Refugee Connected Education Challenge
Roadmap to the 2023 Global Refugee Forum and Beyond

As the world increasingly turns to technology-supported learning, refugee learners and their host communities, are **digitally divided from their peers and from the global community**. Refugee-hosting schools and communities are simply not equipped with the digital resources, skills, and knowledge needed to foster learners who can succeed in an increasingly digital world. **The Refugee Connected Education Challenge (RCEC)** will aim to achieve access to **high-quality connected education for refugees by 2030** by building partnerships, identifying gaps, and advocating for inclusion of refugee-hosting schools in national digital learning efforts.

At the 2023 Global Refugee Forum ambitious, multi-partner pledges will leverage expertise, innovation, and financing to demonstrate tangible progress towards universal access to quality connected education for refugees. The RCEC will build partnerships and commitments that address challenges across the 3Cs framework (content, capacity and connectivity) developed under the UN Secretary Generals' Transforming Education Summit through the Digital Learning Call to Action. Commitments under connectivity will be closely aligned with a mega pledge on connectivity at the GRF. This briefing proposes a suite of concrete, needs-based pledge guidelines which lead to sustainability and impact.

Content	Capacity	Connectivity

Connected education approach

Pledges in connected education should be based on the following principles for digital learning in refugee hosting communities.[1]

Principles for Connected Education Pledges

Designed for Existing Ecosystem
· Consider the structures and needs which already exist
· Adapt and enhance existing products
· Address unmet needs and avoid overlap

Open Approach
· Encourage development of open ecosystem digital products
· Follow interoperability standards for wider access and promotion

Equity Focused
· Ensure access for all regardless of gender, age, disability, income, religion
· Design accessible resources in multiple languages

Do No Harm
· Provide safe learning spaces
· Ensure data privacy and protection
· Offer digital awareness and protection training for children and youth

Inclusion
· Foster inclusion of refugee learners into national systems
· Offer pathways to formal education and national certification

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[1]Further details on the principles for digital learning which can inform pledge formulation for Connected Learning:
Principles of Digital Learning in Refugee Hosting Communities (UNHCR, UNICEF)

High quality pledges

Pledges also need to be:

- ☐ Time-bound, costed, measurable and **needs-driven**.
- ☐ Prioritise needs of **learners, institutions and governments in hosting countries**.
- ☐ **Joint pledges** between multiple partners that demonstrate shared commitment and encourage accountability.
- ☐ **Matching pledges,** by combining pledges with partners, to amplify impact and respond to needs identified by host countries or partners.
- ☐ Focused on sustainability

Global Changemaker Pledges

UNHCR invites partners to take action on action the below high priority pledges, fill fundamental gaps in the refugee connected education space, and help to achieve the objectives of the [Refugee Connected Education Challenge](#):

Content

- ☐ High quality Open Education Resources which are aligned (and receiving educational authorities' approval) with the national curriculum and standards are rolled out in refugee hosting schools.
- ☐ High quality, curriculum relevant digital teaching and learning content is available to all students, teachers and caregivers in refugee hosting schools
- ☐ Connected education resources and devices used in refugee education are developed and adapted to be accessible for learners with disabilities
- ☐ Current connected learning resources where available and relevant are translated into relevant language.
- ☐ Language learning courses and certification used in host country are available to refugee learners.

Capacity

- ☐ Global coordination and convening mechanisms working to increase access to digital learning have a dedicated workstream for refugees.
- ☐ Existing coordination structures supporting refugee education (such as local education groups) produce guidance for donors, partners and governments on connected learning for refugees in country.
- ☐ Nationally certified digital learning content improves the digital literacy of both teachers and students.
- ☐ Teachers of refugees and refugee learners are supported to develop competencies to use digital content and digital tools to support learning.
- ☐ Donors contributing to digital learning initiatives earmark their support to include refugee-hosting schools and institutions.

Connectivity

- ☐ Multi-channel connected learning devices are made available for students and their teachers in refugee-hosting countries.

- ☐ Initiatives which aim for universal connectivity or build offline solutions include refugee-hosting schools in mapping exercises and connectivity roll out.
- ☐ Satellite connectivity with broadband connection made available in locations covering refugee-hosting schools. Includes fiber, cell tower and base station upgrades in refugee-hosting areas.
- ☐ Partners commit to developing and implementing renewable energy solutions (e.g., solar power) for refugee-hosting schools and learning centers, ensuring reliable and sustainable electricity for digital learning. Includes provision of solar lights, and leads to inclusion of refugee-hosting schools within the national grid.
- ☐ Technology companies commit to providing software updates and technical support for the devices and platforms used by refugee learners, ensuring the long-term viability of these tools for connected education. Capacity-building program that trains local technicians in refugee communities to maintain and repair digital devices and infrastructure, ensuring the sustainability of connected education efforts.
- ☐ Mobile Network Operators commit to providing affordable and sustainable internet access packages specifically designed for refugee learners, aiming to cover the target population.

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