

#NOTLOST

CLAIMING SYRIA'S FUTURE





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SECTION 1:

INTRODUCTION



Syrian children have lost so much over the last five years – family, friends, homes, security and everyday routines so easily taken for granted before the conflict began.

Many have lost their schools.

Before the crisis, 12 years of education was provided for free, nearly all primary-aged Syrian children were in school and two-thirds of 12-17 year-olds were enrolled in secondary school.

Today, 2.1 million children in Syria are out of school. 1.4 million school-aged Syrian refugee children are living in Turkey, Jordan, Lebanon, Iraq and Egypt; nearly 700,000 of these children are not in school, falling further behind each year they cannot go to class. ¹

Child labour and child marriage have increased as Syrian families struggle to make ends meet and provide their daughters with the security the war has taken from them. Girls who previously enjoyed an education and dreamed of bright futures are kept away from school.

Despite this, Syrian children have not lost hope.

They hope for peace, for their futures and for their country. They refuse to be a generation lost, forgotten or feared. Five years into the conflict, they stand ready to rebuild and reclaim the future for themselves and for Syria.

We must stand with them.



A fundamental right in itself, not negated by war or displacement, education lies at the heart of restored futures and of present hope – for Syria’s children, for their country and for the region.

Malala Fund calls on global donors and governments in the region to guarantee all Syrian children impacted by the conflict access to quality education in the 2016/2017 school year and beyond.

The cost is **\$1.4 billion** a year. **\$1 dollar** per child per day.

The cost of not acting now is much higher.

Already, many children who fled the conflict when it began have missed their entire secondary education, vital years when young people begin to form into the future doctors, teachers, engineers and business owners upon which communities and countries are built. Soon it will be too late to reverse the impact of years of missed schooling.

As efforts to find a political solution to the conflict continue, investing in Syria’s young people – this present generation – represents the best hope for Syria’s future.

Despite this, the gap between funding required and funding received grows larger every year. Donors provided just **37%** of the education funding needed in **2015**.



I always keep ambition in my heart. I do not get discouraged... With education, we can solve anything.

MUZOON, 17, SYRIAN REFUGEE AND GIRLS' EDUCATION ACTIVIST ²



Governments in the region are opening their doors and their schools to Syrian children but are being left to bear much of the cost, as donors – some of the wealthiest countries in the world – fail to match their commitment. Without increased funding over the next three years, governments in the region will not be able to make the policy changes necessary to sustain and expand their support for Syrian refugee children.

With political will, adequate funding and bold changes in policy, the challenge is achievable. But it will only be met through a true partnership of trust and cooperation, which places the hope of young people – not fear of them – at the centre.

This paper focuses on the funding required to support education for Syrian children inside and outside Syria and the further action necessary by governments of Turkey, Jordan, Lebanon, Iraq and Egypt to get all Syrian refugee children into education and learning. ³

SECTION 2:

HOPE FOR SYRIA'S FUTURE

Education for children affected by conflict provides protection, a return to familiar routine and the hope that life can continue and ambitions be realised. But it also provides the best hope for rebuilding Syria.

For Syria and the region, education can:



Rebuild the economy: The total economic loss due to the dropout from basic and secondary education in Syria since 2011 is estimated to be \$10.7 billion – equivalent to about 17.6 per cent of the 2010 Syrian GDP. ⁴



Grow democracy: People with a secondary education are three times more likely to support democracy than people with no education. ⁵



Foster peace: Evidence from low and middle income countries suggests that increases in educational inequality heighten the probability of conflict,⁶ whereas raising secondary education enrollment rates reduces the risk of war by 3%. ⁷

“**We want to go back to Syria as knowledgeable people. Maybe we will be able to rebuild our country like it was before and even better.**”

— RAGHAD, 13, SYRIAN REFUGEE LIVING IN TURKEY ⁸

SECTION 3:
CHALLENGES

CHALLENGE 1

FULLY FUNDING A COMPREHENSIVE EDUCATION RESPONSE ⁹

In order to expand education provision across a full 12-year primary and secondary cycle and improve quality, donor countries must fully fund education plans developed by host countries and agencies responding to the crisis in Syria, which aim to get all Syrian children into school by the 2016/2017 school year.

These new plans put the minimum funding requirement from donors at \$1.4 billion a year, covering 3.8 million children, including all out of school Syrian refugee children, vulnerable children in host communities and children still inside Syria. **That's the equivalent of \$1 per child, per day.** ¹⁰

While both the money needed and money given to education have increased every year since the crisis began, donor funding has not kept pace with need; **the gap between funding required and funding received grows larger every year.**

