Supporting primary and secondary education for refugees: the role of international financing

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Foreword

With great fanfare in September of 2015 world leaders signed up to the Sustainable Development Goals. It was a historic commitment to an agenda ridding the world of poverty and inequality. Politicians solemnly resolved the world would 'leave no one behind'.

Already, their words are ringing hollow. The failure to properly deal with the refugee crisis is a direct challenge to the ambition of the SDGs. Nowhere is this greater than in SDG 4 – the goal of inclusive and equitable education for all.

Children now make up more than 50% of the world's 21.3 million refugees - the numbers growing by the day with the raging war in Syria. These children are ripped from their homes, fleeing extreme danger with many spending their entire childhoods out of school.

In camps and host communities across Lebanon, Jordan and Turkey, young girls live the only life they have ever known — as refugees outside Syria's borders, while war rages on in their home country.

In Dadaab, Kenya, the world's largest refugee camp, young women, whose families fled Somalia before they could walk, have grown up in tents without electricity or running water and are now raising children of their own.

To date, we have neglected the education of refugee children, especially girls at secondary level. These girls are not just being robbed of their childhoods, but they are being robbed of their futures too.

That's why, as part of our goal to secure 12 years of free, safe, quality education for all girls, Malala Fund places a special emphasis on refugee girls to ensure they are not left behind.

To inform this work, Malala Fund commissioned the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge to produce this background paper examining the current levels of international support for refugee education.

The report's findings show all but a few countries failing miserably in their responsibilities. Only a tiny fraction of the necessary funding is being provided, while there are huge gaps in policies and data that hamper the response.

We can no longer accept a world that is so shortsighted and unjust in its treatment of so many young girls. Not only does this deny their rights, it risks exacerbating state instability and violent conflict.

This paper illustrates the profound urgency and compelling rationale for an immediate and dramatic increase in support to refugee girls' education. Based on its recommendations, Malala Fund is calling for:

1. **Frameworks:** Bring global and national frameworks for refugee response in line with current realities to ensure access to primary and secondary school for all refugee children.
2. **Funding:** Commit to provide $2.9 billion by September 2019 to the Education Cannot Wait Fund to support education for more than 25 million children, including nearly four million out-of-school refugee children under UNHCR's mandate.
3. **Data:** Put national and global systems in place to record data on refugee children out of school, disaggregated by gender and level of education.

In the months and years to come the Malala Fund will advocate for these changes at local, national and international levels. Inspired by our co-founder Malala Yousafzai, we will do this working alongside and amplifying the voices of refugee girls themselves.

We are deeply grateful to the authors, Asma Zubairi and Pauline Rose for their tireless and excellent work in compiling this report.

Meighan Stone

President
Malala Fund

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KEY MESSAGES

1. Of the 16.1 million refugees worldwide under the mandate of UNHCR, **58% were hosted by 10 developing countries in 2015**. The share of these countries' global wealth equaled 2%. Twenty-eight DAC countries, whose global wealth equaled 59%, **hosted 12% of the all refugees.**

2. The majority of refugees are children and adolescents: 51% of refugees are under the age of 18. In 2015, only **50% of refugee children were in primary school and just 22% of refugee adolescents were in secondary school.** Of the 2.5 million secondary school aged adolescent refugees, 2 million were not enrolled in secondary school. The chances of refugees accessing school are considerably lower than their non-refugee peers. In 2014, 91% of primary school-aged children and 84% of secondary school-aged adolescents were enrolled in primary and secondary school respectively.

3. **The effects of conflict and displacement particularly harm the education aspirations of adolescent girls.** Young women living in conflict settings are nearly 90% more likely to be out of secondary school than their counterparts living in non-conflict affected countries. And for every 10 refugee adolescent boys in secondary school, there are the equivalent of just seven girls.

4. While refugee children and adolescents are amongst the groups furthest behind from reaching the goals, **regular, reliable and disaggregated education statistics by gender and level of education on refugees (and IDPs) are not available.** There is an urgent need to provide publicly-available data on access to make sure they do not remain invisible. Examples of good practice are emerging in Jordan and Chad, where governments are attempting to improve the monitoring of education opportunities for refugees. Information on learning outcomes for refugee children and adolescents, or the quality of education they receive is even more sparse.

5. Refugee children and adolescents are likely to have missed out on formal education due to conflict. **The potential for provision of non-formal accelerated learning education interventions to refugees has been largely overlooked.** Current non-formal catch-up programmes are largely small-scale, led by communities or NGOs. Similarly, vocational skills development training for refugee adolescents who are unable to make the transition back into formal education, are often in poor supply.

6. The majority of countries hosting the most refugees in 2015 were themselves fragile, conflict-affected or affected by crises. In addition, many are failing to spend the minimum levels recommended on education. National education systems, **already weak and under-resourced, are often unable to integrate refugees** into national education systems.

7. Despite wide-spread evidence that education can increase resilience against conflict and that conflict-affected populations – including refugees – prioritize education, international donors are failing to invest in the sector adequately. **In 2015, just 30% of the education sector's requests were met: of total humanitarian funding just 1.8% was for the education sector.** Similarly, of total development aid disbursed to the top ten refugee-hosting countries, just 9% of was for the education sector.

8. Humanitarian aid reporting currently suffers from shortcomings. Within the majority of Humanitarian and Regional Refugee Response Plans, the education appeal is largely failing to disaggregate projects by **level of education** (pre-primary, primary, secondary, technical and vocational), by **type of education** (formal, non-formal) or by **beneficiary** (male, female). Yemen's Humanitarian Response Plan and the Regional Refugee Response Plans for Central African Republic and Nigeria in 2016 offer examples of good practice to build upon for disaggregated data by beneficiary and level of education.

9. Of the total funding requests made for 23 Humanitarian Response Plans and two Regional Refugee Response Plans in 2015, just 10 out of 28 DAC donors met or exceeded what would be a fair share commitment based on their share of global wealth. **For the education sector only three donors (Ireland, Norway and Sweden) met or exceeded their fair share contribution.** Norway is just one of three donors which have a detailed white paper outlining principles and areas of focus relating to education in emergencies. Similarly education in emergencies is covered in Sweden's overarching foreign assistance strategy, together with four other donors.

1. INTRODUCTION

The number of people forcibly displaced by the end of 2015 was the highest level recorded since the end of World War II. In 2015 there were 65.3 million people who had been displaced from their homes as a consequence of conflict and persecution: this is the equivalent of one out of 113 people globally (UNHCR, 2016a). Of those forcibly displaced, 21.3 million are refugees of whom 16.1 are under the mandate of UNHCR and the remainder (5.2 million) are Palestinian refugees registered with UNRWA.

Children comprise a significant proportion of those displaced. The share of refugees under the age of 18 has been increasing since 2009, growing from 41% to 51% in 2015 (UNHCR, 2016a). Primary school-aged refugees numbered 3.5 million in 2015, and secondary school-aged refugees numbered 2.5 million (UNHCR, forthcoming). [1]

The average duration that forcibly displaced populations spend in exile has also increased over the last two decades. As a result, many children and adolescents risk spending their entire schooling years in exile from their country of origin. In spite of the right to education for refugees being enshrined under the 1951 Convention relating to the Status of Refugees and its accompanying 1967 Protocol, access to good quality education has not materialized for many children and adolescents. Levels of enrolment and progression through the education system for refugees are lower than their peers, with secondary-school-aged girls likely to be particularly affected.

At the United Nations General Assembly in September 2015, 193 countries endorsed the Sustainable Development Goals that, at their core, aim to ensure no one, whatever their circumstances, should be left behind (UN, 2015). The Incheon Declaration adopted at the 2015 World Education Forum, similarly committed to "addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes" with no education target being considered met "unless met by all" (UNESCO et al., 2015). The refugee crisis which currently engulfs many parts of the globe is one of the first tests determining whether the SDG's intent to truly ensure that no one is left behind will be met. To credibly ensure that Target 4.1 is achieved, refugee children's access to quality primary and secondary education by 2030 must be assured.

With 86% of forcibly displaced people living in developing countries (UNHCR, 2016a), the international community must support education systems in those countries hosting large numbers of refugees fleeing conflict. Without such financial support, the aspirations set out under the SDG Agenda will fail to materialize. The current humanitarian system, however, is in crisis: while conflict is becoming more protracted and with the numbers affected are increasing year on year, funding to support those in need is stagnating. Education is hardest hit by this crisis. In 2015, just 55% of total humanitarian funding requests for Humanitarian Response Plans were met: the equivalent for education was just 30% which has up until recently not been considered a 'life-saving' sector (UNOCHA-FTS, 2016).

The Education Cannot Wait Fund for Education in Emergencies is a welcome development aimed at increasing funding for educating children and adolescents affected by conflict. Michelle Obama's Let Girls' Learn initiative is further helping to place the spotlight on the plight of adolescent girls missing out on education due to conflict. These initiatives have the potential to ensure that funding is increased in a balanced way across the education system, such that access to good quality education for children and adolescents improves.

This paper is ordered as follows. Firstly, it presents how the disrupted education of many children who have been forced to flee conflict and other crises to neighboring countries has meant that their education lag far behind that of their non-refugee peers. It goes on to consider in more detail the experiences of five of the ten largest refugee-hosting countries in the world, and the extent to which children and adolescents have been able to access education, with a particular focus on girls. Lastly the paper considers current trends in international development and humanitarian finance in providing education to refugee children and adolescents in the context of conflict.

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[1] These relate to refugees falling under the mandate of UNHCR only and excludes for Palestinian refugees.

2. CURRENT PATTERNS IN REFUGEE ACCESS TO EDUCATION

Overview of the refugee crisis in 2015

The number of people displaced by conflict and persecution reached an all-time high in 2015 with one in every 113 people globally being displaced. By the end of 2015, 65.3 million people were forcibly displaced compared with 59.5 million just 12 months earlier. The increase in the numbers of displaced populations are due to the increasing numbers of new or re-emerging conflicts and the increase in the intensity of existing conflicts (Burundi, Central African Republic, South Sudan, Syria and Ukraine) combined with conflicts becoming much more protracted in nature (UNHCR, 2016a).

In 2015, there were a total of 21.3 million refugees globally, of which 16.1 million were under the UNHCR mandate and 5.2 million were Palestinian refugees registered by UNRWA. Just considering displaced persons classed as refugees under UNHCR's mandate, the numbers have also been increasing rapidly rising from 10.5 million as of the end of 2010 to 16.1 by the end of 2015 (UNHCR, 2016a). Refugees from Syria, Afghanistan and Somalia made up 54% of the 16.1 million refugees in 2015: together with the remaining seven countries from which the largest refugees originated from, these ten countries made up 77% of the total refugee population in 2015. While 2015 was marked by large and visible numbers of refugees fleeing to Europe, the overwhelming majority of refugees continued to be hosted by developing countries. In 2015, Turkey, Pakistan, Lebanon, Iran, Ethiopia, Jordan, Kenya, Uganda, D. R. Congo and Chad were the ten largest refugee-hosting countries and hosted 58% of refugees under UNHCR's mandate **(Table 1)**.

Table 1: Top 10 countries of origin of refugees under UNHCR's mandate, and of refugee hosting countries, end-2015
**Top ten countries with the largest numbers of refugees by origin in 2015**

Top ten countries with the largest numbers of refugees by origin in 2015		
Country	Numbers	Share of total
Syrian Arab Republic	4,872,585	30%
Afghanistan	2,666,254	17%
Somalia	1,123,052	7%
South Sudan	778,697	5%
Sudan	628,770	4%
D. R. Congo	541,499	3%
Central African Republic	471,104	3%
Myanmar	451,807	3%
Eritrea	411,342	3%
Colombia	340,240	2%
Top 10	10,791,531	77%
Total	16,121,427	100%

Top ten refugee-hosting countries in 2015				
Country	Numbers	Share of total	Share of 5-17 year olds (%)	5-17 year olds who are female
Turkey	2,541,352	16%	28%	46%
Pakistan	1,561,162	10%	43%	49%
Lebanon	1,070,854	7%	35%	49%
Iran	979,437	6%	37%	49%
Ethiopia	736,086	5%	41%	48%
Jordan	664,118	4%	35%	49%
Kenya	553,912	3%	42%	47%
Uganda	477,187	3%	41%	49%
D. R. Congo	383,095	2%	42%	49%
Chad	369,540	2%	44%	51%
Top 10	9,336,743	58%		
Total	16,121,427	100%	37%	49%

Source: UNHCR (2016a), Tables 1, 2 and 14.

Those fleeing from a particular country are often concentrated in two to three refugee-hosting countries, which themselves face poorly-resourced education systems. Chad, for instance, is one of the poorest countries worldwide ranking 185th out of 187 countries on the Human Development Index in 2015 (UNDP, 2015): and yet its proximity to Sudan means that today 48% of Sudanese refugees fleeing the protracted crisis there have settled in Chad **(Figure 1).** Chad, along with other host countries to which these refugees are fleeing, already had weak education systems before absorbing the new refugee populations (UNESCO and UNHCR, 2016).

Figure 1: Refugees are often concentrated in 2 or 3 countries
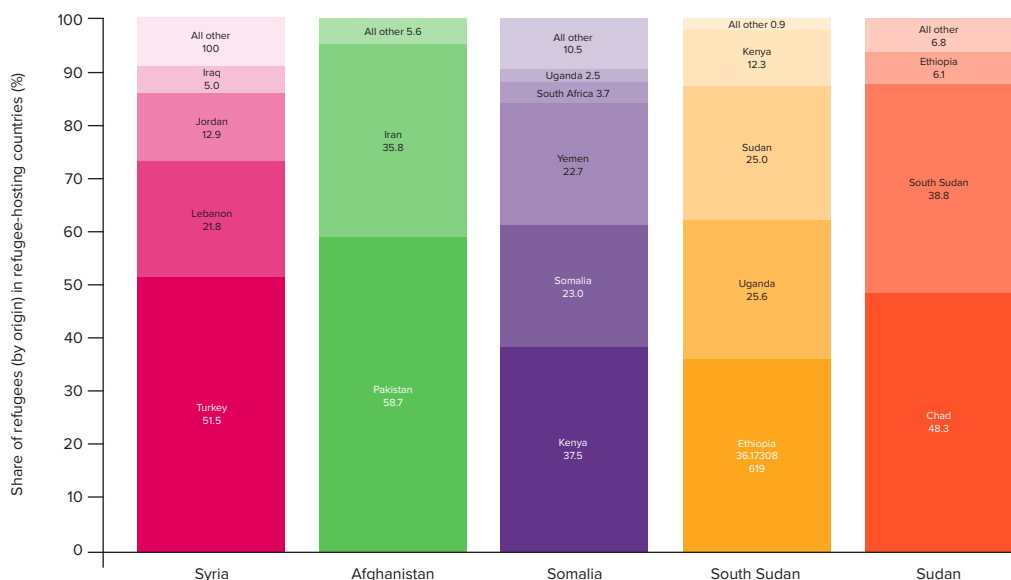
Source: UNHCR (2016a), Table 5.

Primary and secondary school-aged children make up a large proportion of total refugees. Of the 16.1 million refugees worldwide in 2015, children aged 0-17 made up 51% of the total: primary school-aged children (5-11 years of age) made up 22% of the total refugee population, and secondary school-aged adolescents make up the equivalent of 15% **(Figure 2).**

Figure 2: Age composition of refugees globally in 2015
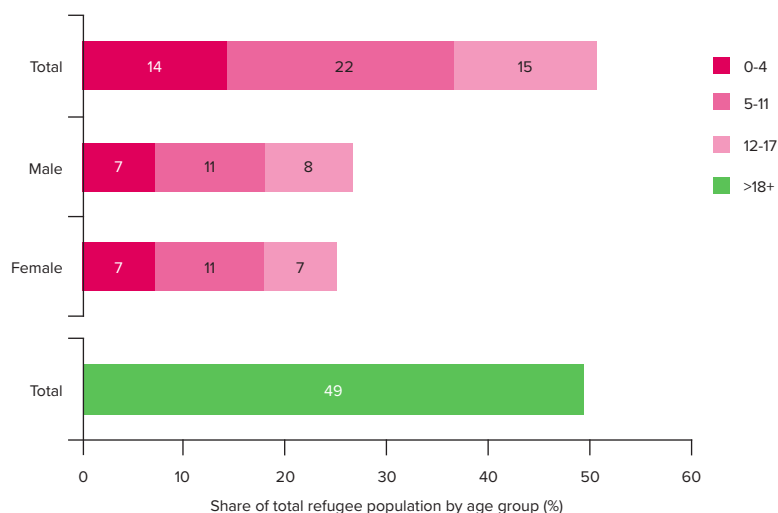
Source: UNHCR (2016a), Table 14.

Many declarations endorsed by UN member states recognizes the right to education beginning with the 1948 Universal Declaration of Human Rights which stipulates that access to compulsory primary education was a fundamental entitlement. Specific to refugees, Article 22 of the 1951 Convention relating to the status of refugees states that "the contracting states shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education": presently 145 countries are signatory to the 1951 Convention. Similarly, the 1989 Convention on the Rights of the Child, Article 22 states that "if a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention." The UNHCR is mandated with the physical, political and social protection of refugees, and the provision of social services such as education (Dryden-Peterson, 2015). UNHCR's Education Strategy for 2012-2016 commits to expanding both primary and secondary education for refugees, and achieving gender parity (UNHCR, 2012a):

- Ensuring that 3 million refugee children have access to primary education
- Expanding secondary education to 1 million young people
- Ensuring that 70% of refugee girls and boys achieve quality learning in primary school
- Providing teacher training that leads to professional qualifications so that 80% of teachers are trained.

Beyond a rights issue: education's role in building resilience before, during and after conflict

Education has a strong role to play in strengthening resilience, social cohesion and human security in those countries at risk of, experiencing or recovering from conflict (UNICEF, 2013a). During or following a period of conflict, people with formal education may be able to utilize other assets and exit poverty more rapidly than those without education given that they can access new livelihood options more easily (Bird et al., 2011). A number of studies support how spending on education is also positively correlated with reducing those factors which contribute to state fragility e.g. economic security, poverty and inequality, whilst at the same time being positively correlated with increased social mobility and labor opportunities. In addition, individuals with education are more likely to have socioeconomic resilience during and after periods of conflict, with it playing an important role in enabling individuals to utilize other assets and access new and difficult environments; education influences a range of attributes relating to resilience (Bird et al., 2011).

