 million refugee children of school age improves.
3. All pre-school child refugees and their families have access to quality early years services that provide children with age appropriate support to meet their development milestones.

**Activity at:**
- the global level
- in priority countries – Lebanon, Jordan, Uganda, Thailand, Bangladesh, Turkey

**Achieved through:**

INCLUSION  IMPROVEMENT  INVESTMENT  ACCOUNTABILITY
NEW YORK DECLARATION ON REFUGEES & MIGRANTS – Sept 2016

• Since the World Humanitarian Summit in May 2016 we called for education for refugee children within 30 days of displacement.

• The New York Declaration agreed by all Member States, includes a commitment to provide all refugees with a quality education ‘within a few months’ of displacement.

• UN General Assembly side event which Lana a refugee from Syria living in Jordan spoke directly with the UN Secretary General about education.
HIGH-LEVEL MEETING ON ACTION FOR REFUGEE EDUCATION

• A highlight of UNGA 2018 - it brought together refugee hosting states, donor governments, multilateral institutions, the private sector and civil society to agree how to accelerate and improve efforts to deliver the promises made by world leaders in the New York Declaration and Global Compact on Refugees on education for refugee children and youth.

Co-led by:

Save the Children
UNHCR
The UN Refugee Agency

Co-hosts:

Norwegian Ministry of Foreign Affairs
European Union
Government of Canada
unicef

Education Cannot Wait
Global Business Coalition for Education
INEE
Global Citizen
Malala Fund
Initiative for Child Rights in the Global Context
CAMPAIGN HIGHLIGHTS

HIGH-LEVEL MEETING ON ACTION FOR REFUGEE EDUCATION

What was achieved?

• 40 endorsements of the Charter for Action
• 31 case studies
• 30 organisations made commitments
• Ministers were joined by the heads of three UN agencies, both global funds for education and the World Bank.
• 200+ high-level attendees
• 526 people watched the livestream in 126 cities
• The beginning of a global action plan to ensure every last refugee child and their host community peers has access to a quality education

https://www.actionforrefugeeeducation.net/
ADVOCACY
On Admission Guidelines for non-citizens to Institutions of Basic Education – Kenya

Presented by:
Mercy Musembi
Edmund Lang’at
Background & process

• There existed no guidelines for refugee admission into public schools in Kenya
• Education Working Group (EWG) deliberations on major gaps limiting refugees and asylum seekers from accessing education especially in public primary and secondary schools.
• EWG collaboratively engaged with representatives from the Ministry of Education
How did we get Ministry officials attention?

• MoE and EWG carried out a joint immersive field visit in three refugee hosting areas: Nairobi, Nakuru and Dadaab refugee camp.
• This was originally to identify the number of refugees that were already enrolled in public schools, but served to engage the officials in something they were not interested in before.
• This experience was the tipping point in the whole process.
Implementation of the Guidelines

• The Ministry of Education officials completed the process and had further internal meetings concerning the signing off of the guidelines

• The guidelines were then presented to the Ministry for approval

• The guidelines through an internal memo – giving implementation directions were shared with all concerned government education stakeholders
Why did the process succeed?

**Education Working Group**
- Steered the conversation towards the right direction
- Members of the EWG shared a common goal and were committed
- EWG sponsored the whole process
- Continuous follow up with the Ministry of Education

**Ministry of Education**
- Bought in to the idea of having admission guidelines
- The Ministry of Education owned the process
Today

• Implementation of the Admission Guidelines has been slow but steady; it is gaining traction
• There has been an increase in the number of refugees and asylum seekers gaining admission to Kenyan public schools
• Public schools are now receptive to refugees and asylum seekers
UNHCR’s Global Youth Advisory Council
Foni Joyce
UNHCR’s Global Youth Advisory Council

Background

Global Refugee Youth Consultations (GRYC) aim to amplify youth "voices" in decisions that affect them.

- 1,267 young people participated in 56 national or sub-national consultations in 22 countries between October 2015 and June 2016.

- 10 Common Challenges
- 7 Core Actions for Refugee Youth

The GRYC were the beginning of a process—a process that must continue to develop the leadership, capacity, and futures of refugee youth everywhere.
2019 GYAC Objectives

• 1. Engage in implementation of the **Global Compact on Refugees** with a focus on implementation of the Core Actions for Refugee Youth at the global and national level

• 2. Strengthen GYAC cooperation with UNHCR country offices to develop national action plans to implement the **Core Actions for Refugee Youth**

• 3. Support **capacity building amongst UNHCR staff and partners** at country level to develop and sustain national youth advisory councils.
WHAT GYAC IS DOING NOW?