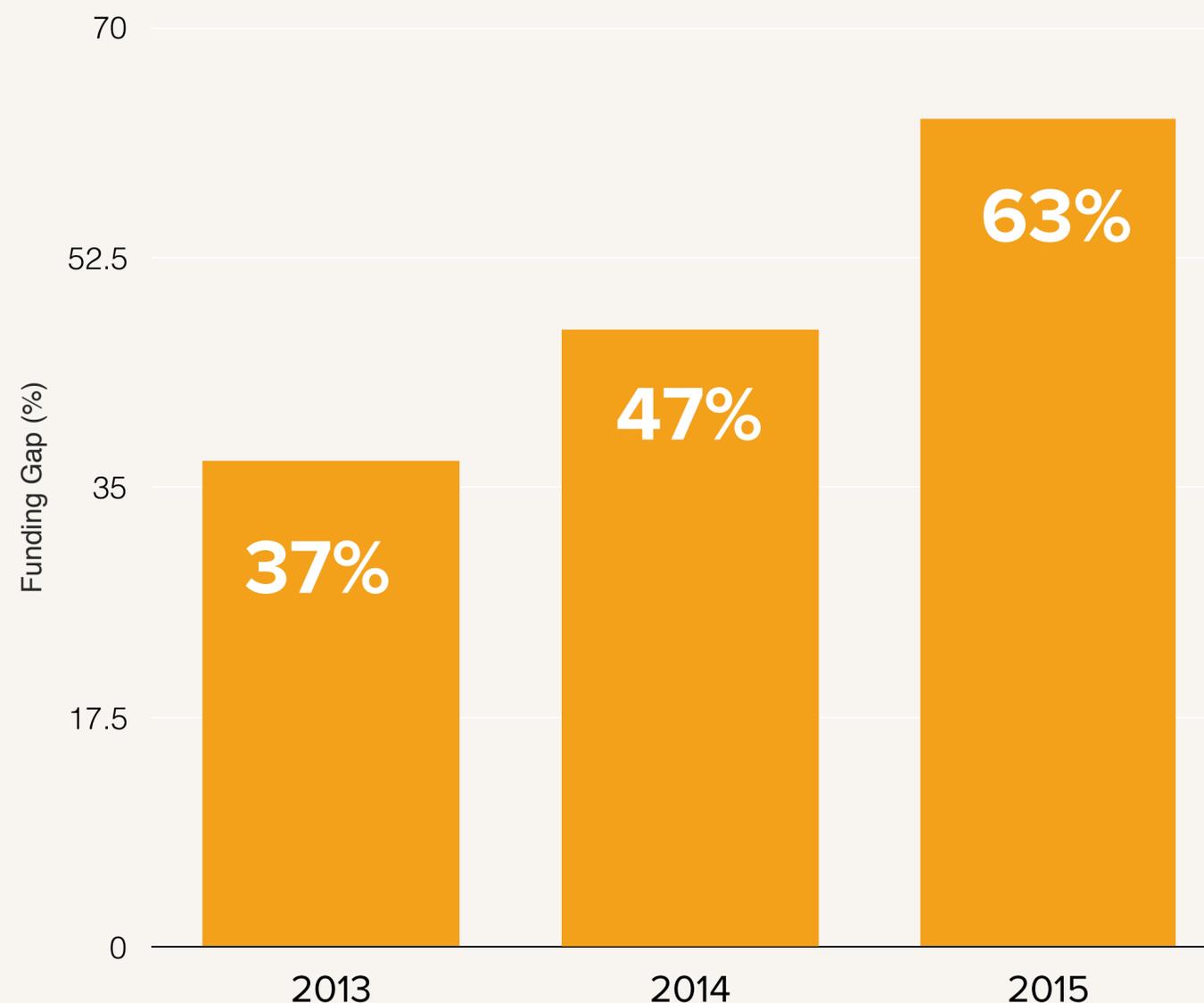


Figure 1: Combined funding gap for education in Syria and regional appeals, by year

Source: 2015 data for the Syria appeal is based on UN OCHA FTS downloaded on 11 January 2016. Full year data for the 2015 regional appeal is based on calculations in the Syria Crisis Education Strategic Paper for the London 2016 Conference.

	Syria and Regional Appeal 2015			Syria and Regional Educational Appeals 2015		
	US\$ required	US\$ received	% of requirement funded	US\$ required	US\$ received	% of requirement funded
Regional Appeal	\$4.5bn	\$2.7bn	59%	\$454mn	\$209mn	46%
Syria Appeal	\$2.8bn	\$1.2bn	43%	\$222mn	\$44mn	20%
Total Appeals	\$7.3bn	\$3.9bn	53%	\$676mn	\$253mn	37%
Outside of Appeals		\$1.5bn			\$19.3mn	
Combined Total		\$5.5bn			\$272.3mn	

For the five regional host countries, the funding shortfall in mid-2015 was more than 65% for each country, with Egypt and Turkey experiencing the largest funding gaps of 79% (US\$15 million of unmet requirements) and 78% (US\$46 million of unmet requirements) respectively. Lebanon received the highest funding for education by mid-2015 with contributions of US\$69 million, representing just 29% of total requirements. ¹²

Table 1: % of Syria and regional appeal funded, overall and education requirements ¹¹

Source: 2015 data for the Syria appeal is based on UN OCHA FTS downloaded on 11 January 2016. Figures for the overall regional appeal are based on mid-year funding reported in the 3RP Regional Progress Report (June 2015) due to the lack of available full year data. Full year data for the 2015 regional appeal is based on calculations in the Syria Crisis Education Strategic Paper for the London 2016 Conference.