While education can be a powerful tool in mitigating conflict; the wrong type of education can result in an increased risk of armed conflict. Firstly, where there are large inequalities in accessing education, the probability of conflict increases. One global study of 100 countries found that one standard deviation in the gini coefficient in the mean years of education doubles the chances of violent conflict (UNICEF, 2015). Secondly an education of poor quality increases the risk of young adolescents leaving school without having acquired the skills needed for entering decent and secure work, leading to grievances. A study of six countries affected by violence found that citizens attributed the poor provision and quality of education as being one of the major drivers of conflict (World Bank, 2011). Education, therefore, in itself is not enough to completely rule out conflict; instead an inclusive education of good quality free from prejudice is crucial.

Investment in different levels of education also remains crucial. While primary schooling in conflict is a fundamental basic right, access to secondary education can be transformative. Doubling the percentage of youth with secondary education from 30% to 60% has the potential to reduce conflict by half (UNESCO, 2014a). And a 10% increase in secondary enrolment rates can reduce the risk of conflict by 3%. The main explanation given for this is that,as educational attainment increases, the potential income foregone if males were to become recruits for rebel groups would also be higher (Collier and Hoeffler, 2004). Indeed, where a youth bulge exists (largely in low and lower middle income countries) a low male enrolment rate can increase the risk of conflict (Barakat and Urdal, 2009). Access to secondary schooling for adolescent girls also remains crucial, and more so during times of conflict. The vulnerability of marrying early is magnified during times of conflict. Education, however, can serve as an effective barrier against child marriage with girls up to six times less likely to marry as children compared to girls with little or no education (Woods, 2014). In Ethiopia, for instance, while around 33% of women with no education were married by the age of 15 the equivalent for women who had attained secondary education was around 9% (UNESCO, 2014b). Similarly, early pregnancies are found to be mitigated by secondary education: 60% fewer girls in sub-Saharan Africa under the age of 17 were likely to become pregnant if all girls had acquired a secondary education (UNESCO, 2014a).

Children and adolescents affected and displaced by conflict are being left behind

In 2014, 25% – or 62 million out of the 263 million children and adolescents out of school – were estimated to live in conflict affected countries (UNESCO-UIS, 2016). Conflict-affected countries are often the furthest away from meeting the education goals set by the education community. Refugee children and adolescents remain amongst the most marginalized groups in education. Information on education indicators for refugee children and adolescents, however, has generally been recognized as an area in need of urgent reform. Collecting regular, reliable and disaggregated education statistics on refugees (and IDPs) are notoriously complex meaning that education indicators for this sub-group

can be difficult to estimate. Education indicators for refugees may not be included in either the statistics of the refugee's country or the country hosting the refugees itself (Dryden-Peterson, 2011b). Even the limited education data collected by UNHCR is often only available for refugees living in planned/ managed camps which made up just 25% of total refugees worldwide (UNHCR, 2016a). And such data is not readily available disaggregated by level of education or gender.

Given the general problems with data on refugee education, some country level initiatives are worth illustrating which show-case efforts that have been made to better monitor education of refugees:

- In **Chad**, a system has been developed to improve refugee education data with the aim to eventually integrate this into the national Education Management Information System. The current system collects data from refugee camps which covers schooling levels including pre-school, primary, secondary and higher education (UNESCO and UNHCR, 2016).
- Similarly, as part of the 2016 Burundi Regional Refugee Plan, there are plans to design and implement an Education Management Information System in **Rwanda** for refugees at the national level (UNHCR, 2015a).
- The Open Source Educational Management Information System (OpenEMIS), a tool development by UNESCO, is intended to monitor and track educational data on Syrian refugee children in schools and education centers in the Jordanian Za'atari refugee camp (UNESCO, n.d.).

Of the UNHCR information that is available, data illustrate how refugee children and adolescents are five times more likely to be out of school than their non-refugee peers (UNHCR, 2016b). The latest data for 2015 illustrates that **just 50% of the 3.5 million primary school aged refugee children globally were in school: the equivalent for 2.5 million secondary school[2] aged refugee adolescents was just 22%.** The global comparison, on the other hand, indicates that in 2014, 91% of primary aged children were in school: the equivalent for secondary school aged adolescents was 84% (UNHCR, forthcoming; UNESCO-UIS, 2016). While access to secondary education for refugees across some of the largest refugee-hosting countries in the world remains low, there is variation between countries. In Malaysia, for instance, 21% of secondary-school aged refugee adolescents are in school: this is compared to Pakistan where the equivalent is just 5% **(Figure 3)**.

In some cases, enrolment patterns for refugees reflect a poorly functioning education system where enrolment rates are also low for non-refugee population, but even then the refugee population fares much worse. For example, secondary enrolment levels in Chad were 33% for non-refugee adolescents, the equivalent for refugee children was just 8% **(Figure 3)**. Even where refugee children are accessing education, the quality is extremely low. Among Eritrean refugees in Ethiopia, for instance, less than 6% of refugee children had reached the benchmark reading fluency by Grade 4 (Dryden-Peterson, 2011a).

Figure 3: Share of school aged children enrolled by level (refugee and non-refugee), latest year

Source: UNHCR (forthcoming).
Note: These rates refer to the in-school rates, namely 100 minus the latest out-of-school rates reported by UNESCO-UIS and UNHCR.
Data for Kenya's non-refugee secondary enrollment information is not available.

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[2] Secondary school enrolment data from UNHCR reports its secondary enrolment data as being for the age group 12-17: the data is not split between lower and upper secondary school age children. However, the experience from UNHCR operations in the field indicate that a very small proportion of adolescents transition on to upper-secondary. As such it is assumed that many field responses only report lower secondary and so all figures relating to secondary education are likely to relate to "lower secondary" education unless otherwise stated.

Beyond the aggregates, it is possible that girls are more likely to be excluded from education systems and this is perpetuated further for refugees. Of those in school, for every 10 boys enrolled at primary level, there are the equivalent of just eights girls: at the secondary level this falls further to just seven girls (UNHCR, forthcoming). In Cameroon amongst refugees, for every ten enrolled at primary level there were just 7.7 girls: the equivalent for secondary level was just 4.8 girls for every ten boy enrolled (UNHCR, forthcoming). There is an urgent need to provide publicly-available data on education for refugees that are disaggregated by gender and other potential markers of disadvantage in order to assess those who are most likely to be left behind, and so plan accordingly.

The effect of conflict and displacement on girls' education

The effects of conflict and displacement particularly exacerbate the vulnerabilities that adolescent girls face. Girls are almost two and a half times more likely to be out of primary school if they live in a conflict-affected country. And female adolescents living in conflict-settings are nearly 90% more likely to be out of school than their counterparts in non-conflict settings (UNESCO, 2015): the equivalent for boys in conflict versus non-conflict settings is 54% at secondary level.[3]

Poverty further intensifies disparities for many girls accessing and completing secondary schooling: data from households for eight of the 10 countries where the largest numbers of refugees originated from in 2015[4] illustrates that wealth and gender combined have a strong influence on whether adolescents complete lower secondary education. In Sudan, for instance, just 10% of female adolescents from the poorest families complete secondary school, compared with 83% of the richest males. Similarly, in Afghanistan just 1% of the poorest females compared with 51% of the richest males complete lower secondary **(Figure 4).** It is likely that children and adolescents fleeing their home country will arrive in host countries already not having the equivalent number of years of schooling as others in the host country in their age group.

Figure 4: Completion of lower secondary education, selected conflict affected countries
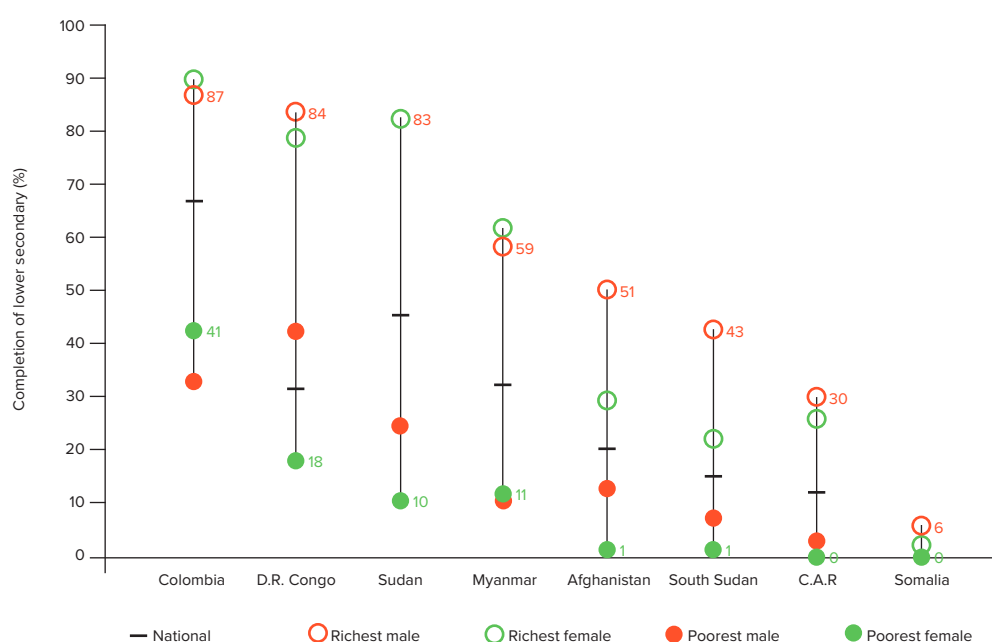
Source: UNESCO (2016).

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[3] This is based on our calculations using a similar methodology to that used by the UNESCO-GMR team using household survey data from MICs and DHS and is based on an unweighted average.

[4] There is no data for Eritrea or Syria.

The vulnerability of girls manifests itself during the onset of armed conflict given that it risks weakening social institutions, increases gender-based violence against girls and impoverishes families (Lemmon, 2014). The traditional mechanisms of protection may break down in conflict situations due to a number of reasons including absence of parental care and a breakdown of community structures. Furthermore, while the evidence of parental preference for sending boys over girls to school where choices have to be made is not specific to countries affected by conflict, it is exacerbated in conflict and other emergency settings.

Girls affected by conflict also become more susceptible to the risk of **early marriage, pregnancy and sexual exploitation**. Of the 30 countries with the highest prevalence of child marriage, more than half are fragile or conflict affected countries (UN, 2016a). Now in its fifth year, the Syrian crisis means that many refugees living in Jordan have seen their savings depleted and their levels of debt increase. According to the Vulnerability Assessment Framework, 86% of Syrian refugees were living below the national poverty line during the first half of 2015: as a consequence, 80% of refugees were engaging in coping strategies which included taking children out of school and, specifically in relation to girls, early marriage (JRP and UN, 2016). The rate of early and forced marriage amongst Syrian refugee girls in Jordan has doubled since the start of the conflict: one-third of registered marriages amongst Syrian refugees in the first quarter of 2014 involved girls under the age of 18 (UNICEF, 2014).

The threat of **sexual and gender-based violence** in conflict settings en-route or in school can adversely affect parents' or children's willingness to attend school. Sexual violence against adolescent girls was reported in all 51 countries that have experienced conflict since 1986 (Bastick et al., 2006). In the case of Palestinian refugees living in Lebanon, a walking bus has been created between refugee camps and school to ensure adolescent girls are able to get to and from school with minimal threat to personal security (UNHCR, 2013a). Within the classroom, the lack of female teachers can be a further deterrent for girls continuing their education. In the Aw Barre refugee camp in Ethiopia, for instance, just two out of 17 secondary school teachers were female: secondary enrolment rates for girls equaled 15%, versus 35% for boys (Schulte and Rizvi, 2012).

Aside from the heightened risk of sexual violence and early marriage, the precarious economic status of refugees, depending on the country of asylum, often prevents girls from attending or furthering their education. In Ethiopia (as some other countries), government policy prevents refugees from working meaning that in many cases families are unable to afford the costs of schooling. With the majority of refugees living outside of camp settings, the cost of transportation often restricts school attendance: in Jordan, for instance, urban refugees often cannot afford the fares needed to get to school (UNHCR, 2016c). The **financial constraints of attending school** are most likely to adversely prohibit adolescent girls from attending school. With essential needs such as food and shelter prioritized over schooling, and boys often chosen over girls to continue with their education, the economic vulnerability of refugee families is prohibiting girls from continuing with their education (UN, 2016b).

Refugee children and youth have frequently missed substantial amounts of schooling due to the effects of conflict: with each missed year of schooling they remain less likely to return to the formal education system. Added to this is the challenge posed by education systems in countries hosting refugees, where the language of instruction may be different. Over-age enrolment is likely to affect girls more given that they are likely to reach puberty and drop out of the schooling system before completing their secondary schooling. Catch-up programmes and accelerated programmes to help adolescent refugees transition back into the formal education system, therefore, are a crucial investment. However, currently there is poor availability of these for refugees. Non-formal accelerated programmes have often been small-scale, led by communities or NGOs. In Rwanda, for instance, the Adventist Development and Relief Agency (ADRA) introduced catch-up courses to allow refugee children and adolescents better integrate within the Rwandan school system (ADRA Rwanda, 2013). As well as poor scale-up, Accelerated Learning Programmes are not always recognized, mainstreamed or certified by education authorities which limits their effectiveness. In this vein, the recent announcement by the Government of Jordan is to be commended (see Section 4). The Accelerated Education Working group which comprises of eight organizations and agencies[5] has been set up in order to strengthen such education programmes.

Refugee youth who have missed out on schooling and are unable to make the transition back to the formal education system would benefit from basic skills training. Such training could allow them access to secure work. There is high demand for such interventions by youth themselves: a recent UNICEF study in Jordan's Za'atari camp, for instance, found that 93% of the youth surveyed wanted such training (Ahmadcadeh et al., 2014). However, opportunities are extremely limited. Germany, the largest donor to vocational education more generally, has placed special emphasis on accessing quality education and skills within Syria and in Syrian refugee-hosting countries through its Partnerships for Prospects-Schools-Skills-Jobs. Similarly, the Norwegian Refugee Council Youth Education Pack year-long programme responds to the education and training requirements of adolescents aged between 15 and 24 who have missed out on schooling and skills required for decent work. To date, its programme has been implemented in 13 countries. The programme includes three components: literacy and numeracy skills, transferrable skills and vocational skills (WRCWC, 2015).

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[5] UNHCR, UNICEF, USAID, the Norwegian Refugee Council, Plan International, Save the Children, International Rescue Committee and War Child

3. CHALLENGES AND POLICIES FOR ACCESSING EDUCATION IN FIVE OF THE LARGEST HOST REFUGEE COUNTRIES

Given the increasingly protracted nature of conflict, the educational experience of many refugee children is primarily shaped by experiences outside of the national education system of their country of origin (Dryden-Peterson, 2015). Recognizing the challenges that education systems of some of the refugee hosting countries themselves face, it is all the more important that they are supported by the international community in the provision of good quality access to primary and secondary education to refugees.

This section covers five of the ten largest refugee hosting countries (Pakistan, Jordan, Kenya, Uganda and Chad). It identifies some basic statistics on access to education in these countries, together with legislation and policies that are in place to guarantee the rights of in their host countries, in particular with respect to education.
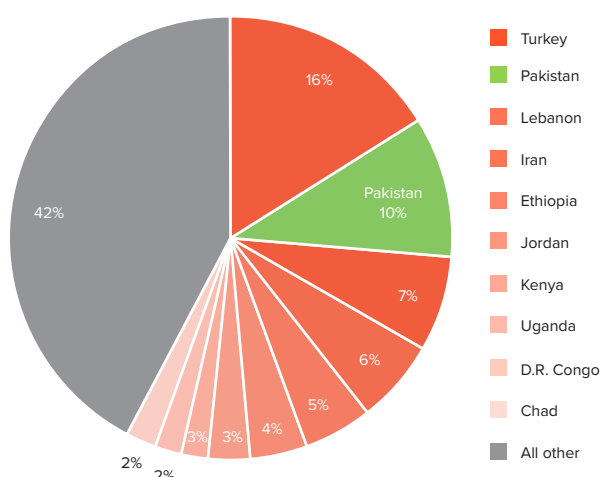
PAKISTAN

### Overview of refugee situation in 2015

Pakistan was the second largest refugee hosting country in the world after Turkey in 2015, hosting 10% of world's 16.1 refugees under UNHCR's mandate in 2015 **(Figure 5a)**. Refugees in Pakistan are largely of Afghani origin who continue to be one of the largest and longest displaced populations in the world, having been displaced for over three decades. UNHCR estimates that, at the end of 2015, 2.7 million Afghanis were in exile of which 1.6 million were hosted by Pakistan. Of all refugees residing in Pakistan half are under the age of 18 of which just under half are female **(Figure 5b).**

Figure 5a and 5b: Pakistan's share of global refugees and age disbursement of refugees, 2015
A. Pakistan's share of 16.1 million refuges under UNHCR mandate, end-2015

B. Age distribution of refugees hosted by Pakistan, end-2015
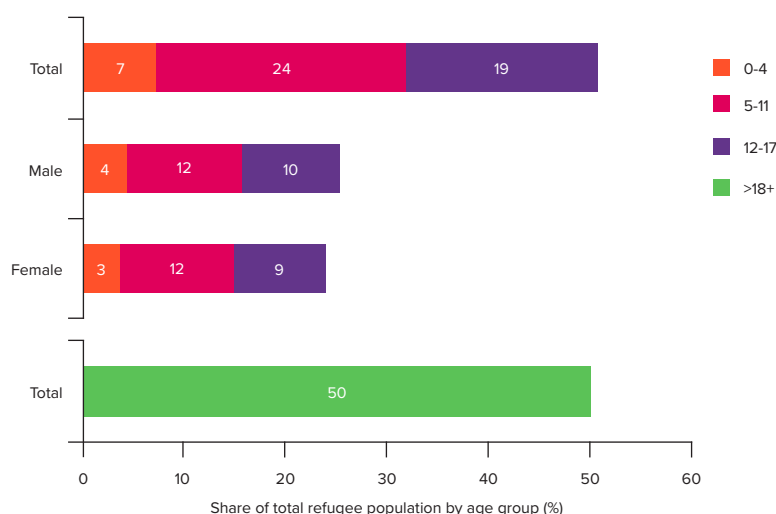
Source: UNHCR (2016a), Tables 1 and 14.

