

3 May 2018

Suggested changes to the education section of Draft 2 of the Programme of Action, of the Global Compact on Refugees

Section III B, 2.1 Education

72. In line with national education laws, policies and planning, and in support of host countries, States and relevant stakeholdersⁱ will contribute resources and expertise to expand and enhance the quality of national education systems to facilitate access by refugee and host community children and youth. More direct financial support and special efforts will be mobilized to minimize the time refugee boys and girls spend out of education, ideally a maximum of three months.

73. More specifically, this will include resources and expertise to:

- develop a global costed plan for financing refugee education, based on national costing estimates in refugee hosting countries using common costing benchmarks, to support resource mobilisation and planning in the spirit of responsibility sharing*. Donors to commit to provide predictable, long-term, multi-year funding to support hosting countries to deliver safe, quality learning opportunities to refugees and host communities;
- support the development and implementation of national education sector plans which include refugees, via joint technical and financial assistance from donors, the Global Partnership for Education, Education Cannot Wait and the World Bank;
- support the expansion and enhanced quality of: educational facilities and capacity, including for early childhood development; teaching staff (including support for refugees and members of host communities who are or could be engaged as teachers, in line with national laws and policies); infrastructure; and education data management systems;ⁱⁱ
- meet the specific needs of refugee children and youth (e.g. through accelerated education and other flexible certified learning programmes, “safe schools”, as well as adapted approaches for children with disabilities, psychosocial trauma or other specific needs) and overcome obstacles to their enrolment and attendance (e.g. those associated with the need for safe transport; health and nutrition; accreditation and documentation; and language and literacy support), especially for girls; and
- expand access to secondary and tertiary education, including through scholarships to third countries and connected learning, with a particular focus on women and girls.

ⁱ In addition to ministries of education and national education planning bodies that include teachers and civil society representatives, this could include the United Nations Children's Fund (UNICEF), the Connected Learning in Crisis Consortium, the Global Partnership for Education, UNHCR, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Connected Learning in Crisis Consortium, the UNESCO International Institute for Educational Planning, the UNESCO Institute for Statistics, Education Cannot Wait, the Inter-Agency Network for Education in Emergencies, international non-governmental organizations, and the private sector.

ⁱⁱ With potential support from the UNESCO Institute for Statistics.

* Responsibility for the development of the education costings would be shared by a consortium of organisations with a mandate for education both of refugees and host communities, including UNICEF, the World Bank, the Global Partnership for Education, Education Cannot Wait and UNESCO, with support and engagement from donor and host country governments and civil society organisations with relevant expertise.

An example of costings that were used effectively in support of resource mobilisation and planning were those produced to inform the Supporting Syria and the Region London Conference in 2016 and form part of the [Syria Crisis Education Strategic Paper](#).