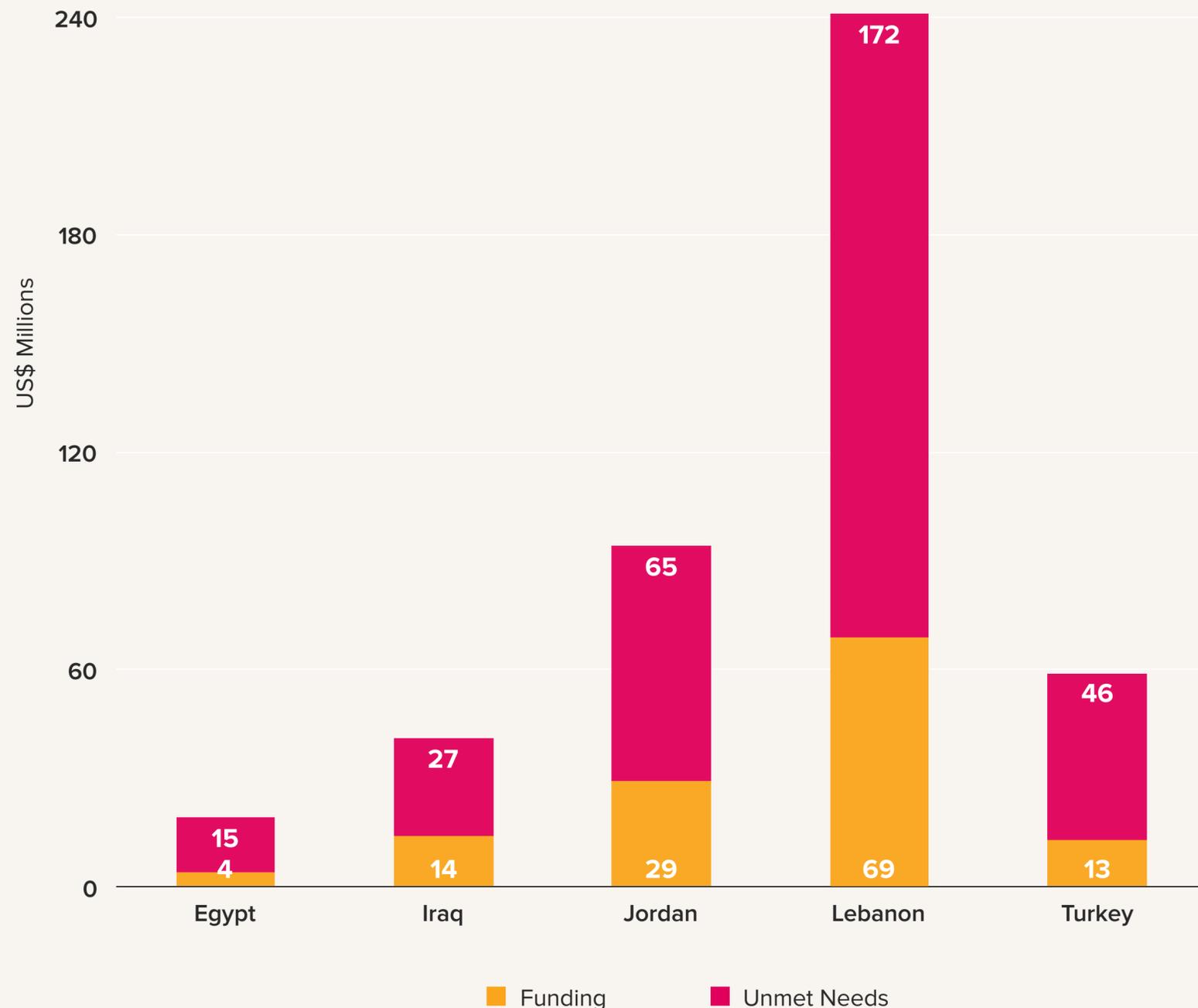


Figure 2: Regional requirements for the education sector and funding received within the regional appeal as of June 2015, US\$ millions

Source: 3RP Regional Progress Report, June 2015.

Lack of funding squeezes out secondary education provision in host countries, particularly at upper secondary level as this often falls outside of compulsory education and so receives less attention.¹³ Where upper secondary education is prioritised, as in Turkey’s 2015 refugee response plan which aimed to increase access to grades 9-12, limited funding makes implementation almost impossible.¹⁴ Without adequate funding, 12 years of education for all children will not be possible and thousands of children will have their right to education denied.

Funding is also unpredictable, leaving host countries without the assurance they need to invest longer-term in their education systems and expand public education provision. Table 2 shows the inconsistency in education funding received for both the Syria appeal and outside the appeals process. Though corresponding data is not available for the regional appeal, anecdotal evidence suggests that funding follows a similar pattern.

	Education Humanitarian Assistance (US\$ millions)					Total Education 2011-2015
	2011	2012	2013	2014	2015	
EU Institutions (EC)	0	12.64	23.65	0.24	0	36.53
Kuwait	0	0	4.20	11.78	10.82	26.79
Norway	0	0.13	8.28	0	7.81	16.22
Germany	0	13.58	0	0	1.47	15.06
Saudi Arabia	0	0	2.10	3.91	7.10	13.11
Canada	0	0.89	0.21	6.37	0	7.47
United Kingdom	0	1.03	0	1.58	4.25	6.86
United States of America	0	0.75	0.97	2.42	0.13	4.27
Denmark	0.31	0	0	2.22	0.43	2.96
Sweden	0	0.32	0	1.13	0.98	2.43
Japan	0	0	0.14	1.85	0	1.99
Italy	0	0.32	0	1.39	0.25	1.95
Australia	0	0	1.65	0	0	1.65
Ireland	0	0.03	0.38	0.68	0	1.09
Finland	0	0	0	1.07	0	1.07
Qatar	0	0	1.04	0	0	1.04
Korea, Republic of	0	0.10	0.20	0.50	0	0.80
France	0	0.02	0	0.21	0.51	0.74
Netherlands	0	0	0	0	0.70	0.70
Poland	0	0.21	0.19	0	0	0.40
Estonia	0	0	0.12	0	0.19	0.31
Czech Republic	0	0	0	0.24	0	0.24
Switzerland	0	0.09	0.13	0	0	0.22
Portugal	0	0	0	0.15	0	0.15
Greece	0	0	0.06	0	0	0.06
Bulgaria	0	0.05	0	0	0	0.05
Romania	0	0	0	0.05	0	0.05
Hungary	0	0	0	0.03	0	0.03
Luxembourg	0	0	0	0	0.03	0.03
United Arab Emirates	0	0	0.03	0	0	0.03



Table 2: Government donor contributions to education through the Syria appeal and outside of UN appeals, by year ¹⁵

Source: Development Initiatives based on UN OCHA FTS.
Data downloaded 22 January 2016.