Pakistan's national refugee policy

Pakistan is not a signatory to the 1951 Convention Relating to the Status of Refugees. However, the Government of Pakistan has accelerated progress in a number of issues relating to Afghan refugees. In 2013, the Government of Pakistan agreed a new National Policy on Afghan Refugees. This was drafted alongside the multi-year Solutions Strategy for Afghan Refugees (SSAR), which focused on voluntary repatriation of Afghan refugees back to Afghanistan. Of all Afghan refugees living in Pakistan, 70% live outside of camps largely due to the discontinuation of food assistance within refugee camps: this means that host communities, allowing the use of limited infrastructure and resources, must also be supported. The Refugee Affected and Hosting Areas (RAHA) initiative addresses this alongside the SSAR and National Policy on Afghan Refugees (Khan, 2014).

## *Refugees' rights to access education and education indicators*

Pakistan is in the middle of revising its 2009 Education Strategy which did not mention education provision to refugee children in the national education system. UNHCR Pakistan (along with UNICEF, UNESCO and WFP) hosted some provisional consultations on how, as part of how SDG 4 can be implemented, refugees would be mainstreamed into the national education system. These efforts have meant that Balochistan's education sector plan does include mention of refugee education: other province plans are yet to be endorsed or made public.[6]

Education for refugees in Pakistan is currently provided across 175 UNHCR schools in refugee villages (UNHCR, 2016b). Refugee villages tend to suffer shortcomings in education facilities meaning that full cycles of primary and post-primary education are not available. Of the estimated 0.71 million refugee children and adolescents, 0.53 million (or 75%) are estimated to be out of school (UNHCR, forthcoming). Completion of primary schooling is significantly lower than the national average: while 67% of Pakistani children complete primary schooling, just 5% of Afghan refugee children complete Grade 3 (UNHCR, 2015b).

Refugees fare significantly worse compared to their non-refugee counterparts as far as primary and secondary enrolment is concerned. In 2015, 37% of primary school-aged refugees were enrolled in primary school versus 73% of the non-refugee population. The gap widens significantly with respect to secondary school-aged enrolment: less than one in every 10 adolescent refugee was enrolled in secondary school compared to five in every 10 adolescents for the non-refugee population **(Figure 6).**

The gender disparity amongst refugees for girls and boys is one of the worst in the world at both primary and secondary level. At both levels, for every 10 boys enrolled in school there were the equivalent of just five girls (UNHCR, forthcoming). Many barriers prevent girl refugees from accessing and continuing their education onto higher levels of education. Child marriage and teenage pregnancy are often cited as the major barriers for Afghan refugee girls, particularly for transition to secondary level. Many girls are taken out of school to be married, as early as grade six (NRC and UNHCR, 2015).

Figure 6: Percentage of primary and secondary school-aged children enrolled in school
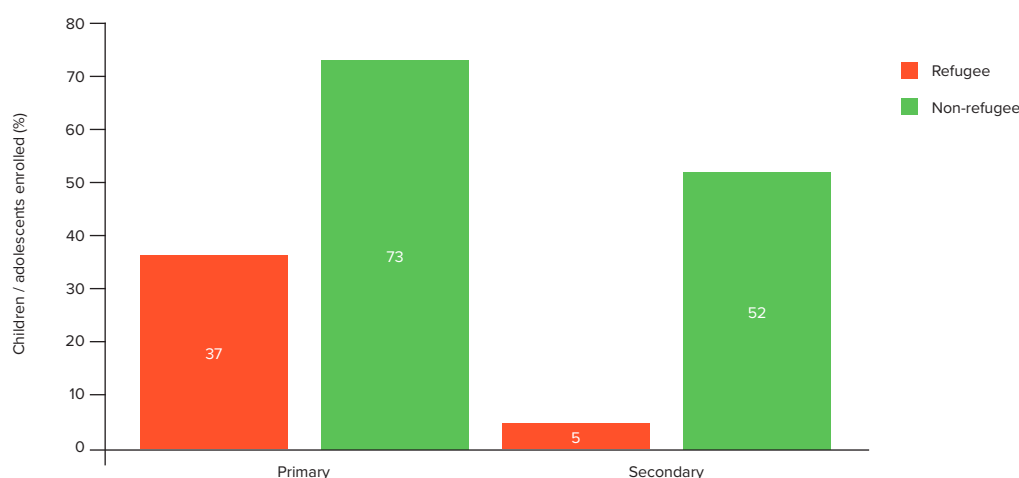
Source: UNHCR (forthcoming).

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[6] Correspondence shared by Education section at UNHCR Headquarters received from UNHCR field office in Pakistan.
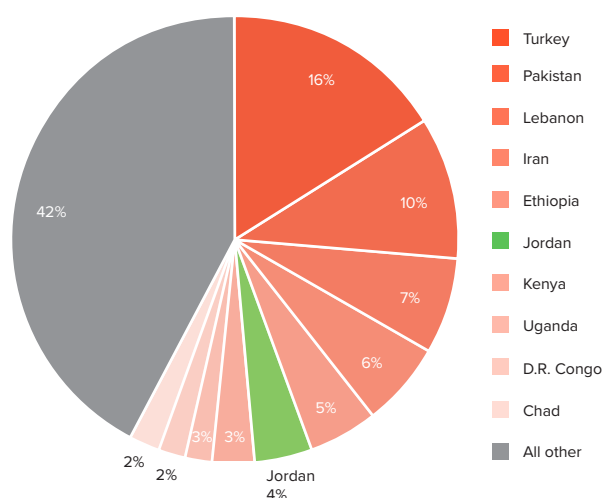
JORDAN

## *Overview of refugee situation in 2015*

Jordan was the sixth largest refugee hosting country in the world after Turkey, Pakistan, Iran, Lebanon and Ethiopia in 2015, hosting 4% of the 16.1 million refugees under UNHCR's mandate in 2015 **(Figure 7a)**.[7] While Jordan has always had a large presence of Palestinian refugees,[8] the more recent Syrian civil war has meant that a large exodus of Syrian refugees to Jordan has added to the refugees that the Hashemite Kingdom absorbs. Jordan hosted 13% of the Syrian refugee population in 2015 or approximately 0.6 million: as a share of Jordan's own population, Syrian refugees made up approximately 10% (Ahmadzadeh et al., 2014). Half of refugees living in Jordan are under the age of 18. Of these just under half are female **(Figure 7b)**. Of total Syrian refugees in Jordan, 70% live outside of camp settings: these are largely in the areas of Irbid and Mafraq (Ahmadzadeh et al., 2014).

Figure 7a and 7b: Jordan's share of global refugees and age disbursement of refugees, 2015
A. Jordan's share of 16.1 million refuges under UNHCR mandate, end-2015

B. Age distribution of refugees hosted by Jordan, end-2015
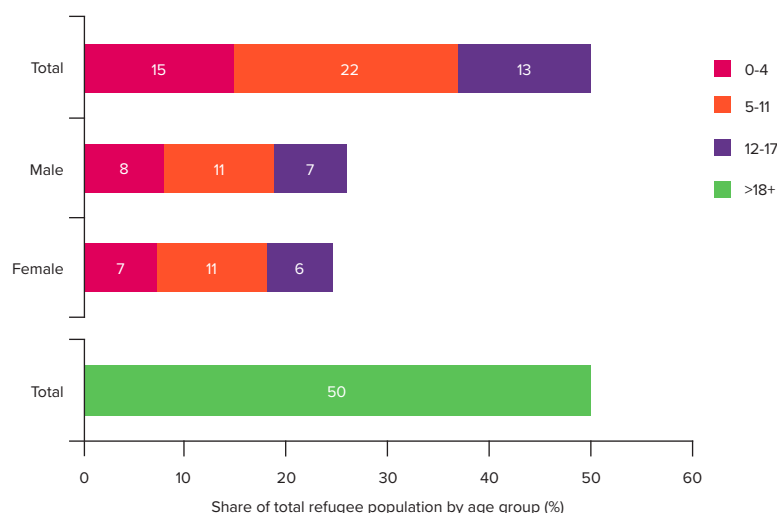
Source: UNHCR (2016a), Tables 1 and 14.

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[7] This excludes refugees of Palestinian descent.

[8] The profile of Jordan does not consider the situation regarding education access for Palestinian refugees, who sit under the mandate of United Nations Works and Reliefs Agency for Palestinian Refugees in the Near East (UNRWA). However, Jordan hosts over two million Palestinian refugees which is the largest of any country in the world.

Jordan's national refugee policy

The Jordanian government is not a signatory to the 1951 Convention Relating to the Status of Refugees. However, its approach towards displaced persons and refugees has meant that it has for many years provided protective space for refugees fleeing from Iraq, Palestine and Syria. In 1998 the Government of Jordan and the UNHCR signed a Memorandum of Understanding which has become the legal basis of Jordan's policy towards refugees. While there is no legal framework regarding refugees, in practice Jordan granted a largely open-door policy to incoming refugees from neighboring countries, including Syria. In 2014, the Government drafted the National Resilience Plan to try and mitigate the potentially adverse effects of large numbers of incoming Syrian refugees on host communities.

Refugees' rights to access education and education indicators

As of the end of December 2015, it was estimated that 145,548 Syrian refugee children were enrolled in the Jordanian public school system: a further 43,610 were able to access non-traditional educational support (UNICEF, 2016). In places where there are large Syrian refugee populations, a double-shift policy has been introduced to try and accommodate the increased demand for schooling. However, despite accommodating ever-increasing numbers of students, teachers report that an increasingly over-stretched education system has adversely affected quality (Tadros and Selby, 2016).

With respect to secondary schooling, estimates indicate that just 6% of the Syrian refugee adolescents attend formal secondary schooling: this compares with 90% of Jordanian youth **(Figure 8)**. The issue of overcrowding is particularly problematic in the urban context. Many adolescent girl refugees are unable to register into schools: of 23 Syrian refugee adolescent girls, just four were able to register to attend school (UNHCR, 2016c).

Figure 8: Percentage of primary and secondary school-aged children enrolled in school
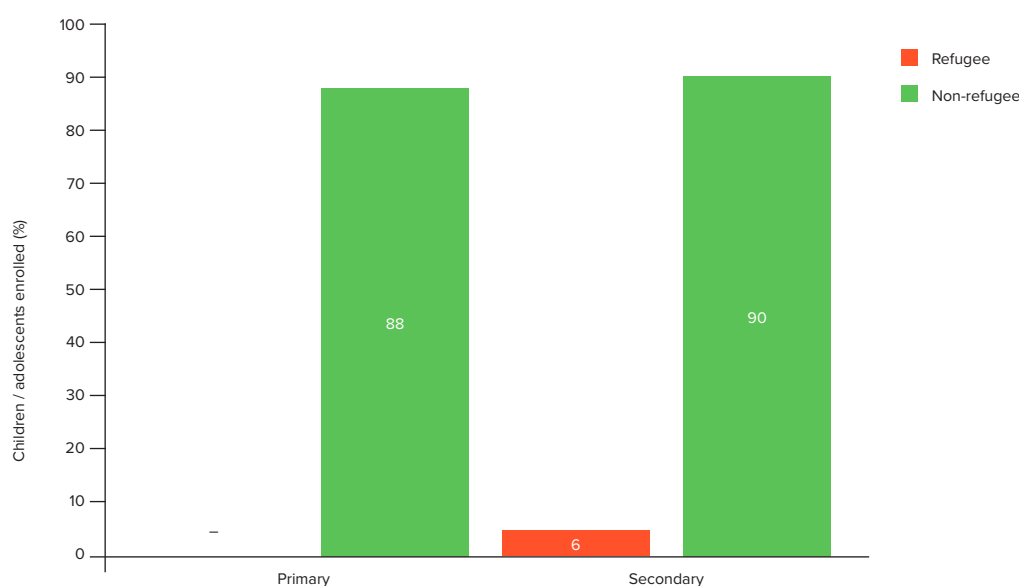
Source: UNHCR (forthcoming).
Note: No data available on percentage of refugee children enrolled at primary level

A number of factors help explain why a large number of children, particularly girls, are not accessing education. First is the proximity to education institutions for refugees living in urban areas. Aside from travel costs, interviews reveal that up to one-third of young female refugees leave home less than once a week to study due to security concerns (MercyCorps, 2014). Moreover, within camps a UNICEF study found that sexual violence towards women had a negative impact on female students and educators attending education facilities: focus group discussions reveal instances where parents have been discouraged in sending their teenage daughters due to the risk of sexual violence (UNICEF, 2013b). Finally, early marriage is also a strong predicator for why many female adolescents do not attend secondary school: one estimate is that 17% of females aged 12 to 17 dropped out of school because of early marriage (Ahmadzadeh et al., 2014).

In February 2016, the Government of Jordan introduced the Accelerated Access to Quality Formal Education to help fill the gaps that exist for education provision to Syrian refugees: the objective is to guarantee a place in the formal education system for every Syrian refugee child in 2016/17. Access to vocational training and higher education opportunities for Syrian youth is also expected to increase. Expected to cost US$1 billion over three years, this will be jointly funded by the Jordanian government and international partners (Reliefweb, 2016).

More recently the Government has introduced a policy for children and adolescents who have missed more than three years of education. Previously, if a child under the age of 13 had missed more than 3 years of schooling access to formal education was denied. From 2016, a new certified 'accelerated' programme enables children to catch up, be certified and reintegrate back into the formal education system. Those between the ages of 13 and 18 who have missed more than three years of schooling can enroll onto the Non Formal Education programme administered by the Ministry of Education.[9] Jordan's policy on allowing registered refugees to access technical and vocational training programmes, however, have been much more restrictive: this has largely been to protect labour market opportunities for Jordanian nationals (Ahmadzadeh et al., 2014).

Humanitarian appeals

The Regional Refugee and Resilience Plan (3RP) provides international support to the largest hosting countries for Syrian refugees. Jordan, along with Turkey, Egypt and Lebanon, is one of the recipients of such the 3RP Plan, with education being one of the clusters that is supported. In 2015 of the total requests made for the education sector (US$404 million), US$94 million (23%) was for earmarked for Jordan: of this US$70 million was funded. Similarly, the 2016 3RP requests US$101 million in funding to help support the Jordanian response to help Syrian refugees access education: mid-2016 US$41 million (41%) had been funded (3RP, 2015; 3RP 2016a; 3RP 2016b).
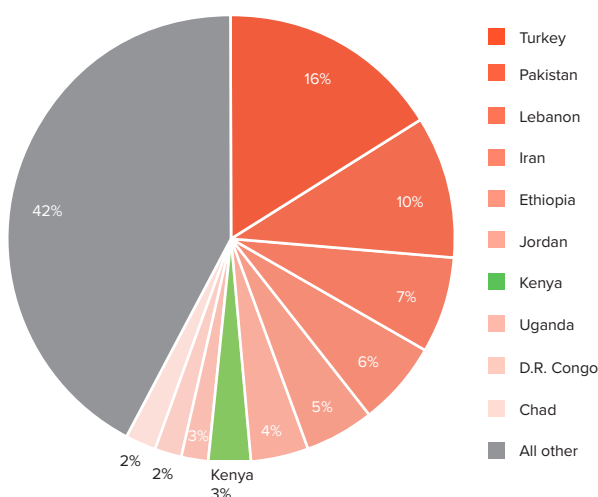
KENYA

Overview of refugee situation in 2015

Kenya was the 7th largest refugee hosting country in the world in 2015, hosting 3% of world's 16.1 refugees under UNHCR's mandate in 2015 **(Figure 9a)**. Following the collapse of the Somalian Government in the early 1990s, millions of Somali refugees fled to neighboring countries, with the largest number fleeing to Kenya. Together with refugees from Somalia, Kenya also hosts refugees from D. R. Congo, Eritrea, Ethiopia, South Sudan and Sudan. Around 57% of refugees in Kenya are under the age of 18, of which just under half are female **(Figure 9b).**
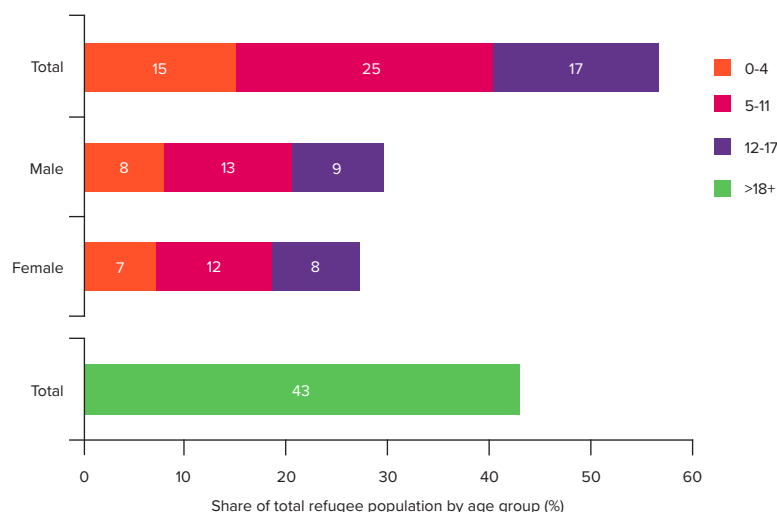
Figure 9a and 9b: Kenya's share of global refugees and age disbursement of refugees, 2015
A. Kenya's share of 16.1 million refuges under UNHCR mandate, end-2015

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[9] Correspondence shared by Education section at UNHCR Headquarters received from UNHCR field office in Jordan.

B. Age distribution of refugees hosted by Kenya, end-2015

Source: UNHCR (2016a), Tables 1 and 14.

Kenya's national refugee policy

The Kenyan Government ratified the 1951 Convention relating to the Status of Refugees in 1966. Until 2006, however, Kenya had no national laws in place which specifically addressed the rights of refugees: Kenya domesticated international refugee law vis-à-vis the 2006 Refugees Act which required refugees to reside in refugee camps unless they had authorization to live elsewhere when a suitable situation might arise (Maina, 2016). The majority of refugees in Kenya continue to be housed in the refugee camps of Dadaab and Kakuma: the majority of refugees housed in Dadaab are of Somali origin whereas in Kakuma, refugees are mostly of Sudanese origin.

The restriction of refugees being able to move freely, work or integrate with the host community has left the refugee population heavily dependent on humanitarian assistance. The 2006 Refugees Act is currently under review, with the aim of strengthening the rights of refugees: the freedom of movement and alternative arrangements to living in camps are under discussion (UNHCR, 2016d).

Refugees' rights to access education and education indicators

The Kenyan Constitution of 2010 and the Basic Education Act of 2013 makes clear that access to education is the right of every child in Kenya. The Government, which introduced free primary education in 2003, also extended this right for refugee children to access public schools. However, in practice the limited space and resources to primary education has meant that in some cases schools have refused to enrol refugee children, rather reserving spaces for Kenyan nationals.