- GYAC are cosponsoring the education and protection capacity theme.
- GYAC developed a tip sheet to help stakeholders understand why it is so important to include youth-sensitive, youth-specific and youth-led components within their pledges.
- GYAC will be undertaking a training in Uganda for youth, people who work with and for youth and other stakeholders.
- Working with Tertiary Refugee student Network which was formed by students/Alumni of DAFI to continue with advocacy on Education

GYAC and GRF.

- GYAC took part in the initial drafting of the GCR and shared their recommendations.
- Took part in the preparatory meetings to ensure that refugee voices were heard across different themes.
- Held consultation in their community to inform them on the GCR and collect their feedback.
- Lobbied and conducted bilateral meeting with different states.
Linking global and local advocacy efforts

- Refugee Education 2030 strategy released August.
- Broad based strategy not limited to UNHCR implementation
Linking global frameworks and local action

- Global Compact and Comprehensive Refugee Response Framework
- Ethiopia – commitment to increase enrolment
- Engagement with IGAD
- Adoption of Djibouti declaration
- Global MoUs – GPE and World Bank. Supporting resource mobilization
Lessons learnt

• Persistence

• Patience

• Political acuity
  – Impact of national political discourse
  – Identify points of influence
Opportunity: Global Refugee Forum

• First ever Global Refugee Forum (GRF) on 17-18 December 2019 in Geneva, with civil society day on 16 December.

• The purpose is for governments, donors, non-government organisations and the private sector to:
  • Deliver concrete pledges and contributions that will advance the objectives of the Global Compact and achieve tangible benefits for refugees and host communities.
  • Highlight key achievements and exchange good practices, both with respect to specific country or regional situations, as well as on a global level.

• Education is 1 of 6 areas of focus
  • Education co-sponsorship alliance (51+ states, organisations, UN agencies, financial institutions, private sector)
  • Using their energy and expertise to mobilize concrete contributions towards that area
  • Developing a Global Framework on Refugee Education

***Actions for you:

• Join the education co-sponsorship alliance? Submit pledges? Highlight good practices?
Why a Global Framework on Refugee Education is needed

- New, tangible pledges are made in support of the education-related commitments in the Compact and that these align with agreed priority needs.
- This would result in a coordinated global response that can be adequately monitored and held accountable.
- Framework to be published in early November

What does the framework cover?

- Problem statement, guiding question to assess needs and potential pledging areas across key sub-themes
  - Inclusion: ECD, Primary, Secondary
  - Tertiary (including TVET)
  - Education in emergencies

***Actions for you: Use the framework in your context to
- Assess the refugee education needs
- Assess who can help meet those needs
- Recommend pledges to those stakeholders & make your own pledges
**Potential pledging areas in the Framework**

- Pledges can be financial, policy, programmatic, partnerships or other initiatives
- Pledges can and should be made by a range of stakeholder based on refugee education needs

**Potential pledging on primary & secondary education**

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<tr>
<th>Stakeholder group</th>
<th>Pledge</th>
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<tr>
<td>Refugee hosting governments could pledge to:</td>
<td>Establish dedicated policy regarding refugee-inclusive national education systems that guides national, district and local authorities as well as humanitarian and development action during emergencies and crises</td>
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<td>Technical and financial partners could pledge to:</td>
<td>Support refugee hosting governments to scale up and expand primary and secondary infrastructure for refugees and host community children and youth</td>
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<td>I/NGOs, multilateral organisations, private sector partners, academic networks and other actors could pledge to:</td>
<td>Support governments to expand the pool of qualified teachers, especially female teachers, in refugee hosting contexts.</td>
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<td>Regional and Intergovernmental Organisations could pledge to:</td>
<td>Provide dedicated technical support so that economic and linguistic partner countries can adopt harmonized and practical cross-border and regional measures that ensure quality assurance and certification mechanisms</td>
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QUESTIONS & COMMENTS?

Global Refugee Forum

• What is happening in your context in support of the Global Refugee Forum?
• Do you know if your government is engaging in the Global Refugee Forum? How can you influence that work?
• Is there a education in emergencies working group (or other group) coordinating efforts?
• What kinds of pledges could your organisation make?