Allocations of funding to education as a percentage of total donor funding for the crisis remain low. Norway, Kuwait and the EU are the only donors giving more than 2% of their humanitarian aid for education in response to the Syria crisis, providing the highest funding for education since the crisis began. ¹⁶

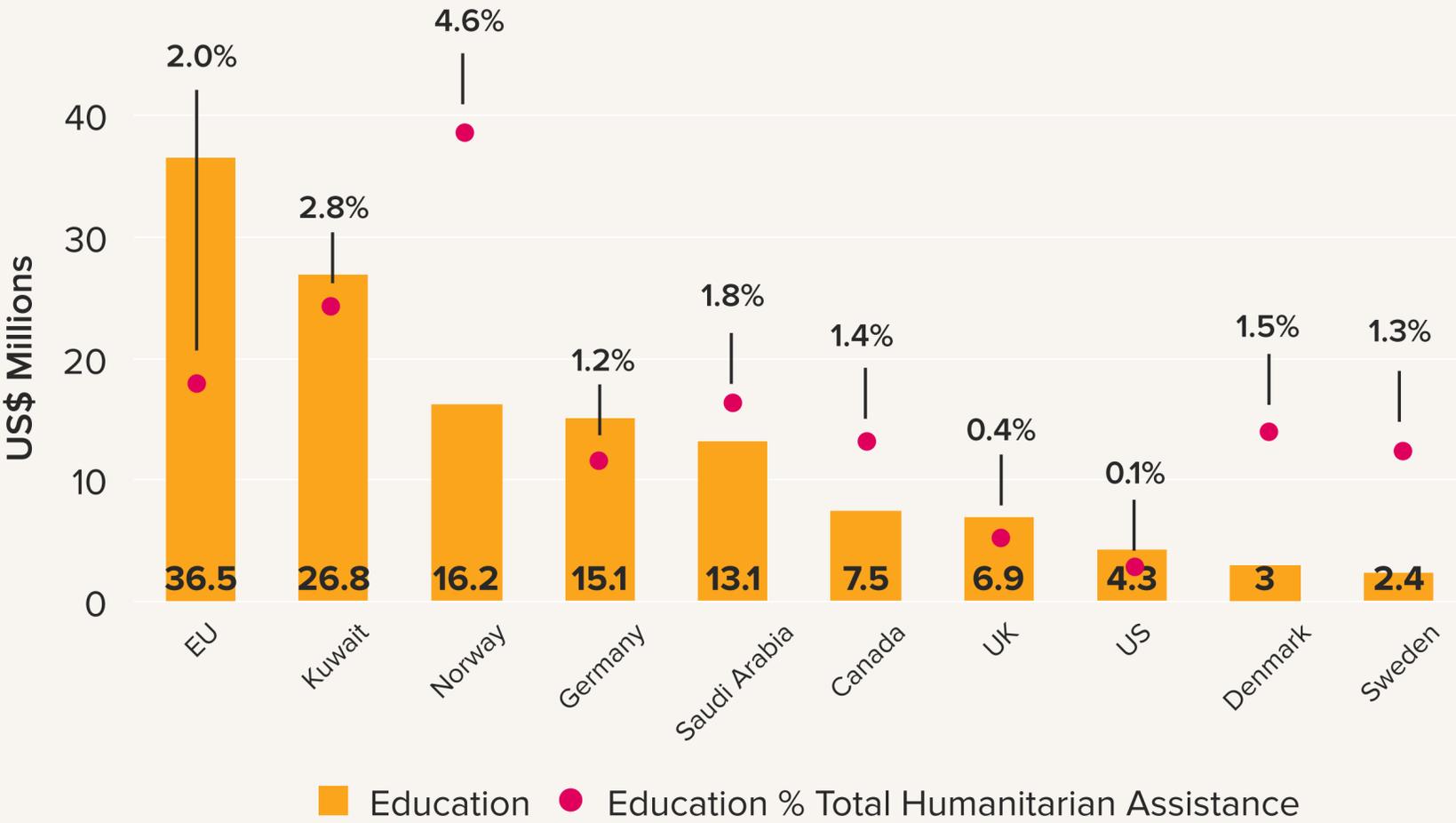


Figure 3: Largest ten donor contributions to education for the Syria emergency, 2011–2015 ¹⁷

Source: Development Initiatives based on UN OCHA FTS. Data downloaded 22 January 2016.

CHALLENGE 2

PROVIDING A FULL 12 YEARS OF PRIMARY AND SECONDARY EDUCATION FOR SYRIAN REFUGEES

Currently, 750,000 registered refugee Syrian children are accessing some form of education in Turkey, Jordan, Lebanon, Iraq and Egypt. But nearly 700,000 are out of school. ¹⁸

We commend each host country government for shouldering an incredible burden in responding to the refugee crisis. They are opening their doors and their schools, developing ambitious education plans and making their education systems more flexible.