Within Kenya's refugee camps, education needs go unmet. The Dadaab camp is home to 347,980 refugees: 27% are primary-school aged and 17% are secondary-school aged. A further 184,550 refugees and asylum seekers were hosted in Kakuma and 61,351 in urban areas (UNHCR, 2016e). In 2015, 49% of primary school-aged refugees were enrolled in primary school compared with 86% of the non-refugee population. The gap widens significantly with respect to secondary school-aged enrolment: just 1 in every 10 adolescent refuge was enrolled in secondary school **(Figure 10).**

The gender disparity for girls and boys indicates how this worsens at secondary levels. While there were 8.5 refugee girls enrolled at primary level for every 10 boys, the equivalent for secondary was 4.8 at secondary level (UNHCR, forthcoming).

Figure 10: Percentage of primary and secondary school-aged children enrolled in school
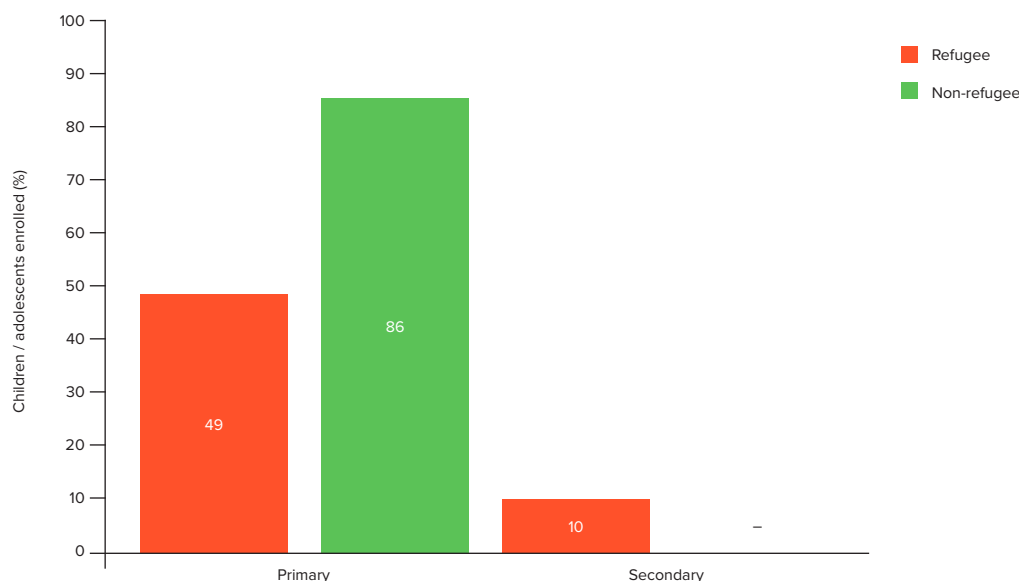
Source: UNHCR (forthcoming).

Note: No data available on percentage of non-refugee children enrolled at secondary level

There are currently low rates of transition from primary to secondary education for refugee children: for girls the current rates are below 50% (UNHCR, 2016d). Secondary education facilities, moreover, remain inadequate for the numbers of adolescents in Dadaab and Kakuma camps. Despite the Dadaab complex being the largest refugee camp in the world there are currently just seven secondary schools running at double their capacity: even with double-shift policy in place, secondary schools are only able to accommodate 13% of the adolescent population (UNHCR, 2015c). Approximately 1,000 students graduate from the 11 secondary schools in Dadaab and Kakuma refugee camps each year (UNHCR, 2016d).
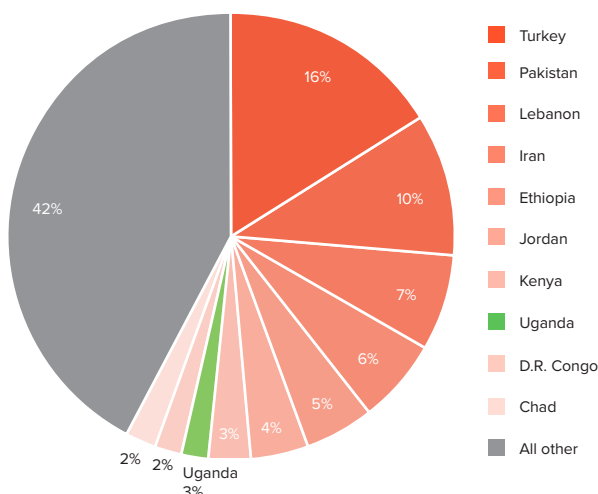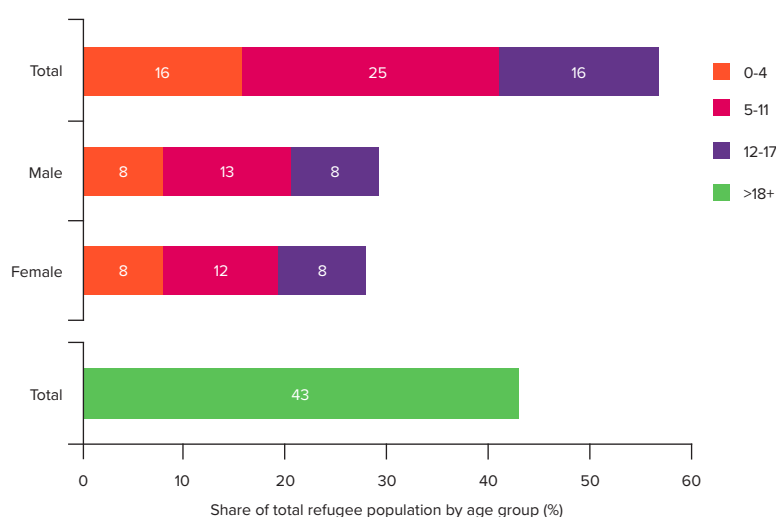
Humanitarian appeals

In 2015, funding made available for UNHCR plan for the education sector totaled US$13 million (or 15% of the total). Of this 52% was for Dadaab camp, 45% for Kakuma camp and the remainder for urban areas. Despite the high allocation to education, it is estimated that just 30% of actual needs will be met by the resources available. Part of these resources will be for the construction and rehabilitation of secondary classrooms and schools together with upgrading temporary structures which were erected in 2014 and 2015 (UNHCR, 2016d).

The 2016 South Sudan Regional Refugee Response Plan to support Kenya taking in refugees from South Sudan requested US$47.6 million in funding, of which the request for education is US$6.2 million. According to the Plan the activities include setting up new schools for incoming refugees (five in pre-primary, five in primary and two in secondary); recruit and train teachers and target 20,000 boys and girls to access school (UNHCR, 2015d).

UGANDA

Overview of refugee situation in 2015

Despite ranking as one of the poorest countries in the world at 163th out of 187 on the latest Human Development Index (UNDP, 2015), Uganda was the 8th largest refugee hosting country in the world in 2015 hosting 3% of the 16.1 million refugees under UNHCR's mandate in 2015 **(Figure 11a)**. Over the last 30 years, refugees from the Democratic Republic of Congo, Rwanda, Burundi, Sudan and Somalia experiencing protracted conflict have fled to Uganda. With war ongoing in 2015 at Uganda's Northern border with South Sudan and violence erupting in Burundi, the large number of refugees that Uganda was already hosting is likely to grow. The age composition of refugees residing in Uganda is young: approximately 60% of refugees are under the age of 18 of which just under half are female **(Figure 11b).**

Figure 11a and 11b: Uganda's share of global refugees and age disbursement of refugees, 2015

A. Uganda's share of 16.1 million refuges under UNHCR mandate, end-2015

Legend:
- Turkey
- Pakistan
- Lebanon
- Iran
- Ethiopia
- Jordan
- Kenya
- Uganda
- D.R. Congo
- Chad
- All other

B. Age distribution of refugees hosted by Uganda, end-2015

Share of total refugee population by age group (%)

Legend:
- 0-4
- 5-11
- 12-17
- >18+

Source: UNHCR (2016a), Table 1 and Table 14.

Uganda's national refugee policy

In 2006 Uganda passed through refugee legislation which – at the time – was regarded as a model for other refugee-hosting countries in the region to emulate. At the heart of the 2006 Refugee Bill was an emphasis on the free movement and access for refugees to vital social socials, including education. This was combined with allowing refugees to work and live amongst communities, rather than specially designated refugee camps.

Uganda's refugee policy promotes an inclusionary approach: the pillars underpinning it are: (1) equality, dialogue and mutual support, (2) sustainable livelihoods support and (3) inclusion of refugees in local government managed systems. Within its National Development Plan, Uganda has incorporated refugee issues firmly into its plan dealing with long-term development issues (Clements et al., 2016).

Refugees' rights to access education and education indicators

Refugees in Uganda are currently able to access primary and secondary education under the same conditions as that of Ugandan nationals, as enshrined under the Refugee Act of 2006. Currently refugees have access to 124 primary schools and 55 secondary schools dispersed around Uganda: most refugees are mainstreamed into the formal system (UNHCR, 2012b). UNHCR's own strategy on refugee education in Uganda aligns with the Uganda Education Sector Strategic Plan (UNHCR, 2016b).

Despite refugees' being able to access to schooling in Uganda, their access is still worse than the non-refugee population. In 2015, 63% of primary school-aged refugees were enrolled in primary school versus 94% of the non-refugee population. The gap widens significantly at the secondary level: just 2 in every 10 adolescent refuge was enrolled in secondary school compared to 8 in every 10 adolescents for the non-refugee population **(Figure 12)**.

The gender disparity for refugee girls and boys interestingly, however, does not widen at the secondary education level compared to primary. While there were 8.8 refugee girls enrolled at primary level for every 10 boys, the equivalent for secondary was 9.2 indicating that gender parity actually improves at secondary level even though gender parity has not quite been achieved.

Figure 12: Percentage of primary and secondary school-aged children enrolled in school
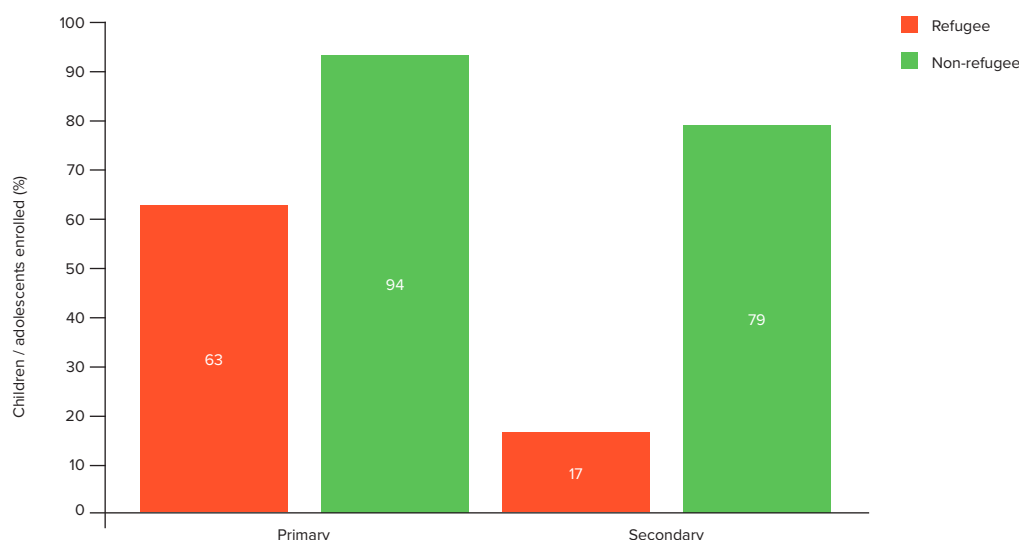
Source: UNHCR (forthcoming).

Humanitarian appeals

Uganda has been subject to a Humanitarian Response Plan between 2001 and 2010. However, more recently its proximity to several major humanitarian crises, has also meant that UNHCR has requested funding from the international community to help support Uganda's large intake of refugees from Burundi and South Sudan through Regional Refugee Response Plans.

In 2016, the Burundi Appeal requested US$22 million in funding to support Uganda's intake of refugees: of this US$0.9 million (or 4%) was for the education cluster and amongst some of the targets were the rehabilitation and construction of secondary school infrastructure (including dormitories) and school based services for children who have been exposed to gender based violence (UNHCR, 2015a).

Similarly, the 2016 South Sudan Appeal requested US$164 million in funding to support Uganda's intake of refugees from South Sudan: of this US$25 million (or 15%) was for the education sector. The 2016 Strategy's planned response includes improving access for refugees to post-primary education with secondary education opportunities for refugees being expanded through construction of classrooms and reducing fees. In additional vocational skills training and income generating activities within the context of refugee hosting countries was part of the planned response (UNHCR, 2015d).

CHAD

Overview of refugee situation in 2015

Despite being one of the poorest countries in the world ranking 185th out of 187 countries on the Human Development Index (UNDP, 2015), Chad was the 10th largest refugee hosting country in the world in 2015 hosting 2% of the 16.1 million refugees under UNHCR's mandate in 2015 **(Figure 13a)**. The protracted conflict of more than a decade in the neighboring Sudan's Dafur region has meant that a large number of Sudanese refugees have fled to Eastern Chad: Chad hosted close to 50% of all Sudanese refugees globally in 2015. In addition, the more recent neighboring conflicts in the Central African Republic and Nigeria have added to the influx of refugees coming to Chad. The age composition of refugees residing in Chad means that close to 60% are made up of refugees under the age of 18: of these half are female **(Figure 13b)**.

Figure 13a and 13b: Chad's share of global refugees and age disbursement of refugees, 2015
A. Chad's share of 16.1 million refuges under UNHCR mandate, end-2015
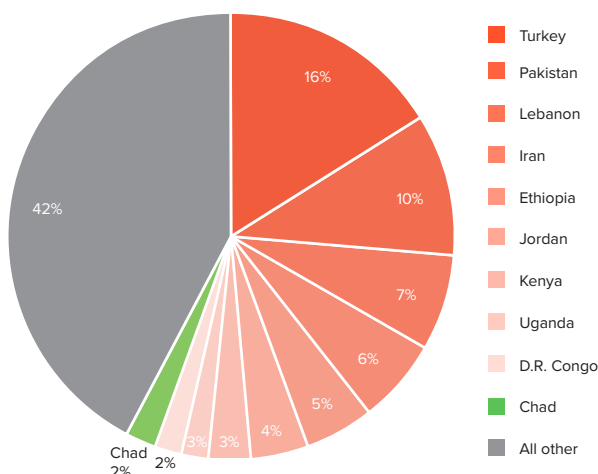
B. Age distribution of refugees hosted by Chad, end-2015
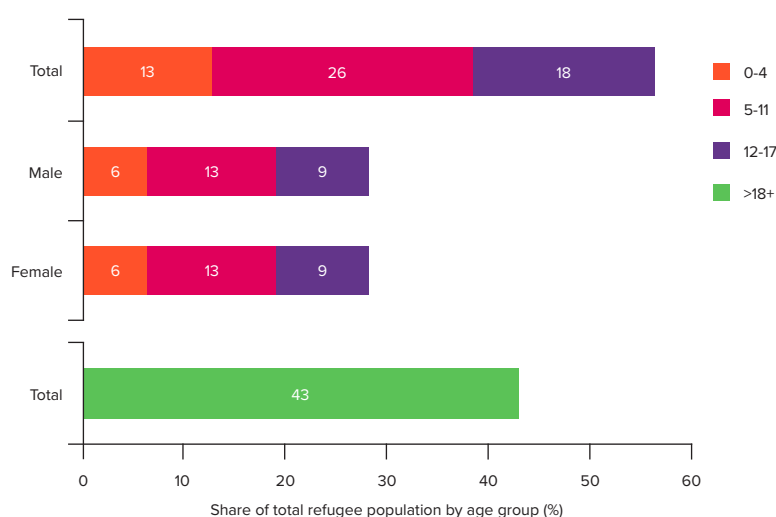
Source: UNHCR (2016a), Tables 1 and 14.

Chad's national refugee policy

Chad is a signatory to the 1951 Convention relating to the Status of Refugees and its accompanying 1967 Protocol. To strengthen the legal framework of 'peoples of concern' to the UNHCR, the Government of Chad made a number of pledges at the Ministerial Intergovernmental Event on Refugees and Stateless Persons which was in line with international and regional refugee law: these still await endorsement by the relevant ministries however (UNHCR, 2013b).

Refugees' rights to access education and education indicators

The Government's policy of encampment means that most schools for refugees have been established in the 17 refugee camps in the country of which 12 are in the Eastern region (largely serving refugees from the Darfur region of Sudan) and five are in the South (INEE, 2013). UNHCR figure`s estimate that in the East of the country, of the 126,300 school-aged children largely from Sudan, 55% (or 70,400) are registered in school. Of the 33,800 school-aged refugee children largely from the Central African Republic, 64% (or 21,600) are enrolled in school (UNHCR, 2016b).

While traditionally Sudanese refugees followed the Sudanese education system, since 2014 schools in 12 camps which host Sudanese refugees have been tried to integrate with Chad's education system (UNHCR, 2016b). One of the mechanisms this has been done is to re(train) Sudanese (UNESCO and UNHCR, 2016). Refugees from the Central African Republic had, on the other hand, integrated with the national education system when they started arriving in 2015, as have Nigerian refugees who adopted Chad's curricula upon arrival in 2015.[10]

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[10] Correspondence shared by Education section at UNHCR Headquarters received from UNHCR field office in Chad.