Yet, while the overall proportion of out of school refugee children has decreased in the last two years, 48% of all 5-17 year-old Syrian refugee children are still out of school. ¹⁹ Refugee children's access to education is still limited, particularly for children aged 12-17, who constitute approximately 13% of the Syrian refugee population living in the five neighbouring host countries. ²⁰

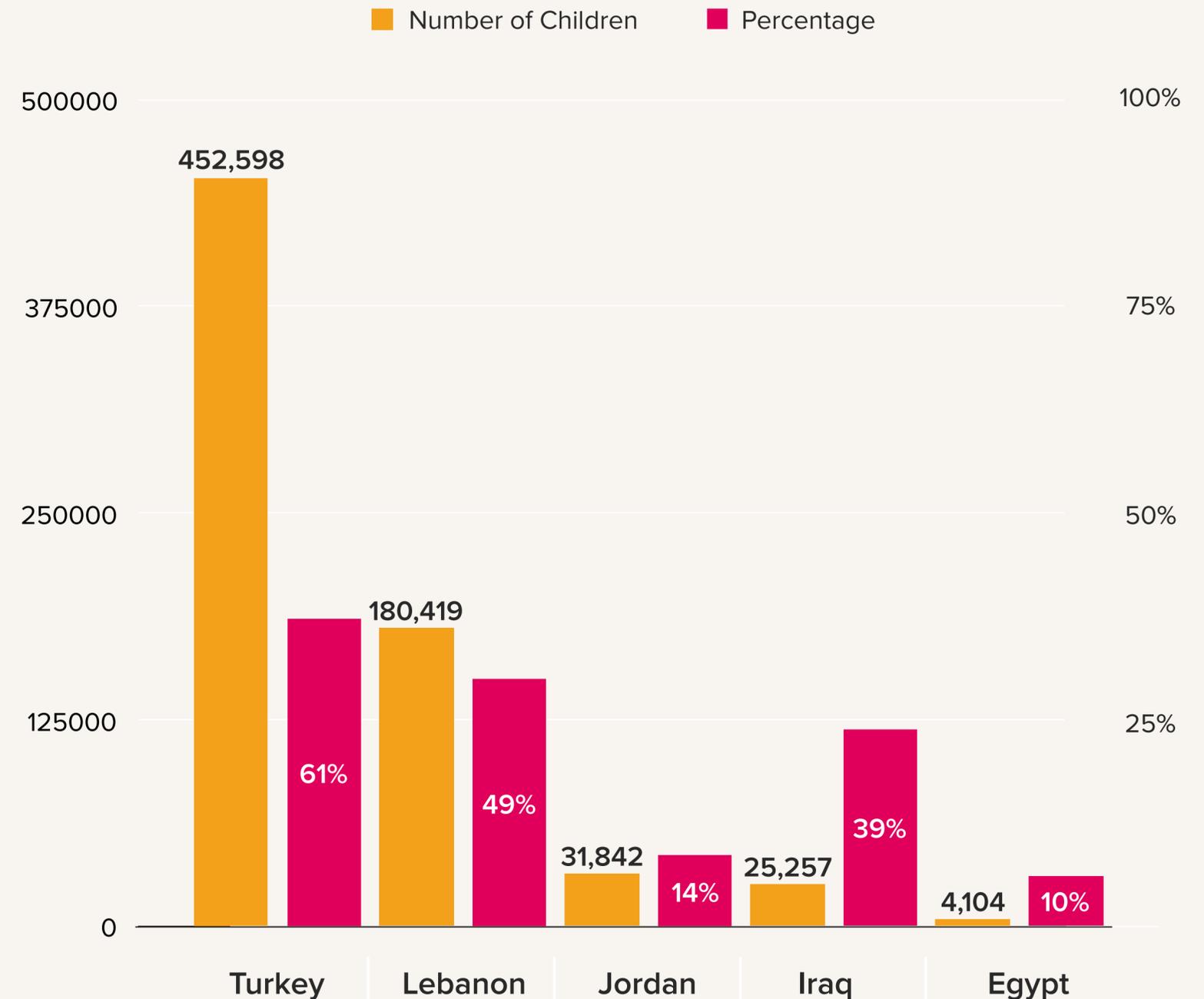


Figure 4: Number and percentage of 5-17 year old Syrian children who are out of school by host country

Source: Syria Crisis Education Strategic Paper. London 2016 Conference.

The main barrier to Syrian refugee children accessing education in host countries is the lack of capacity of the public education system to accommodate them. Cultural, language and economic barriers, restrictive policies and lack of financial resources for secondary, technical and vocational education compound the problem, particularly for the poorest children. We are particularly concerned with the lack of education opportunities at secondary level.

Host governments have made significant efforts to expand the capacity of their education systems to accommodate Syrian refugee children and have put bold and ambitious plans in place to provide many more with an education in the next school year. However, they have yet to remove all the policy barriers that are restricting Syrian children's ability to enjoy their right to a free, safe, quality primary and secondary education – barriers which they have put in place and which they have the power to take down.

These barriers vary from country to country but common issues persist across the region:

Admission requirements: Lack of official documentation is a significant barrier for refugee young people trying to enrol in host country schools. Documents required to access education at different levels may have been lost or destroyed in the process of fleeing Syria. While many of these requirements have been removed at lower levels of education, some countries still require documents to enroll in upper secondary school. In Jordan, the Ministry of Education restricts entry to formal education to those who can document that they have not been out of school for longer than three years. In Egypt, Syrian children who have only been able to obtain “temporary registration” status must provide documentation to enter the education system.





Restrictions on community-based non-formal education: Around 10% of all Syrian refugee children are enrolled in non-formal education programmes, many delivered by non-governmental organisations (NGOs).²² Host country governments are moving too slowly to formally recognise and accredit these programmes, which would allow young people who participate in them to receive certification of their learning and move back into formal education or vocational training when the opportunity becomes available. This is particularly important for Syrian adolescents who may have missed years of their education due to the conflict and are participating in non-formal accelerated learning programmes delivered by NGOs with the prospect of re-entering into the formal system.