Refugees fare significantly worse compared to their non-refugee counterparts as far as primary and secondary enrolment is concerned. In 2015, 43% of primary school-aged refugees were enrolled in primary school versus 85% of the non-refugee population. Enrolling at secondary level is also quite poor for the non-refugee population in Chad: just three in 10 adolescents are enrolled at secondary level. However, refugees fare much worse with just 8% (or under one in 10 refugees) enrolled at secondary level. For every 10 boys enrolled at secondary level, there are 8 girls **(Figure 14).**

Figure 14: Percentage of primary and secondary school-aged children enrolled in school
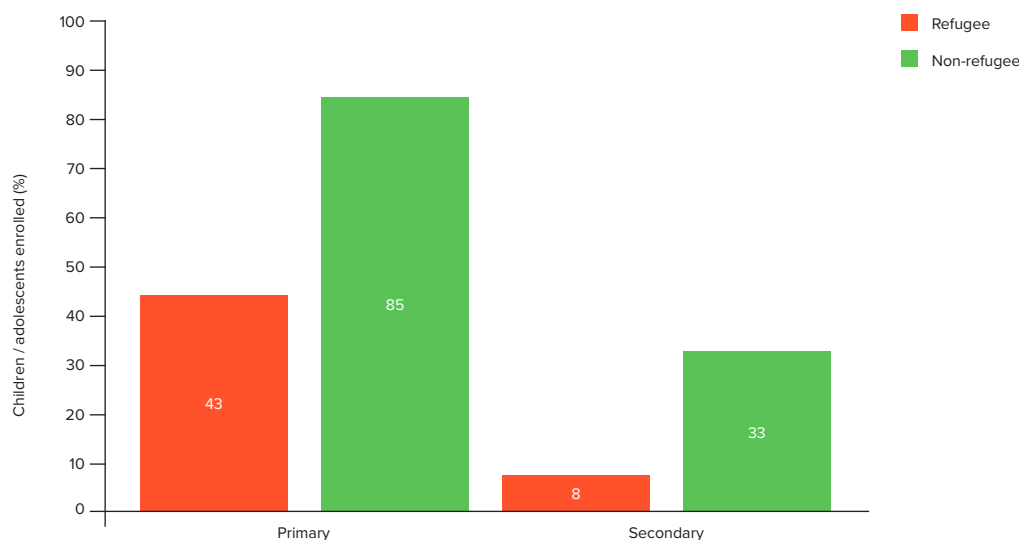
Source: UNHCR (forthcoming).

Humanitarian appeals

Chad has been subject Humanitarian Response Plan since 2004: the large influx of refugees fleeing the Darfur region of Sudan, together with internal displacement and natural disasters have all been contributory factors that have meant the country is in protracted crises. While one-third of its population – or 4 million people – were in need of humanitarian assistance (Albright, 2016), Chad is a forgotten crisis country with a large share of its requests for education and support for refugees going unmet.

In 2015, for instance the education cluster requested US$2.9 million in funding: yet no funding was pledged by the international community. While multi-sector funds for refugees requested within Chad's Humanitarian Response Plans have been growing from US$93 million in 2007 to US$171 million in 2015, only a small share of these requests are being met: in 2007 100% of funding requests were met but by 2015 this had declined to just 33% (UNOCHA-FTS, 2016).

Beyond the Humanitarian Response Plans the proximity of Chad to several major humanitarian crises, has also meant that UNHCR has requested funding from the international community to help support Chad in supporting refugees from the Central African Republic and Nigeria through Regional Refugee Response Plans. In 2016, the Central African Republic appeal requested US$89 million in funding to support Chad's intake of refugees: of this US$5.6 million (or 6%) was for the education cluster and was intended to target 15,000 children for primary education and 7,500 students for lower and upper secondary education. Further targets include increasing access to functional literacy classes for 600 women and improve vocational training education for 200 youths (UNHCR, 2015e). Similarly, the 2016 Nigeria appeal requested US$30 million in funding to support Chad's intake of Nigerian refugees: of this US$2.0 million (or 7%) was for the education sector and the plan targets 2,500 children to be enrolled in primary education (UNHCR, 2015f).

As a GPE recipient, Chad submitted an application for US$7 million of funding for education through the accelerated funding mechanism[11] for the Basic Education Emergency Project intended to benefit refugee, returnee and host communities. The grant which was approved in 2016 is intended to help bridge humanitarian and development support and will help amongst other things help construct 86 classrooms, 40 temporary learning structures (Albright, 2016).

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[11] The Accelerated Funding Mechanism is meant to enable rapid disbursements in crisis situations in order to restore education activities quickly.

4. INTERNATIONAL FINANCIAL SUPPORT TO HELP REFUGEES ACCESS EDUCATION: WHAT IS BEING DONE?

The majority of refugees continue to be hosted in countries neighbouring those in conflict. However, these refugee hosting countries are also often the poorest and have low levels of capacity to mobilize the minimum levels of domestic public revenue required for well-functioning resilient education systems. The top ten refugee hosting countries' share of global wealth was just 2% in 2015: they were, however hosting 58% of the world's refugees. The equivalent share of refugees that were hosted in 28 DAC countries, whose share of global wealth was 59%, was just 12% in 2015 (UNHCR, 2016a; IMF, 2016).

The low levels of domestic mobilization capacity which translates into low expenditure on education often means that some of the largest refugee hosting countries are unable to effectively support education systems for their own populations, let alone for refugees. Chad, Pakistan and Uganda are amongst the largest refugee hosting countries in the world and yet current spending on education falls well below the internationally recommended targets.[12] This raises questions over how resilient host-country education systems are in being able to incorporate large numbers of refugees. Even in the middle income neighbouring countries hosting Syrian refugees, economic growth has slowed down in recent years at a time when public finance needed to support basic public services are at their greatest due to the on-going refugee crisis (Watkins, 2016).

As such, international finance is, and will, continue to be crucial in supporting countries absorbing large numbers of refugees. Such assistance needs to addresses risk, help prevent crises, and also help build resilience (Development Initiatives, 2016). The following section analyses the levels of development and humanitarian assistance invested to support education for refugees. Where possible this is considered in the context of support for female adolescents accessing secondary education, although such information is often lacking.

An overview of humanitarian aid to education

Humanitarian aid continues to bypass education

A recent study estimates that over the course of the last two decades the average length of displacement for refugees has increased from nine years in the 1980s to nearly 20 years by the mid-2000s (Loescher and Milner, 2011). Many children and adolescents, therefore, now spend their entire schooling years in exile. The evolving nature of conflict today and its increasingly protracted nature, however, has not translated effectively into changes to a global aid architecture which continues to compartmentalize humanitarian and development aid and is increasingly at odds with dealing effectively with the realities on the ground. The continued humanitarian-development divide furthermore risks leaving behind sectors that have traditionally not been perceived as life-saving, of which the education sector is one. The Central Emergency Relief Fund (CERF), for instance, has a narrow criteria for funding education: this is currently focused on provision of school tents, education and recreational materials, emergency repair of education facilities, teacher training in emergencies, and provision of life-saving skills.

The newly launched Education Cannot Wait Fund for Education in Emergencies intends to address the limitations of the current system. Specifically, it aims to 'plan and respond collaboratively, with a particular emphasis on enabling humanitarian and development actors to work together on shared objectives' (ECW, 2016).

While education continues to be neglected within the humanitarian system more generally, a number of studies document how education continues to be seen as 'high priority' among conflict-affected populations, such as those surveyed in the Democratic Republic of Congo, Ethiopia, Haiti, Sudan, South Sudan and Syria. Amongst children surveyed, education came out as one of the top priorities. Of 8,749 children caught up in 17 different emergencies (conflict, protracted and natural disasters), 99% of children see education as a priority: when asked to rank needs in order of priority, 38% in nine emergency-affected countries identified education as their first priority whilst 69% ranked education as one of their top three priorities Similarly, UNHCR reports that amongst refugee communities surveyed, education remains a priority amongst the refugee respondents (Save the Children, 2015).

Yet education continues to be seriously under-prioritised in funding appeals. In 2015 the UN Humanitarian System launched 24 country-specific Humanitarian Response Plans, five Flash Appeals (which are in response to sudden-onset emergencies), six Regional Refugee Response Plans and one appeal in the Sahel region specifically focusing on humanitarian crises. The international community has consistently fallen short of the target set by the UN Secretary General's Global Education First Initiative (GEFI) that a minimum of 4% of humanitarian aid should be earmarked for the education sector. **In 2015 just 3.3% of total funds requested for humanitarian appeals were for the education sector. Moreover, just 30% of the amount requested by the education sector was funded (compared to 56% for all other sectors), meaning that education's actual share of total funding for humanitarian response plans was a mere 1.8% (Figure 15).**

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[12] The Incheon Declaration proposes that countries spend between 4 and 6% of GDP on education, and that between 15 and 20% of government expenditure be spent on education.

Thus, while beneficiaries in humanitarian crises place a high value on education, it continues to suffer from a lack of prioritization in funding with it both requesting a small share of total requests made for the total Humanitarian Response Plans and thereafter receiving only a small share of its requests. This is contrary to the recommendation of the High-Level Panel on Humanitarian Financing which recommends increasing accountability of humanitarian aid by increasing the decision-making of disaster-affected populations in how resources are spent. Regional consultations for the World Humanitarian Summit, for instance, found that the Middle East and North Africa consultation rated aid agencies three out of 10 in helping them meet their most important needs (WHS, 2015).

Education's small share of the amount it requests has important repercussions for planning. Its share of funded requests fluctuates much more from year to year than other sectors. **While the share of total humanitarian appeals (minus education) ranged from 56% to 77% between 2000 and 2015, for education the equivalent range was 25% to 66%,** making it very difficult for implementing agencies to predict what share of requests made for education funding would be met.

At times where the already under-resourced humanitarian aid architecture has to deal with simultaneous, high-profile emergencies, scarce funding is often diverted to meet those needs which are immediate and visible (Future Humanitarian Financing, 2015). In such circumstances, funding to education is likely to be neglected.

Figure 15: Education's share of total humanitarian funding requested and received, 2000-2015
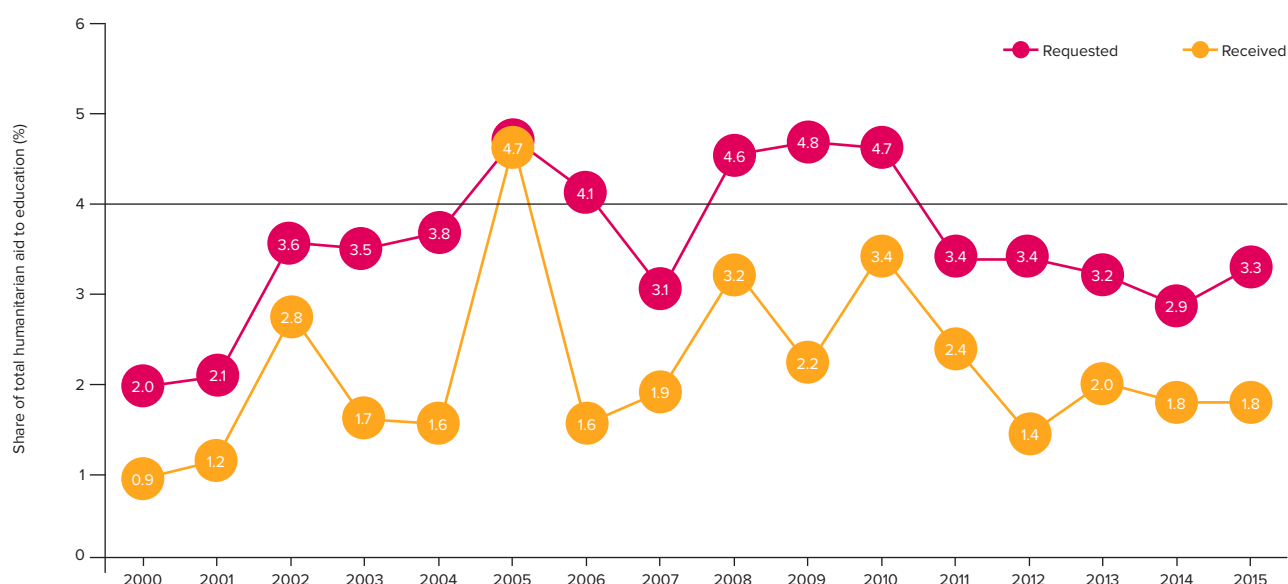
Source: UNOCHA-FTS (2016).

To what extent does education aid benefit refugee girls and women?

A recent estimate identifies that of the 100 million people who were in need of humanitarian assistance in 2015, around 26 million were women or girls aged between 15 and 49 (UNFPA, 2015). As outlined in Section 2, the impact of conflict and natural disaster has differentiated effects on women, men, boys or girls, including with respect to their opportunities for education. And yet an analysis of the education appeals within Humanitarian Response Plans indicates that very few are providing the gender disaggregated data needed to evaluate whether they are actively targeting girls with funding. Of the six Humanitarian Response Plans for education that did report this, approximately half of expected beneficiaries were females **(Table 2).**[13]

Some examples of good practice are worth illustrating as lessons for other plans. Yemen's 2015 Humanitarian Response Plan provides a disaggregated breakdown of beneficiaries according to the 22 provinces: information gives the total population, total people in need and total people targeted. The targeted population figures are further broken down by men, women, boys and girls. The 2015 Plan failed to replicate the gender breakdown per sector, although it continued to disaggregate the total number in need by province (UNOCHA, 2015). Yemen's 2016 Humanitarian Response Plan, however, has improved reporting and each cluster – including education – breaks down by those in need and those targeted both by gender and what numbers are targeting refugees and migrants (UNOCHA, 2016).

[13] In general Humanitarian Response Plans provide a breakdown of the numbers affected and those targeted. Further disaggregation beyond this differs from plan to plan, including what share of those targeted are female. Project level data provided by implementing agencies can further break down beneficiary data; however because different projects can be targeting the same beneficiaries this would lead to risk of double-counting

Table 2: Share of targeted beneficiaries in education humanitarian response plans

	Money requested (US$)	Children in need of humanitarian assistance	Children targeted by HRP	Number of female children targeted by HRP	Share
Burkina Faso	1,727,866	866,424	866,424	419,349	48%
Cameroon	12,181,026	291,756	154,686	71,361	46%
C. A. R.	29,934,470	1,400,000	551,000		
Chad	2,862,600	403,000	360,000		
D. R. Congo	50,000,000	3,183,775	573,080		
Djibouti	398,708	80,000	-		
Gambia	107,000	4,188	4,188		
Iraq	67,503,583	3,100,000	500,000	275,000	55%
Libya	950,000	-	-		
Mali	31,576,054	281,690	281,690		
Myanmar	10,933,550	184,000	90,115		
Niger	2,734,148	54,000	17,000		
Nigeria	7,800,000	400,000	200,320	100,320	50%
Palestine	20,330,672	760,000	646,330		
South Sudan	38,612,697	1,732,300	519,700	249,400	48%
Sahel	-	1,900,000	1,900,000		
Somalia	41,854,229	1,700,000	340,000	158,233	47%
Sudan	33,803,153	2,500,000	895,000		
Syria	224,000,000	4,500,000	4,500,000		
Ukraine	19,500,000	600,000	450,000		
Yemen	17,480,344	2,900,000	916,000		

In 2009 the Inter-Agency Standing Committee introduced a gender marker with the objective of identifying humanitarian projects that promote gender equality. An analysis of 228 education projects which were part of the 24 Humanitarian Response Plans in 2015[14] indicates that, when considering the projects purpose in advancing gender equality, a large share of funding requested and disbursed (68%) for these projects does "contribute significantly to gender equality." Little of what is funded (2%) is principally meant to advance equality **(Figure 16)**. While the gender markers are a useful indication of a project's intents and purposes, a further evaluation of projects which indicate their primary purpose is to contribute to gender equality must be done in order to ascertain in what way the primary purpose is in fact to achieve gender equity.

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[14] This is an analysis of all education projects within Humanitarian Response Plans but does not include for projects within Regional Response Plans for Syrian and Sudanese refugees as project level data under these plans are "multi-sector" only.
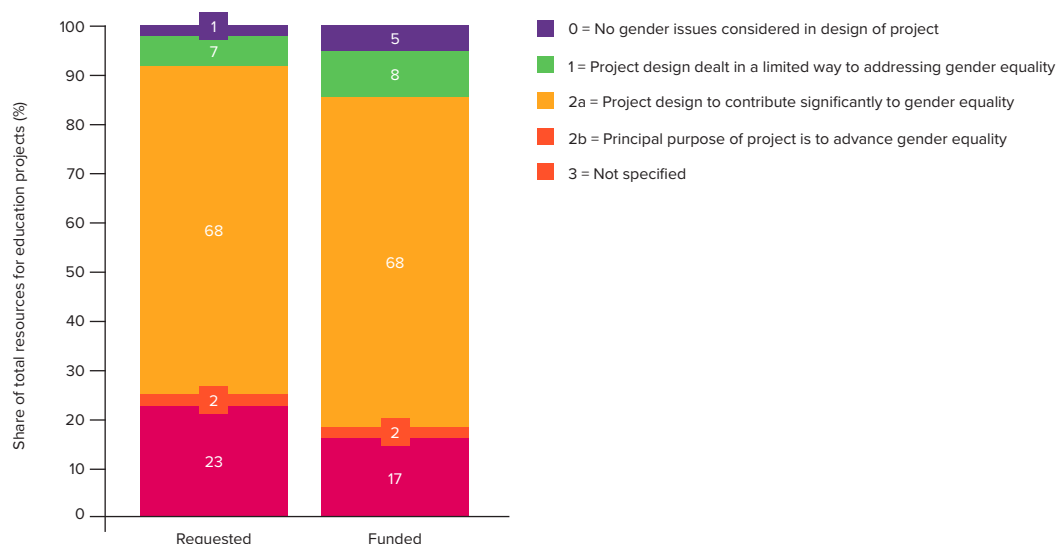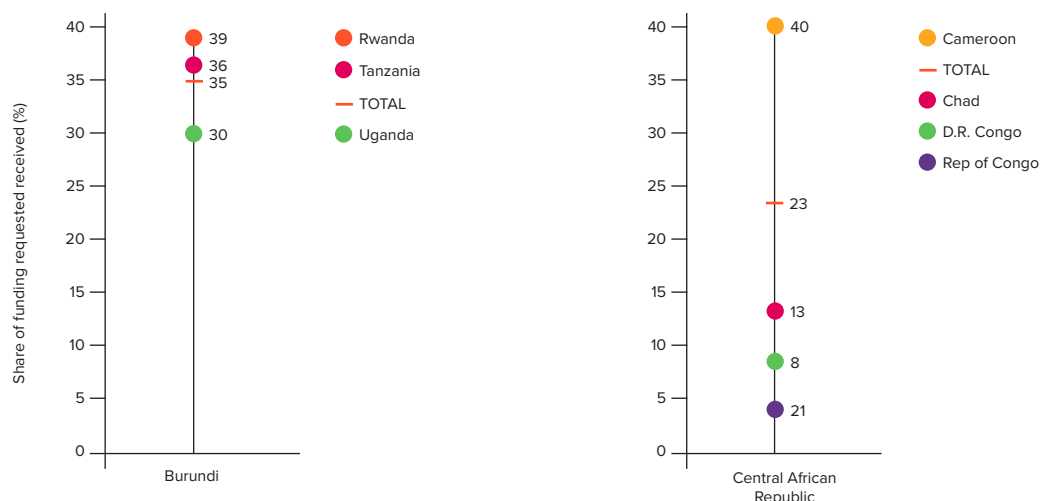
Source: UNOCHA-FTS (2016).

Regional Response Plans for refugees

With the evolving nature of conflict and increased displacement across borders, there has been a shift in the way appeals are responding to the needs of refugees and accompanying host communities in neighboring countries. Regional Refugee Response Appeals illustrate the changing dynamic of humanitarian assistance. Many countries hosting refugees are fragile or are, themselves, in protracted crises. For example, Somalia – where the third largest numbers of refugees originate from – has also become host to refugees fleeing from the ongoing conflict in Yemen.

In 2015, the UNHCR requested funding for six **Regional Refugee Response Appeals** (up from two in 2014): these were for the refugees fleeing Burundi, Central African Republic, Nigeria, South Sudan, Syria and Yemen.[15] The overwhelming majority was for the **Syrian Regional Refugee and Resilience Plan**, providing support to Syria's neighbors (Egypt, Iraq, Jordan, Lebanon and Turkey) **(Box 1)**.

Total funding for the Regional Refugee Response Appeals illustrates both the extreme variation in funding between appeals and also within Refugee Response Plans: the Syrian Regional Refugee and Resilience Plan received 64% of total funding while financial support for countries hosting refugees from Yemen within the **Yemen Refugee Response Appeal** received 0% in finance in 2015. Other appeals were similarly poorly funded such as the **Central African Republic Regional Response Plan** which received just 23% of its total funding requests: however, within this the countries which were hosting refugees from the Central African Republic saw financial support against requests fluctuate from 40% for Cameroon to just 8% for the D. R. Congo **(Figure 17 and Appendix Table 1)**.

Figure 17: Regional Response Plans for selected countries, total humanitarian request funded

Source: UNOCHA-FTS (2016).

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[15] Regional Refugee Response Plans have been reviewed separately from Humanitarian Response Plans for individual countries as in some cases (notably Burundi, Central African Republic, Nigeria and Yemen) due to double counting that might arise.

Regional Response Plans for Refugees under the UNOCHA-FTS reporting system makes it difficult to pin down what each of the sector clusters receives as a share of their funding request, including for education. The Syria 3RP Plan is unique in this sense as a mid-year and end-of-year review breaks down what each sector has requested and received; this is similarly broken down for each of the countries hosting Syrian refugees (Box 1).

Given that other Regional Refugee Response Appeals fail to provide information on what has been requested and funded by sector, the Report instead focuses on the extent to which the current UNHCR appeals support education as far as requests are concerned for 2016. In total of the US$6.1 billion requested in funding for these six appeals in this year, US$782 million was requested for education **(Appendix Table 2)**.

The **Burundi Regional Refugee Response Appeal** requested US$314 million in funding for countries hosting refugees (D. R. Congo, Rwanda, Tanzania and Uganda), targeting 330,000 beneficiaries in total. Of this US$20 million (or 7%) was for the education sector of which the overwhelming majority (66%) was for assisting Tanzania host refugees from Burundi. The share requested for education ranged from 3% in D. R. Congo to 8% in Tanzania. A breakdown of children and adolescents targeted for support was not available, nor did there appear to be any education activities listed in the Appeals document which targeted girls (UNHCR, 2015a).

The **Central African Republic Regional Refugee Response Appeal** requested US$346 million in funding for countries hosting refugees (Cameroon, Chad, Republic of Congo and D. R. Congo), targeting 476,346 refugees.[16] Of this US$20 million (or 6%) was for the education sector of which the largest share (34%) was for assisting Cameroon host refugees from the Central African Republic. The share requested for education ranged from 5% in the Republic of Congo to 7% in D. R. Congo. The objective of the 2016 Education Appeal was to ensure 89,271 were enrolled in primary education (UNHCR, 2015e).

The **Nigeria Regional Refugee Response Appeal** requested US$199 million in funding for countries hosting refugees (Cameroon, Chad and Niger), targeting 230,000 refugees.[17] Of this US$13 million (or 7%) was for the education sector of which the largest share (46%) was for assisting Niger host refugees from Nigeria. The share requested for education ranged from 5% in Niger to 9% in Cameroon. The objective of the 2016 Education Appeal was to ensure 41,200 were enrolled in primary education. Information contained for support to Chad indicates that 52% of those targeted by the education appeal are girls (UNHCR, 2015f).

The **South Sudan Regional Refugee Response Appeal** requested US$638 million in funding for countries hosting refugees (Ethiopia, Kenya, Sudan and Uganda), targeting 938,407 beneficiaries in total. Of this US$63 million (or 10%) was for the education sector of which the largest share (40%) was for assisting Uganda host refugees from South Sudan. The share requested for education ranged from 6% in Sudan to 15% in Uganda (UNHCR, 2015d).

The **Yemen Regional Refugee Response Appeal** requested US$94 million in funding for countries hosting refugees (Djibouti, Ethiopia, Somalia and Sudan). Of this US$4 million (or 4%) was for the education sector of which the largest share (39%) was for assisting Ethiopia host refugees from Yemen. The share requested for education ranged from 22% in Sudan to 1% in Somalia (UNHCR, 2015g).

Box 1: Regional Response Plans in 2015: Syria

The crisis in Syria, which has now entered its fifth year, has disrupted the education of millions of children and adolescents. Currently, one million Syrian refugee children are estimated to be out of school. The No Lost Generation Partnership created in 2013 followed by the London Conference on Supporting Syria and the Region seeks to ensure that children affected by the conflict do not have their education affected

While the ongoing conflict in Syria has negatively affected access to education for many children and adolescents, the large outflow of refugees fleeing conflict has put a large strain on education systems in neighboring countries. Lebanon and Jordan have some of the highest per capita ratios of refugees worldwide and infrastructure has struggled to cope with the large influx of refugees coming from Syria.

To address this, the Regional Refugee and Resilience Plan (3RP) for 2015-2016 provides financial support to Lebanon and Jordan and Syria's other regional neighbors — Turkey, Iraq and Egypt — to provide basic services to these vulnerable populations which include education. The 2015 3RP Appeal requested US$4.3 billion in total funding of which US$1.2 billion (29%) was for the resilience component and US$3.1 billion (71%) was to assist refugees.

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[16] The Plan also targeted 289,051 people in host communities.

[17] The Plan also targeted 284,352 in host communities.

Amongst sectors, requests for education amounted to US$440 million (or 10% of total requests): it received US$409 million of its requests and as a share of total humanitarian funding disbursed, education received 15% of total funding (3RP, 2016). The near complete funding of the education sector should be commended: however, resources also need to be predictable. Timing of when funding is released is crucial and should ideally be front-loaded: in back-loading finance to the end of the UN Appeal period, partners and the education ministry are unable to plan effectively for the school year (Watkins, 2016). And yet this appears to be precisely what is happening in the case of Syria's Regional Refugee and Resilience Plan. As of mid-2015, the 2015 3RP Education Appeal had just 28% of its requests funded (3RP, 2015). This hindered programmes in Iraq and Jordan, including non-formal education programmes. As of the middle of 2016, just 39% of the 3RP Education Appeal had been funded (3RP, 2016b).
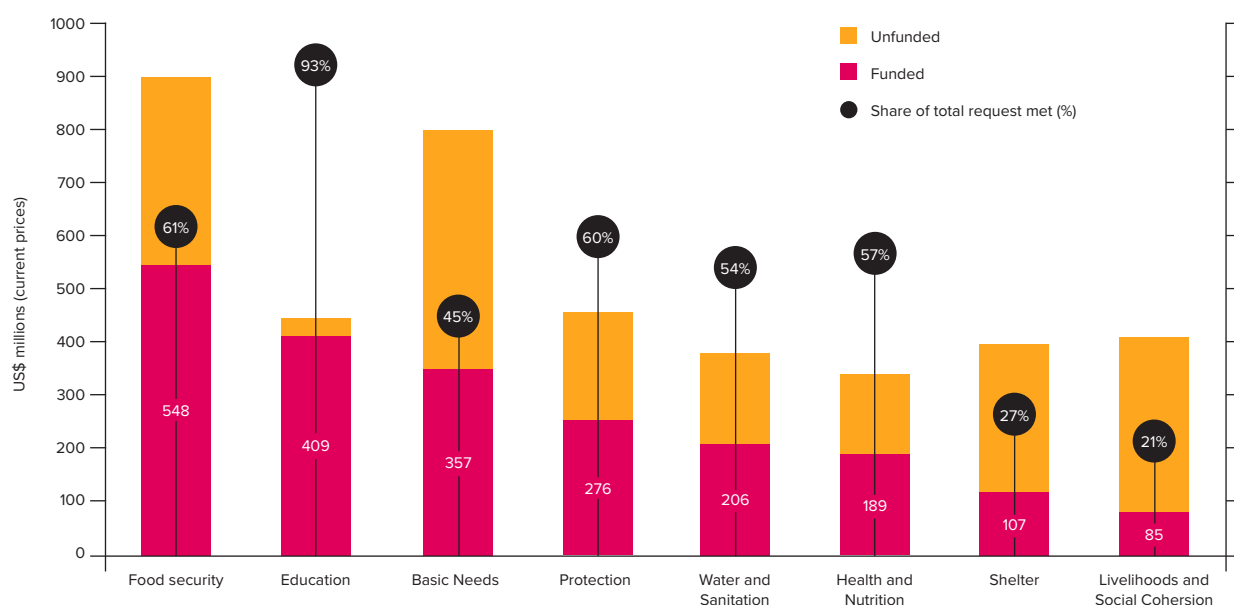
Within each of the host governments, strategies have been developed to respond to increasing access and improving the quality of education for Syrian refugee children. In all cases, the government strategies have emphasised that the challenge of provision of quality education to refugee children can only be achieved through ensuring a strengthened education system which can effectively address the more distinctive problems faced by refugee children (Watkins, 2016).

In **Lebanon,** US$226 million was requested for the Reaching All Children with Education (RACE) Strategy: this has employed a double shift system to absorb the large numbers of children and making use of existing school infrastructure. As a share of total funds requested, education's requests made up 13%.

In **Jordan**, the Learning for All campaign contributed to a 10% increase in enrolment of Syrian refugees in public schools. Additionally, the Makani programme was significantly scaled up in 2015 to reach all vulnerable out-of-school children. As a share of total funds requested, education's requests made up 8%.

In **Turkey**, a framework has been developed to provide incentives to Syrian volunteer teachers through the Ministry of National Education which has reached over 8,700 teachers as of the end of 2015. As a share of total funds requested, education's share made up 9% of the total

Notable achievements were targeting 815,548 children aged 5-17 to get them enrolled into formal primary and secondary education: of these 656,313 (or 81%) were reached. In addition 23% of the education personnel targeted were trained (the equivalent of 13,791 in total). The plan also targeted a smaller number of youth and adolescents to help them access vocational training: of the total 35,402 targeted, 29,270 (83%) were reached.

Similar to Humanitarian Response Plans, Regional Refugee Response Plans for education are poor in providing a breakdown of intended beneficiaries by gender, making it difficult to establish the extent to which girls were the main beneficiaries of the Appeals launched.

Similarly, a criticism of the Humanitarian Response Plans and the Regional Refugee Response Plans is that in most cases they have failed to clearly establish the age group to which the Appeal is targeting its resources. This is in spite of the Sphere Project handbook (which provides agreed standards in humanitarian settings) recommendations that groupings for children be between the 0-5, 6-12 and 13-17 year range (Sphere Project, 2011). The absence in reporting by age makes it difficult to track the share of aid going to different sub-sectors (pre-primary, primary and secondary) and type of education (formal and non-formal).

The Central African Republic and Nigeria Regional Refugee Response Plans illustrate some examples of good practice: not only do the plans indicate the numbers of children and adolescents being targeted by appeal, but they also indicate the resources sought for particular sub-sectors. The Central African Republic Regional Refugee Response appeal, for instance, requested US$3 million (or 16%) of the total education requests for secondary education: in total of the total children and adolescents targeted by the education appeal, approximately 11% were targeted for secondary education **(Figure 18).** The Nigeria Regional Refugee Response Plan requested US$0.6 million for helping refugees in Cameroon access secondary education: as a share of the total request for education this worked out to approximately 4%.

Figure 18: Amount requested and numbers targeted by education sub-sector (Central African Republic Regional Refugee Response Plan, 2016)
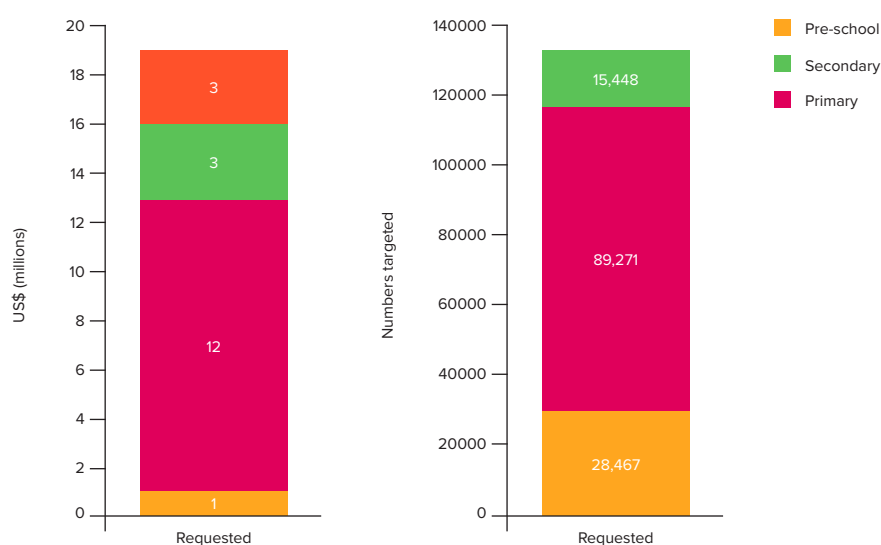
Source: UNHCR (2015e).

Beyond formal secondary systems, a need for better data on whether response plans include provision for refugees to access non-formal, accelerated learning and skills development programmes is needed. For the most part response plans do not provide these data. However, some at least allude to whether the sector response plan intends to prioritize this area. For instance, the Nigerian Regional Refugee Response Plan indicates that for refugees fleeing to Chad who are *"older than official school age (older than 13/14 and younger than 17), literacy courses as well as vocational training (sewing, carpentry, gardening, mechanics) will be offered" (*UNHCR, 2015f)

An overview of development aid for refugees

Development aid is being diverted to help refugees in donor countries

In 2015, the unfolding refugee crisis catapulted to the top of the political agenda in many European nations given the large influx of refugees fleeing from ongoing conflict and persecution. In 2015, the numbers of people crossing the Mediterranean Sea to seek protection in Europe was unprecedented in scale: the total number of people claiming asylum in European countries was twice that number which claimed asylum in 2014 (OECD, 2016). Of the 16.1 million refugees disbursed around the global, 28 DAC member countries provided refuge to 12% of all refugees (UNHCR, 2016a).

Some donors have drawn upon ODA budgets as one of the immediate responses to the crisis. The UK government, for instance, indicated in 2015 that it would use funds from its aid budget to help local authorities cover the costs of housing refugees (Jones, 2015). Austria, Greece, Italy, the Netherlands and Sweden saw refugee costs account for more than 20% of their ODA in 2015. Not all donors housing refugees, however, report the costs of hosting refugees in-country as ODA: these countries include Australia, Korea and Luxembourg (OECD, 2016). The use of aid budgets to cover the domestic costs of the refugee crisis raises a concern that already scarce ODA resources are being diverted away from the poorest countries affected by conflict or those hosting the largest number of refugees.

Since 2007, ODA intended to help host refugees in respective donor countries has been sharply increasing: volumes doubled between 2014 and 2015 when the crisis was at its peak. In real terms, ODA assistance to refugees in donor countries increased by an average of 20% every year between 2007 and 2014. Total ODA,[18] on the other hand, grew on average by 4% per annum over the same period: the equivalent for education was just 1% per annum. While sector level ODA data is not available for 2015, indicative figures for Germany are that levels of aid to support refugees living in Germany increased from US$171 million in 2014 to US$3.5 billion in 2015 – a 20-fold increase: similarly in Sweden aid increased from US$1.1 to US$2.9 billion between 2014 and 2015.[19]

It is estimated that in 2015, 9.1% of all aid was spent on in-donor refugee costs: in 2014 the equivalent was 4.8% (OECD, 2016). The increase in aid to help refugees in donor countries risks inflating total aid levels: despite the share of national income earmarked for aid appearing to increase between 2014 and 2015 for donors hosting large numbers of refugees, a more careful analysis reveals that when excluding for aid spent on hosting refugees in-country, aid levels as a share of nation income stagnated between 2014 and 2015 **(Figure 19).** This risks diverting much needed resources to some of the poorest countries who also host the overwhelming majority of people displaced by conflict.

Figure 19: Aid for hosting refugees in donor countries increased between 2014 and 2015
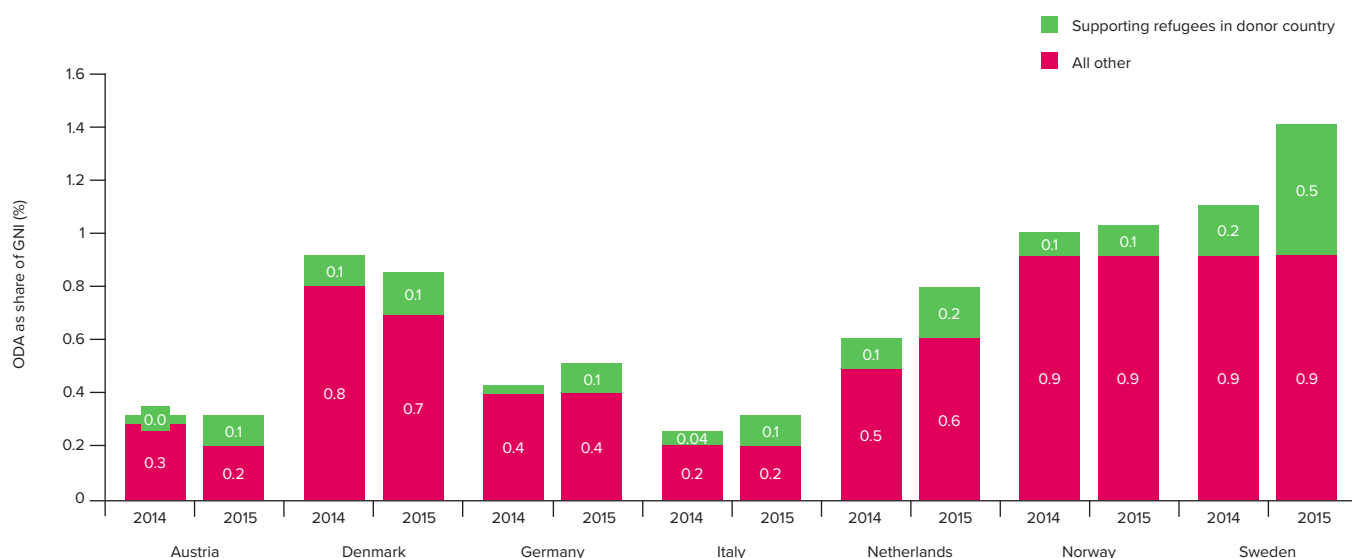
Source: OECD-DAC (2016).