Failure to recognise and accredit learning: A lack of consistency in recognising Syrian children's learning by host country governments stalls their progression through education and their opportunity to pursue higher study or secure decent work. In Lebanon, for example, though Syrian children can sit for exams in grades 9 and 12, they have to provide documentation to have their results certified.²³ Lack of a common framework to accredit and recognise learning across borders, fails to build for young Syrians' future return to Syria and the need to attain qualifications which will be recognised there.²⁴



Restrictions on work: Long term displacement, and strict restrictions on work, are placing severe constraints on refugees, depleting any savings or assets. Lack of work for parents often forces Syrian young people to support their families through informal jobs or pushes girls into early marriage, denying them the opportunity to continue their education. Moreover, despite the need across the region for an increased number of qualified teachers to meet the demands of a larger school-age population, restrictions remain in Jordan, Lebanon and Egypt against Syrian teachers teaching in public education systems.

Language of instruction: Lack of knowledge of the language of instruction is preventing children and young people getting access to accredited, certified formal education opportunities. In Turkey this particularly impacts on the ability of adolescents to access public schools, with younger Syrian children able to learn Turkish faster and facing less critical academic consequences during their period of adjustment to a new language. ²⁵





Many parents think that by marrying their daughter they will give her a good future. They're stopping their education because they don't realise the best way to protect their daughters is to educate them.

MUZOON, 17, SYRIAN REFUGEE AND GIRLS' EDUCATION ACTIVIST ²⁶



STATE OF EDUCATION FOR SYRIAN REFUGEE EDUCATION IN HOST COUNTRIES:

70% of Syrian children living in host communities in Jordan attend primary school while **just 51%** attend secondary school. ²⁷ In areas with dense refugee populations, **overcrowding in public schools has increased to 47%**. ²⁸

The vast majority of Syrian children in Turkey live outside refugee camps in towns and cities, where their 2014 / 2015 **school enrollment rate was only 25%**. ²⁹

20% of Syrian refugee children drop out of school in Lebanon—the majority are children over 12 years old. ³⁰

In Lebanon, **just 2,000 Syrian adolescents aged 15-18 (2%) enrolled in public secondary school** for the 2014 / 2015 academic year. ³¹

In Jordan, child marriage for Syrian girls increased from **12% in 2011** to **25% in 2013**. Girls who were in school prior to marrying rarely manage to continue their education after the wedding. ³²

Across host countries, school-related expenses, like transportation and school supplies, significantly impact Syrian children's ability to afford an education. ³³

Sexual harassment, including at school, forces many Syrian girls in host countries, particularly in Egypt, to be **kept at home rather than continue their education**.

In Iraq, the majority of schools in host communities teach in Kurdish, leaving few options for Arabic-speaking Syrian refugees. ³⁴



SECTION 4:

WHAT IT TAKES



Syria's young people are ready to do what it takes to continue learning and rebuild their futures. The challenge is for donors and governments in the region to join them. Four commitments – followed by the necessary action – are fundamental to **fulfilling the right to education for Syria's children and realising the hope that they have for the future.**

COMMITMENT 1

DONORS MUST PROVIDE AT LEAST \$1.4 BILLION IN AID FOR EDUCATION PER YEAR OVER A MINIMUM OF THREE YEARS TO ENSURE ALL OUT-OF-SCHOOL CHILDREN IN SYRIA, SYRIAN REFUGEE CHILDREN AND HOST COUNTRY CHILDREN AFFECTED BY THE CONFLICT ARE ABLE TO ACCESS A FULL 12 YEARS OF QUALITY PRIMARY AND SECONDARY EDUCATION. ³⁵

Based on funding received for education inside and outside of the appeals in 2015, we call on donors to collectively increase their funding to education five-fold as part of a new compact for Syrian children's education with refugee host countries, who have put bold and ambitious plans in place to provide education for every Syrian child in the 2016/2017 school year. The figure is ambitious but it also achievable. It is a matter of priority and political will.

Taking donor countries' Gross National Income as the main determinant of contribution, we ask donors to make the following funding commitments – through a combination of both development and humanitarian assistance – in support of the Syria crisis education response in 2016 and beyond: ³⁶

DONOR	ANNUAL CONTRIBUTION (US\$)
G7 Countries	
Canada	33 million
France	51 million
Germany	69 million
Italy	38 million
Japan	96 million
United Kingdom	50 million
United States	317 million
Nordic Countries³⁷	
Denmark	10 million
Finland	10 million
Norway	10 million
Sweden	11 million
Selected High Income Non-DAC Donors	
Hungary	10 million
Russia	153 million
Kuwait	15 million
Saudi Arabia	60 million
Qatar	16 million
United Arab Emirates	32 million

The donors identified represent some of the world’s wealthiest countries. To date, their annual contributions to the Syria crisis education response have fallen short of the levels identified here, leaving the less wealthy refugee host countries to bear the cost.

Strong policy commitments from the majority of the **G7 countries** in support of education through overseas development assistance (ODA), many with a particular focus on fragile and conflict-affected states, have not translated into their humanitarian aid to the Syria crisis. However, a number of these government donors have a stake in the region – either historic or current – including through active engagement with the conflict, as is the case for **Canada, France, the United States and the United Kingdom.**

The **Nordic countries** have traditionally had a strong track record in education funding. However, recent or rumoured moves from **Denmark, Finland, Norway and Sweden** to divert ODA contributions to poor countries to domestic spending on the refugee population within their own borders risks undermining their leadership in this area and any future pledges in support of the regional refugee response, including for education.

Among high-income non-DAC donors, the **Gulf states** have a strong role to play in supporting the humanitarian response given their wealth and influence in the region. **Russia**, as an emerging economy with military involvement in Syria, must also shoulder some of the financial burden of providing education for Syrian children affected by the conflict.

Remaining in the region is the preferred option of Syrian young people, allowing them to learn in cultures closer to their own and remain close to their home country. Donors should also recognise that investing in education for Syrian children within the region costs less than providing for them within their own borders.



These must include:

- **Timeliness of disbursements** – In order to address current need and meet the 2016/2017 school year target date, funding must be disbursed in the first half of 2016. Subsequent disbursements should be timed with the school year.
- **Predictable and multi-year funding** – In order to allow host governments to take a longer-term approach to expanding public education provision and improving its quality, funding levels must be assured across a minimum period of three years.
- **Additionality** – Donor contributions to the education response should not be at the expense of other sectors or represent a shifting of development or humanitarian aid from other priority areas. Instead they must represent a real increase in donor assistance, towards meeting the benchmark of 0.7% of GNI in ODA and an increase of overall humanitarian aid to the Syria response. This overall increase will support wider livelihoods of Syrian refugees and have an indirect impact on Syrian young people's opportunity to access education.
- **Coordination** – Nearly \$80 million in education funding for the Syria response to date has been given outside of the coordinated UN appeals, partly explained by preferences to fund partners like the Red Cross/Red Crescent outside of the UN appeals and contribute bilateral aid directly to host governments. In order to ensure that the education challenges outlined above are being addressed as efficiently and coherently as possible, donors should coordinate their funding behind host country education plans, whichever mechanism they choose to deliver it.

COMMITMENT 2

DONORS MUST AGREE AND ACT ON A SET OF CORE PRINCIPLES FOR THEIR FUNDING OF THE SYRIA CRISIS EDUCATION RESPONSE.



In addition to ongoing efforts to expand education services and increase Syrian children’s access to education at all levels, including vocational programmes, host countries must address some of the restrictive policies keeping Syrian children from school. Particular attention is needed in these three areas:

A. Removing restrictive requirements for admission and certification of learning:

- **Jordan** – Remove the restriction on children who have been out of school for more than three years re-entering formal education, estimated by the Government of Jordan to represent 25% of the school-aged population.
- **Lebanon** – Waiver the documentation requirements for Syrian children to obtain certification of their exam results in grade 9 and grade 12.
- **Egypt** – Increase the flexibility of documentation requirements for Syrian refugees registered under “temporary registration status” to access formal education.

B. Strengthening the policy framework and capacity of the formal education system to include Syrian refugee children at all levels:

- **Jordan, Lebanon and Egypt** – Allow Syrian teachers to work in public schools as volunteers and develop a policy framework allowing them to receive financial compensation, professional development and certification.
- **Turkey** – Develop a longer-term strategy for the inclusion of Syrian refugees into the public education system at all levels, maintaining Arabic literacy and acknowledging the specific needs of Syrian children.
- **Iraq** – Ensure a new policy on refugee education currently being developed recognises the right to a full course of primary and secondary education – not just basic education – and expands access to formal education in Arabic in host communities.

C. Expanding accredited, quality non-formal education provision at all levels:

- **Jordan and Lebanon** – Permit and accredit a wider range of non-formal education programmes for both primary and secondary age groups, within a regulatory framework which promotes quality, so that more out-of-school Syrian children have the opportunity to catch up with lost schooling and re-enter formal education.
- **Turkey** – Agree a policy and implementation framework for the expansion and delivery of quality, accredited non-formal education, including accelerated learning programmes, for Syrian refugee children.
- **Iraq** – Develop a policy framework to regulate non-formal education for refugee and internally displaced children and youth, including recognition and certification of alternative pathways.

COMMITMENT 3

HOST COUNTRIES MUST TAKE THE STEPS NECESSARY TO EXPAND QUALITY PROVISION OF EDUCATION, PARTICULARLY AT SECONDARY LEVEL, AND REMOVE POLICY BARRIERS THAT KEEP GIRLS AND BOYS FROM ACCESSING A FULL 12 YEARS OF EDUCATION.

COMMITMENT 4

HOST COUNTRIES MUST DEVELOP AND APPROVE REGIONAL CERTIFICATION OF LEARNING WHICH ALLOWS YOUNG PEOPLE TO CARRY THEIR EDUCATION WITH THEM AND BE RECOGNISED IN SYRIA AND THE REGION.

The Ministries of Education in Lebanon and Syria currently maintain reciprocal recognition of certificates issued in their countries. This kind of approach should be expanded and developed into a common regional framework for certification of learning which accredits all good quality learning programmes offered to Syrian refugee children.

SECTION 5:
CONCLUSION

Syria's children are not lost.

Despite five years of violent conflict – and the tragedies they have suffered – they have not lost hope. Syria's children have not lost their dreams for the future or their determination to realise them.

Education is not the answer to all of Syria's problems, but it is the best investment in its future. It is the antidote to a “lost generation.” It is the hope of restored dreams and a rebuilt country.

Syrian children need the world's leaders to make and keep bold commitments that match their own determination. The path is clear and the resources available. It will come down to a matter of choice.

Today the world must choose to invest in Syria's children. Wealthy governments must dig deeper and allow host countries to be bolder in their plans to provide education for all.

We cannot afford to lose a whole generation of Syrian children – and they refuse to be a generation lost.