Development aid to education tells us little about whether this benefits refugees

In 2014, education aid disbursements reached US$13.1 billion, equivalent to 8% of the total. Aid disbursed to the top ten refugee hosting countries totaled US$24 billion, of which 9% (or US$2.2 billion) was for education. However, there is great variation between countries: Chad received just US$18 million in aid for education – or 4% of aid disbursed to Chad in 2014. Pakistan, on the other hand, received US$643 in aid to education which was the equivalent of 15% of what it received in total aid disbursements (OECD-DAC, 2016).

It is difficult, however, to unbundle what part of this aid was in support of refugees. The UNHCR, which is a reporting donor to the DAC Creditor Reporting System, does not breakdown its emergency relief by sector. Unlike UNHCR, UNWRA another reporting agency to the DAC, does break its aid disbursements according to what it gives in emergency relief and what it disburses to the education and health sectors respectively. Future reporting by UNHCR, therefore, could emulate how UNRWA reports its aid disbursements to the DAC Creditor Reporting System to better track what is being given in international funds to support education provision for refugees.

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[20] Project description to the Creditor Reporting System is entirely voluntary and, therefore, this could potentially underestimate the number of education projects intended to target refugees. Project titles and descriptions with the word "refugee" were considered, in some way, to be supporting refugees.

This Report has instead considered what part of education aid could be supporting refugees through a keyword search of development projects. In 2014 there were 26,926 development aid projects specifically targeting the education sector of which 112 were in some way targeting refugees.[20] As a share of total education ODA disbursed in 2014, what was disbursed to these 112 projects made up just 0.6% of the total. Of these 112 projects, 41 indicated that gender equality was one of the objectives of the aid project although not its principal objective; 14 projects indicated that gender equality was the principle objective of the aid project in question. The majority of these 112 projects were intended for basic education (pre-primary, primary and basic life skills). Of the top 10 projects in volume terms, nine projects were disbursed to the Middle East region, largely dealing with refugees of Syrian origin and principally providing support in Jordan and Lebanon: these were largely intended to improve access to primary education **(Table 3)**.

While a key word search is one method by which to identify resources earmarked to help support refugees, it is likely an under-estimate. Firstly, it is not mandatory for donors to provide a detailed description of aid projects meaning that this field is often left blank or else filled with a generic description. Secondly, given the UNHCR does not report its aid disbursements by sector this is also likely to under-estimate total levels.

Table 3: Top 10 development education aid projects targeting refugees

	Recipient country/region	Level of education targeted	Donor	Amount disbursed	Gender objective	Description
1	Middle East, regional	Primary Education	EU Institutions	11.7	Not targeting gender	Improved access to inclusive learning and hcild care opportunities in area affedcted by the influx of Syrian refugees to Lebanon.
2	Lebanon	Unspecified by level	United Kingdom	11.5	Not targeting gender	To support Syrian refugee access to the Lebanese public education system and to improve learning for all vulnerable Lebanese and Syrian public school children aged 6-15.
3	Lebanon	Unspecified by level	Finland	6.6	Gender is one of the objectives of project	Contribution to the "No Lost Generation" regional strategy which is intended to target the 6 million Syrian refugee children in neighbouring countries
4	Lebanon	Primary Education	EU Institutions	5.2	Not targeting gender	Education and community support to refugees from Syria and Lebanese host communities.
5	Jordan	Unspecified by level	United Kingdom	4.9	Not targeting gender	Improve refugee children's psychosocial well being and social cohesion between Syrian refugees and host community children.
6	Lebanon	Unspecified by level	EU Institutions	4.8	Not targeting gender	Enhance the employment prospects of Palestine refugee youth in Lebanon by increasing the proportion that complete secondary education and have access to vocational or tertiary education.
7	Myanmar	Primary Education	United States	3.0	Gender is one of the objectives of project	Implement a program for continued humanitarian assistance to Burmese refugees, migrants and Internally Displaced Persons (IDPs) along the Thai-Burma border.
8	Lebanon	Basic Education	EU Institutions	2.8	Not targeting gender	Support the needs of host communities and Syrian refugees.
9	Jordan	Not specified	Norway	2.7	Gender is one of the objectives of project	Improve livelihoods and education opportunities for the vulnerable.
10	Middle East, regional	Primary Education	EU Institutions	2.4	Gender is one of the objectives of project	Strengthen education providers to better respond to the needs of the Syrian refugee and vulnerable children in Lebanon.

Source: OECD-DAC (2016)

Development aid to education neglects secondary education

Of the U$13.1 billion in development aid disbursed to education in 2014, US$2.8 billion (21%) was for secondary education. In this year, 34 out of 48 donors disbursed more aid to post-secondary education than they did to secondary education, even though only the most privileged get access to higher education – and refugees are extremely unlikely to reach this level. Despite large number of adolescents having had their education disrupted during conflict, secondary education remains poorly supported in most conflict and post-conflict reconstruction programmes. World Bank education projects in conflict-affected countries, for instance, indicate that less than 8% are for secondary education projects compared to 12% for tertiary education (World Bank, 2005).

The neglect of secondary education within post-conflict environments is even more evident when it comes to refugees. In 2015, UNHCR budgetary data indicates that as a share of its total education budget, just 13% was spent on secondary education in 2015 (UNHCR, 2015c). As a consequence, secondary education services in UNHCR-administered camps are only able to meet a fraction of the demand that there is for secondary education. At the same time, it is important to recognize that, given only half of refugees are enrolled in primary school, a balanced approach to expanding resources across the system is required.

Fair share of humanitarian aid to education by donors

Humanitarian Response Plans, which help to support some of the most vulnerable people in the world, are coming under sustained pressure due to the lack of funding. Increased humanitarian needs are being accompanied by declining donor budgets, meaning that the funding requirements of many plans continue to go unmet. Education is often one of the first sectors, in many appeals to suffer from the cuts that take place.

The London Conference on Supporting Syria and the Region, which took place in February 2016, brought together world leaders to raise the resources necessary to help those affected by the devastating impact of the civil war, now in its fifth year. The conference raised over US$11.2 billion in donor pledges for the period 2016-2020: US$5.9 billion was pledged for 2016. The number of donors providing multi-year pledges rose from two in 2015 to 17[21] in 2016 illustrating progress made in the provision of predictable long-term funding needed during protracted crises. That the London Conference on Supporting Syria and the Region also committed to providing access to quality schooling to all refugee, IDP and vulnerable children in host communities (approximately 3.8 million children) highlighted the importance of the education sector. At the Conference, US$1.4 billion in funds were requested in order to meet the promise of getting all refugee children into school by the end of 2017 (Watkins, 2016).

Yet as of August 2016, the pledges made in February at the London Conference on Supporting Syria and the Region had failed to materialize. The total requests made for the 2016 3RP was US$4.5 billion, of which US$1.4 billion (or 30%) had been reached mid-2016; the education sector's request of $662 million had just US$258 million of its request met (3RP, 2016b). For support to aid the Syrian population within Syria, by end August 2016 just 34% of the Humanitarian Response Plan had been funded: education's requests fared slightly better with 43% of the US$200 million requested being funded (UNOCHA-FTS, 2016).

While the Syria appeal mobilized commitments from partners which are unprecedented in recent history, many other protracted crises continue to see their funding needs go unmet year after year, with education faring particularly poorly. Half of all humanitarian funding for the 342 education appeals launched between 2000 and 2014 went to just 15 appeals (UNESCO, 2015). In 2015, Chad, Niger, Burkina Faso and Gambia received no funding for comparatively low funding requests **(Figure 20).**

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[21] In 2015 only the European Commission and Germany made multi-year pledges: this was extended to Austria, Belgium, Croatia, Cyprus, Estonia, France, Italy, Kuwait, Luxembourg, Malta, Portugal, Romania, Sweden and the United Kingdom as of 2016.

Figure 20: Share of funding for Humanitarian Response Plans received, total and education, 2015
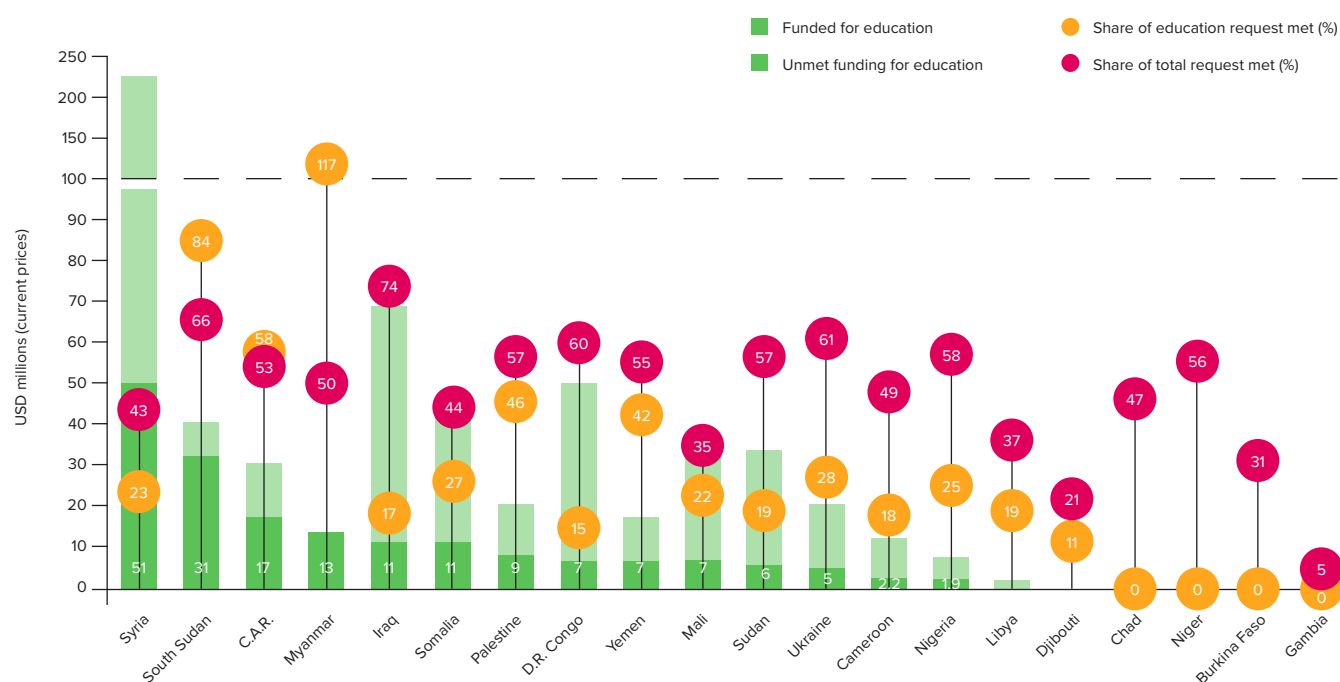
Source: UNOCHA-FTS (2016).

This section considers what donors are giving to Humanitarian Response Plans versus what they *should* be giving based on their share of global wealth in 2015. The fair share analysis has used a similar methodology to that used by Oxfam when a fair share analysis for the Syria Crisis was calculated (Oxfam, 2015). It differs in one crucial respect in that it assumes an equal responsibility by the richest countries according to their share of global wealth (measured by levels of GDP). There may, in the case of some countries be justifiable reasons why they should disburse more. For example, one reason could be a combination of wealth and their proximity to a conflict hotspot. However, these have not been considered for this study.

The funding requests of 23 Humanitarian Response Plans[22] and two Regional Refugee Response Plans[23] in 2015 versus what these Plans were actually funded considers whether donors – including those outside of the DAC – are living up to their commitments.

> 1. The first step was to calculate what donors actually contributed to Humanitarian Response Plans. This was done by considering donor bilateral contributions together with commitments to the European Commission,[24] pooled funding mechanisms (CERF, CHF and ERF).[25] UNICEF National Committees were also factored in come up with a better approximation of donor contributions.

> 2. The second step was determining what a fair share contribution would be, based on each donor's share of global GDP in 2015. This was done using the IMF's World Economic Outlook. It considered the 28 DAC donors which, in 2015, made up 59% of global GDP. In addition 12 additional non-DAC donors, whose GDP made up 28% of global GDP, were factored in.[26] Together these 40 donors made up 87% of global wealth.

> 3. Assuming that DAC donors should contribute to 59% of requests for the 23 Humanitarian Response Plans and two Regional Response Plans and the 12 non-DAC donors should contribute to 28%, a fair share approximation was calculated and first applied to the total requests made of the 23 Humanitarian Response Plans and 2 Regional Response Plans: the same shares were applied to requests made by just the education sector.

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[22] This analysis excludes the Liberian Humanitarian Appeal as information required for the above was not available.

[23] In this instance only the South Sudan and Syria Regional Refugee Response Plans have been included as FTS does not provide a breakdown of contributions by donor for the remaining Regional Refugee Response Plans: namely Burundi, Central African Republic, Nigeria and Yemen.

[24] It has been assumed that all projects where the donor is 'European Commission', 'European Commission's Humanitarian Aid and Civil Protection Department' and 'European Commission EuropeAid Development and Cooperation' falls under the European Commission. Share of donor individual contributions to the European Commission has been calculated using the DAC data and has taken the average across 2012-2014.

[25] Taking information from the FTS on what individual donor country contributions have been to the CERF, CHF and ERF respectively

The findings illustrate that only a handful of donors are meeting their 'fair share': the large majority of these countries are European donors who have also met the 0.7% ODA/GNI target (Norway, Denmark, Sweden, United Kingdom, Luxembourg). Saudi Arabia and Kuwait are the only non-DAC donors which meets their fair share criteria largely due to contributions to Humanitarian Appeals in the Middle East region, namely Syria and Yemen **(Figure 21).** An analysis of the extent to which donors are meeting their fair share contribution to 2016 Appeal requests based on a similar methodology reveals similar patterns (Appendix Table 4).

Figure 21: Fair share contributions to humanitarian appeals and donor contributions, 2015
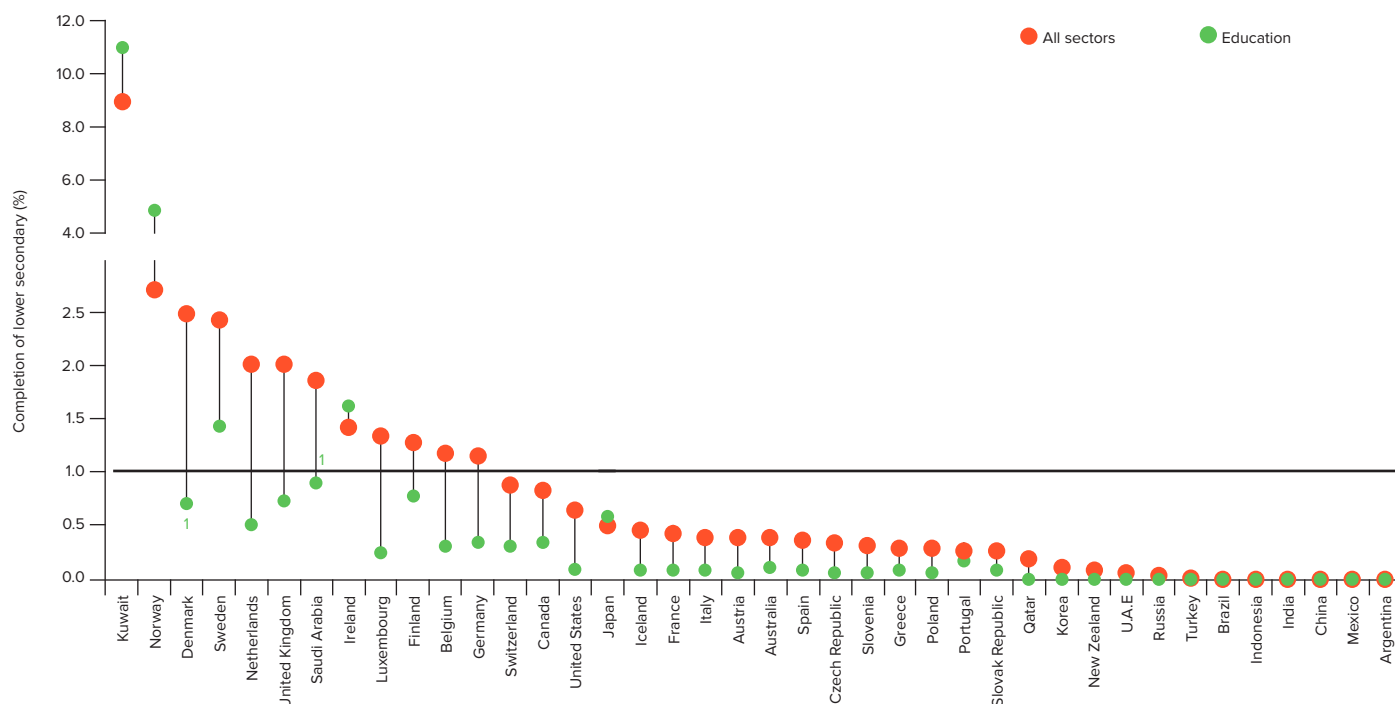
Source: UNOCHA-FTS (2016); IMF (2016).