**We must go back
to school
because we are
the ones who will
rebuild all that
was destroyed.**

— SALAM, 15, SYRIAN REFUGEE LIVING IN LEBANON ³⁸



Report credits

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Photo credits

All photos in this report were taken at Malala Fund-supported education programmes for Syrian refugee girls in Lebanon's Bekaa Valley and the Za'atari refugee camp in Jordan. All photos by Malin Fezehai for HUMAN and Malala Fund.

1. Syria Crisis Education Strategic Paper. London 2016 Conference. These figures refer to school-aged children (5-17 years old). The figure for refugee children includes both those who are out of school and 750,000 who are in school but need on-going support.

2. Malala Fund blog, February 2015.

3. While the Malala Fund is calling for the protection of education in Syria, this paper only focuses on the funding needed to support education within Syria and in the five neighbouring countries as well as the policy changes required in Turkey, Jordan, Lebanon, Iraq and Egypt. It is beyond the scope of the paper to set out all the necessary actions required to better protect students, schools and teachers from on-going attack within Syria itself.

4 UN OCHA (2015) 2016 Humanitarian Needs Overview. Syrian Arab Republic.

5. UNESCO (2010) Education For All Global Monitoring Report 2009. Overcoming inequality: Why Governance Matters.

6. Evidence from 55 low and middle income countries cited in UNESCO (2014) Education For All Global Monitoring Report 2013/4. Teaching and Learning: Achieving Quality for All.

7. Global Partnership for Education website <http://www.globalpartnership.org/education/the-benefits-of-education>. Accessed 23 January 2016.

8. Fuller Project interview, January 2016.

9. Much of this section is based on a background paper by Development Initiatives commissioned by the Malala Fund. The term “regional appeals” includes the Syria Regional Refugee Response Plan (RRP5) 2013, Syria Regional Refugee Response Plan (RRP6) 2014 and the Syria regional refugee and resilience plan (3RP) 2015. The term “Syria appeals” includes the Syria Humanitarian Assistance Response Plan’s (SHARP) 2012, 2013 and 2014, and the Syria Response Plan 2015. Development Initiatives’ calculations for the 3RP are based on mid-year data from the June 2015 3RP Regional Progress Report.

10. This figure represents an average. Actual costs are estimated to be \$0.41 per day for a child within Syria and \$1.71 per day for a child living in one of the five neighbouring host countries.

11. Figures for the Syria appeal are likely to be subject to some retrospective amends.

12. 3RP Regional Progress Report, June 2015

13. UNESCO (2015) Bridging Learning Gaps for Youth.

14. Turkey Regional Refugee and Resilience Plan 2015-16, p.44. Human Rights Watch (2016) “When I Picture My Future, I See Nothing”: Barriers to Education for Syrian Refugee Children in Turkey.

15. As data on contributions to education for the regional appeal is not easily obtainable, this table does not include those figures. It also relies on self-reporting by donors through the UN OCHA system, which may not capture all contributions made towards the crisis. In December 2015, for example, the European Union announced a further \$150 million (Euro 140 million) to support the education response in Turkey, Jordan and Lebanon through the EU Trust Fund.

16. These figures do not take account of their funding to regional appeals as data was not available.

17. This includes funding inside and outside the Syria response plans but does not include funding to regional appeals. HA: Humanitarian assistance. EU refers to EU institutions, including but not limited to the European Commission’s Humanitarian Aid and Civil Protection department (ECHO). If the analysis included the World Food Programme, this would be the seventh-largest donor. If the analysis included UNICEF, this would be the second-largest donor. ‘Qatar Charity’, ‘NGO Consortium’, ‘Education above All Foundation’ and ‘US Fund for UNICEF’ are not captured in the analysis.

18. Syria Crisis Education Strategic Paper. London 2016 Conference.

19. Ibid.

20. <http://data.unhcr.org/syrianrefugees/regional.php>

21. Numbers of out of school children are likely to be higher as many refugees are not formally registered with the UN and so not included in these figures. For example, the Government of Lebanon estimates that there are nearly 500,000 unregistered Syrian refugees in Lebanon.

22. UNICEF Syria Crisis Education Fact Sheet: Five Host Countries. Updated November 2015.

23. Jalbout, M. (2015) Reaching all Children with Education in Lebanon: Opportunities for Action.

24. UNICEF (2015) Curriculum, Accreditation and Certification for Syrian Children in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt. Regional Study.

25. Human Rights Watch (2016) “When I Picture My Future, I See Nothing”: Barriers to Education for Syrian Refugee Children in Turkey.

26. BBC interview, December 2015

27. REACH Initiative (2014) Education and Tensions in Jordanian Communities Hosting Syrian Refugees. Thematic Assessment Report. June 2014.

28. According to Government of Jordan data.

29. Human Rights Watch (2016) “When I Picture My Future, I See Nothing”: Barriers to Education for Syrian Refugee Children in Turkey.

30. <http://unhcr.org/FutureOfSyria/the-challenge-of-education.html>

31. Jalbout, M. (2015) Reaching all Children with Education in Lebanon: Opportunities for Action.

32. UNICEF (2014) A Study on Early Marriage in Jordan.

33. Syria Crisis Education Strategic Paper. London 2016 Conference.

34. Ibid.

35. This figure is greater than, but aligned with, the 2016 Syria and regional appeal requirements. It includes the cost of providing quality education for 2.1 million out-of-school- children in Syria and 1.7 million Syrian refugee and affected host community children in the Turkey, Jordan, Lebanon, Egypt and Iraq.

36. Malala Fund calculations based on methodology developed by Oxfam to determine fair levels of funding contributions to the Syria crisis appeals overall.

37. Iceland has been omitted due to its relatively small GNI.

38. ONE blog, October 2015.



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