With respect to the education sector, however, donors are failing to pledge what would be a fair share contribution to the sector's requests. As such, a large part of the education sector's requests for Humanitarian Response Plans is continuing to go unmet. Norway, Sweden and Ireland should be commended for committing above their fair share to the education sector (see Appendix Table 3 for a more detailed breakdown). Within the humanitarian strategies of some of those donors disbursing above their fair share, it is quite clear that education is priority sector: in the case of Norway, for instance, the humanitarian policy emphasizes education as a priority based on the premise that it can protect children during emergencies (NRC and Save the Children, 2015). If the 28 DAC donors and 12 non-DAC donors were to all contribute to their fair share towards fully meeting the requests made by the humanitarian appeals for all sectors and for education more specifically, it would be the equivalent of 0.03% and 0.001% of their GDP in 2015 respectively.

[26] None non DAC countries were selected on the basis the size of their economy: any non-DAC donor with an economy worth more than US$500 billion in 2015 was included in the analysis. A further three non-DAC donors (Kuwait, Qatar and the United Arab Emirates) were added given their regional proximity to humanitarian crises in the Middle East.

6. RECOMMENDATIONS

1. Data on education for refugees and IDPs must be collected and made publically available, disaggregated by age, gender and level of education: UNHCR, together with partners at UNESCO-UIS, must make available education data specific to refugees and IDPs so that progress is monitored and appropriate measures can be taken to ensure that they are not left behind. Gender-disaggregated and age-specific data, together with information outside of non-camp settings, must be incorporated into any data tracking. These data must also be disaggregated by level of education. Best practices from some refugee-hosting countries which currently collect education data on refugees cab be drawn upon. There are currently almost no data on learning outcomes for refugees. This needs urgent attention to identify not only who is getting access to school, but who is learning once there.

2. The humanitarian and development architecture must factor in what beneficiaries themselves prioritize when planning responses to crises, and must draw on evidence of what works, for whom: The education sector, long underfunded, is prioritized by many of the beneficiaries affected by crises. Factoring these demands into humanitarian and regional response plans is necessary to ensure full accountability to those affected of the humanitarian aid architecture. In addition, most available information on refugee education is from international agencies (including the UN). This is largely descriptive and does not provide evidence of strategies that work for strengthening education for refugees, and what type of strategies are needed to support adolescent girls in particular.

3. The education sector must commit to increasing resources for traditionally under-funded areas which are valued highly amongst beneficiaries The Education Cannot Wait fund, as well as other humanitarian funds, must ensure that resources for education overall not only needs to increase, but the under-funding of primary and secondary education needs to be addressed in particular. There must be increased investment to the non-formal education systems, which can provide effective pathways for adolescents to re-enter formal education or access the workforce for a decent living. These funs also need to pay particular attention to groups who are at risk of being left behind, including adolescent girls.

4. Information of education appeals contained within Humanitarian Response Plans and Regional Refugee Response Plans must be disaggregated by beneficiary, education level and type of education. Education appeals must be consistent in reporting who Plans intend to target (including by gender and by type of displaced person e.g. IDP, refugee), the level of education funded (pre-primary, primary, secondary) and by the type of education (formal, non-formal). The examples of good practice already in place from Humanitarian Response Plans for Yemen, and Refugee Response Plans for the Central African Republic should be commended and utilized upon to see what conditions are necessary for better reporting.

5. Donors must not divert aid resources away from aid budgets to deal with the refugee crisis in their home countries: Aid budgets should not take away resources from the very countries who, amongst the poorest in the world, are hosting a disproportionate share of refugees. That some donors (Australia, Korea and Luxembourg) do not register what they spend on hosting refugees' in-country as aid is commendable.

6. Rich countries must respond to the gaps in funding needs for ever-increasing and protracted crises through sharing responsibility vis-à-vis a 'fair share' mechanism of funding: The unprecedented levels of displacement and the poor levels of funding education receives in relation to its needs can only be reversed if donors work together by agreeing to targets, based on their national wealth, on resources they will pledge. Donors which have prioritized education in humanitarian settings have clearly aligned their humanitarian spending with their aid strategies, giving it greater visibility. It is crucial that the international community works together to ensure that the role of education is visible within the strategies of donors working in fragile and conflict affected settings.

7. APPENDICES →

Appendix Table 1: Regional Refugee Response Plans (2015 and 2016), total funded and requested

Burundi Regional Refugee Response Plan

	2015			2016		
	Requested	Funded	Met	Requested	Funded	Met by Aug 2016
D. R. Congo	19,713,080	-	0%	23,417,230	1,680,957	7%
Rwanda	111,428,334	43,362,437	39%	94,521,989	16,966,195	18%
Tanzania	154,029,586	56,185,815	36%	174,104,114	70,567,834	41%
Uganda	21,382,948.	6,385,546	30%	21,854,996	7,390,140	34%
Unspecified				-	2,195,374	
TOTAL	306,553,948	105,933,798	35%	313,898,329	98,800,500	31%

Central African Republic Regional Refugee Response Plan

	2015			2016		
	Requested	Funded	Met	Requested	Funded	Met by Aug 2016
Cameroon	145,304,541	58,529,274	40%	130,797,456	23,894,695	18%
Chad	72,852,958	9,494,990	13%	89,759,375	15,809,506	18%
D. R. Congo	87,036,389	7,335,593	8%	96,810,260	19,283,541	20%
Rep of Congo	26,000,000	943,755	4%	28,338,464	14,393,457	51%
Region	-	-	0%	-	4,708,902	0%
TOTAL	331,193,888	76,303,612	23%	345,705,555	78,090,101	23%

Nigeria Regional Refugee Response Plan

	2015			2016		
	Requested	Funded	Met	Requested	Funded	Met by Aug 2016
Cameroon	62,799,052	25,524,504	41%	56,361,252	11,277,124	20%
Chad	30,180,208	12,602,179	42%	30,293,386	4,908,589	16%
Niger	81,430,664	59,970,348	74%	112,109,640	28,189,564	25%
Region				-	3,575,882	
TOTAL	174,409,924	98,097,031	56%	198,764,278	47,951,159	24%

South Sudan Regional Refugee Plan

	2015			2016		
	Requested	Funded	Met	Requested	Funded	Met by Aug 2016
C. A. R				9,281,136	-	0%
D. R. Congo				14,750,559	-	0%
Ethiopia	344,980,121	105,120,863	30%	276,379,510	41,102,120	15%
Kenya	92,206,190	32,892,243	36%	49,543,634	13,446,973	27%
Sudan	1,188,013,802	622,575,707	52%	157,928,491	27,149,050	17%
Uganda	220,607,768	57,833,971	26%	193,723,395	42,313,673	22%
Region				-	8,492,587	
TOTAL	1,845,807,881	808,762,297	44%	701,606,725	132,504,403	19%

Syria Regional Refugee Response Plan

	2015			2016		
	Requested	Funded	Met	Requested	Funded	Met by Aug 2016
Egypt	189,581,595	58,094,636	31%	146,578,016	47,611,538	32%
Iraq	426,041,332	176,681,056	41%	285,633,934	107,130,734	38%
Jordan	1,191,392,175	762,097,347	64%	1,105,517,044	533,103,526	48%
Lebanon	1,760,611,314	1,134,361,632	64%	1,902,410,103	849,431,725	45%
Turkey	624,089,475	285,936,905	46%	842,928,806	310,384,583	37%
Region	128,228,666	351,481,579	274%	256,274,432	279,580,993	109%
TOTAL	4,319,944,557	2,768,653,155	64%	4,539,342,335	2,127,243,099	47%

Yemen Regional Refugee and Migrant Response Plan

	2015			2016		
	Requested	Funded	Met	Requested	Funded	Met by Aug 2016
Djibouti	8,336,690	-	0%	29,014,224	5,016,340	17%
Ethiopia	6,111,790	-	0%	20,050,572	4,000,000	20%
Somalia	701,650	-	0%	39,311,564	9,052,576	23%
Sudan	20,061,055	-	0%	4,341,210	350,000	8%
Region	1,201,190	-	0%	1,413,141	2,291,518	162%
TOTAL	36,412,375	-	0%	94,130,711	20,710,434	22%

Source: UNOCHA-FTS (2016).

	Burundi Regional Refugee Response Plan 2016		
	Total requested	for Education	Education as a share of total requested (%)
D. R. Congo	23,417,230	654,542	3
Rwanda	94,521,989	5,342,684	6
Tanzania	174,104,114	13,500,643	8
Uganda	21,854,996	937,642	4
Total	313,898,329	20,435,511	7

	Central African Republic Regional Refugee Response Plan 2016		
	Total requested	for Education	Education as a share of total requested (%)
Cameroon	130,797,457	6,761,504	5
Chad	89,759,375	5,611,202	6
Rep of Congo	28,338,464	1,287,754	5
D.R Congo	96,810,260	6,453,702	7
Total	345,705,556	20,114,162	6

	Nigeria Regional Refugee Response Plan 2016		
	Total requested	for Education	Education as a share of total requested (%)
Cameroon	56,361,252	5,049,015	9
Chad	30,293,386	2,054,526	7
Niger	112,109,640	6,134,561	5
Total	198,764,278	13,238,102	7

	South Sudan Republic Regional Refugee Response Plan 2016		
	Total requested	for Education	Education as a share of total requested (%)
Ethiopia	284,384,438	22,923,812	8
Kenya	47,617,062	6,196,139	13
Sudan	141,163,416	8,624,912	6
Uganda	164,338,784	24,928,439	15
Total	637,503,701	62,673,302	10

	Syria Regional Refugee Response Plan 2016		
	Total requested (in millions)	for Education (in millions)	Education as a share of total requested (%)
Egypt	147	21	14
Iraq	286	45	16
Jordan	1,106	101	9
Lebanon	1,902	358	19
Turkey	843	137	16
Total	4,540	662	15

	Yemen Republic Regional Refugee Response Plan 2016		
	Total requested	for Education	Education as a share of total requested (%)
Djibouti	29,014,224	970,000	3
Ethiopia	20,050,572	1,397,062	7
Somalia	39,311,585	289,301	1
Sudan	4,341,210	966,000	22
Total	94,130,732	3,622,363	4

Source: UNCHR (2015a); UNHCR (2015d); UNHCR (2015e); UNHCR (2015f); UNHCR (2015g), 3RP (2016b).

Appendix Table 3: Fair share for Humanitarian Response Plans in 2015 versus actual pledged

	Total			Education		
	Funding contributed	If it was based on fair share	Ratio of fair share contribution met	Funding contributed	If it was based on fair share	Ratio of fair share contribution met
Australia	109,702,648	314,067,966	0.35	759,312	10,258,976	0.07
Austria	33,540,576	96,005,892	0.35	133,894	3,136,016	0.04
Belgium	140,460,105	116,679,580	1.20	875,631	3,811,318	0.23
Canada	338,358,063	398,365,792	0.85	3,777,502	13,012,550	0.29
Czech Republic	14,305,104	46,667,521	0.31	65,101	1,524,387	0.04
Denmark	187,362,163	75,688,900	2.48	1,637,112	2,472,365	0.66
Finland	77,476,622	58,937,062	1.31	1,429,653	1,925,169	0.74
France	256,028,783	621,409,022	0.41	967,723	20,298,219	0.05
Germany	1,024,558,381	861,614,675	1.19	8,450,416	28,144,495	0.30
Greece	13,784,716	50,122,074	0.28	84,416	1,637,229	0.05
Iceland	1,944,008	4,290,092	0.45	7,121	140,135	0.05
Ireland	88,652,514	61,082,365	1.45	3,143,695	1,995,245	1.58
Italy	163,791,738	465,950,785	0.35	1,007,817	15,220,202	0.07
Japan	513,695,505	1,058,090,538	0.49	18,283,809	34,562,345	0.53
Korea, Rep.	32,648,567	353,325,211	0.09	66,378	11,541,307	0.01
Luxembourg	20,164,374	14,735,613	1.37	96,041	481,336	0.20
Netherlands	389,026,838	189,489,515	2.05	3,030,260	6,189,642	0.49
New Zealand	4,116,728	44,201,449	0.09	31,686	1,443,833	0.02
Norway	264,595,340	99,946,988	2.65	15,855,967	3,264,751	4.86
Poland	33,181,135	121,864,746	0.27	183,648	3,980,691	0.05
Portugal	13,401,537	51,086,177	0.26	305,721	1,668,721	0.18
Slovak Republic	5,819,380	22,230,315	0.26	33,403	726,149	0.05
Slovenia	3,131,925	10,974,917	0.29	17,640	358,494	0.05
Spain	103,965,297	307,865,064	0.34	526,393	10,056,359	0.05
Sweden	307,018,501	126,413,250	2.43	5,885,738	4,129,267	1.43
Switzerland	151,249,560	170,547,209	0.89	1,204,903	5,570,895	0.22
United Kingdom	1,500,518,609	731,185,141	2.05	16,500,881	23,884,037	0.69
United States	2,927,498,324	4,605,472,391	0.64	10,421,237	150,436,963	0.07
DAC donors	8,719,997,040	11,078,310,252	0.79	94,783,099	361,871,099	0.26
Argentina	49,923	150,279,744	0.00	813	4,908,862	0.00
Brazil	2,015,773	454,873,221	0.00	-	14,858,356	0.00
China	5,416,021	2,818,360,491	0.00	6,778	92,061,261	0.00
India	1,640,511	536,506,868	0.00	14,464	17,524,905	0.00
Indonesia	778,653	220,420,367	0.00	6,554	7,199,993	0.00
Kuwait	278,233,267	30,968,832	8.98	10,851,780	1,011,592	10.73
Mexico	208,011	293,653,460	0.00	3,389	9,592,140	0.00
Qatar	7,425,295	47,575,169	0.16	-	1,554,035	0.00
Russia	16,405,064	339,946,836	0.05	20,333	11,104,305	0.00
Saudi Arabia	315,994,355	167,625,902	1.89	5,002,033	5,475,471	0.91
Turkey	5,985,925	188,263,664	0.03	6,137	6,149,600	0.00
U. A. E.	6,838,775	88,656,178	0.08	13,555	2,895,939	0.00
Non DAC donors	640,991,573	5,337,130,730	0.12	15,925,836	174,336,457	0.09

<25%	
≥ 25% - < 50%	
≥ 50% - < 75%	
≥ 75% - < 100%	
≥ 100%	

This page
Source: UNOCHA-FTS (2016); IMF (2016).
Note: Fair share analysis for total humanitarian aid requested is based on 23 Humanitarian Response Plans and the two Regional Refugee Response Plans for Sudan and Syria. Analysis for education is just based on the 23 Humanitarian Response Plans as Regional Refugee Response Plans do not provide a sector breakdown of contributions.

Opposite page
Source: UNOCHA-FTS (2016); IMF (2016).
Note: Fair share analysis for total humanitarian aid requested is based on 29 Humanitarian Response Plans and the one Regional Refugee Response Plan for Syria. Analysis for education is just based on the 29 Humanitarian Response Plans as Regional Refugee Response Plans do not provide a sector breakdown of contributions.

Appendix Table 4: Fair share for Humanitarian Response Plans in 2016 versus pledged to date

	Total			Education		
	Contributed	Fair share	Fair share contributed (%)	Contributed	Fair share	Fair share contributed (%)
Australia	53,353,700	309,694,012	17.2	318,600	9,660,605	3.3
Austria	28,991,513	99,243,945	29.2	280,660	3,095,819	9.1
Belgium	132,596,953	119,992,638	110.5	1,077,524	3,743,054	28.8
Canada	342,322,589	377,150,926	90.8	1,824,683	11,764,858	15.5
Czech Republic	9,717,609	47,782,937	20.3	312,611	1,490,542	21.0
Denmark	105,910,637	77,833,453	136.1	5,277,761	2,427,939	217.4
Finland	41,831,564	60,500,277	69.1	952,706	1,887,248	50.5
France	243,261,294	635,696,775	38.3	2,414,658	19,829,945	12.2
Germany	1,514,306,623	894,379,060	169.3	25,785,382	27,899,288	92.4
Greece	14,230,579	50,187,959	28.4	171,857	1,565,565	11.0
Iceland	3,472,605	4,805,658	72.3	3,892	149,908	2.6
Ireland	58,269,314	65,663,142	88.7	705,747	2,048,298	34.5
Italy	142,115,816	476,797,986	29.8	1,820,395	14,873,251	12.2
Japan	426,476,629	1,138,059,428	37.5	11,322,502	35,500,661	31.9
Rep. Korea	14,378,245	340,751,154	4.2	12,344	10,629,402	0.1
Luxembourg	14,007,892	15,520,060	90.3	48,568	484,133	10.0
Netherlands	231,927,596	196,662,653	117.9	2,417,800	6,134,701	39.4
New Zealand	1,575,787	43,824,775	3.6	28,834	1,367,071	2.1
Norway	190,207,393	94,620,630	201.0	14,764,506	2,951,599	500.2
Poland	25,814,691	122,121,178	21.1	299,054	3,809,452	7.9
Portugal	12,998,217	52,893,704	24.6	151,761	1,649,968	9.2
Slovak Republic	5,187,750	23,159,646	22.4	54,485	722,443	7.5
Slovenia	2,658,389	11,294,186	23.5	31,036	352,311	8.8
Spain	88,186,005	320,417,441	27.5	984,399	9,995,112	9.8
Sweden	268,890,809	132,243,416	203.3	2,331,270	4,125,205	56.5
Switzerland	73,720,653	168,098,738	43.9	377,600	5,243,677	7.2
United Kingdom	887,268,988	712,082,057	124.6	4,657,631	22,212,710	21.0
United States	1,807,578,548	4,786,348,031	37.8	20,408,338	149,305,490	13.7
DAC donors	6,741,258,385	11,377,825,866	59.2	98,836,604	354,920,254	27.8
Argentina	-	112,927,936	-	-	3,522,678	-
Brazil	-	395,837,361	-	-	12,347,763	-
China	-	2,935,810,910	-	-	91,579,777	-
India	308,224	590,285,073	0.1	7,115	18,413,371	0.0
Indonesia	123,289	241,651,123	0.1	2,846	7,538,073	0.0
Kuwait	666,447	27,393,257	2.4	14,231	854,506	1.7
Mexico	2,000,000	279,171,003	0.7	-	8,708,469	-
Qatar	13,334,993	44,066,696	30.3	61,718	1,374,618	4.5
Russia	9,974,671	292,145,996	3.4	21,346	9,113,211	0.2
Saudi Arabia	45,675,429	159,459,746	28.6	2,000,000	4,974,192	40.2
Turkey	2,500,000	193,739,231	1.3	-	6,043,508	-
United Arab Emirates	630,060	83,855,935	0.8	14,231	2,615,805	0.5
Non DAC donors	75,213,114	5,356,344,268	1.4	2,121,486	167,085,970	1.3

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