

# GPE's Work in Countries Affected by Fragility and Conflict

## Highlights

- 31 GPE developing countries partners are classified as countries affected by fragility and conflict.<sup>1</sup> That's 48 percent of all GPE developing countries partners.
- 11 transitional education plans were implemented with GPE support between 2012 and December 2017.
- 4 countries have received accelerated funding, totaling close to US\$24 million.
  - Central African Republic: US\$3,690,000
  - Chad: US\$6,955,170
  - Somalia (federal government): US\$1,380,000 and Somaliland: US\$1,920,000
  - Yemen: US\$10,000,000

GPE has provided a foundation for coordination and dialogue among development and humanitarian actors in countries as diverse as Burundi, Central African Republic, Chad, Somalia, South Sudan and Yemen.

Through its *Operational Framework for Effective Support in Fragile and Conflict-affected States*, and its *Guidelines for Accelerated Support in Emergency and Early Recovery Situations*, GPE has successfully promoted coordinated decisions about efficient and best use of resources in crisis settings, such as shifting them to nongovernmental providers for direct service provision during acute crises.

According to a 2013 Brookings study, GPE has introduced “modalities that not only allow GPE to support new countries affected by fragility and conflict entering the partnership but also continue supporting the education needs of young people when stable countries experience crises and disasters.”<sup>2</sup>

## 1. Overview

Millions of children around the world are affected by conflict, natural disasters, complex humanitarian emergencies, internal strife and fragility. Increasingly, the world's out-of-school children live in countries facing war and violence.<sup>3</sup> As a result, they are deprived of

<sup>1</sup> As of FY16, 22 are classified as fragile by the World Bank and 18 are classified as conflict-affected by UNESCO; 12 fall into both lists.

<sup>2</sup> Rebecca Winthrop and Elena Matsui, “A New Agenda for Education in Fragile States” (Working Paper 10, Center for Universal Education, Brookings Institution, Washington, DC, 2013), 42–44.

<sup>3</sup> UNESCO, *Education for All Global Monitoring Report 2015: Education for All 2000–2015: Achievements and Challenges* (Paris: UNESCO, 2015).

their right to education. Ensuring access to education protects the rights of children and youth in the midst of chaos while instilling a sense of normalcy and shoring up resilience.

Developing countries host 84 percent of the total refugee population of the world.<sup>4</sup> However, only refugee children are five times more likely to be out of school. In 2015, one in every two primary aged refugee child was missing out on primary education, and three in every four had no access to secondary education. The five least developed countries in the list of top 10 refugee hosting countries in the world in 2016 were all GPE partners: Democratic Republic of Congo (DRC), Ethiopia, Kenya, Pakistan, and Uganda.

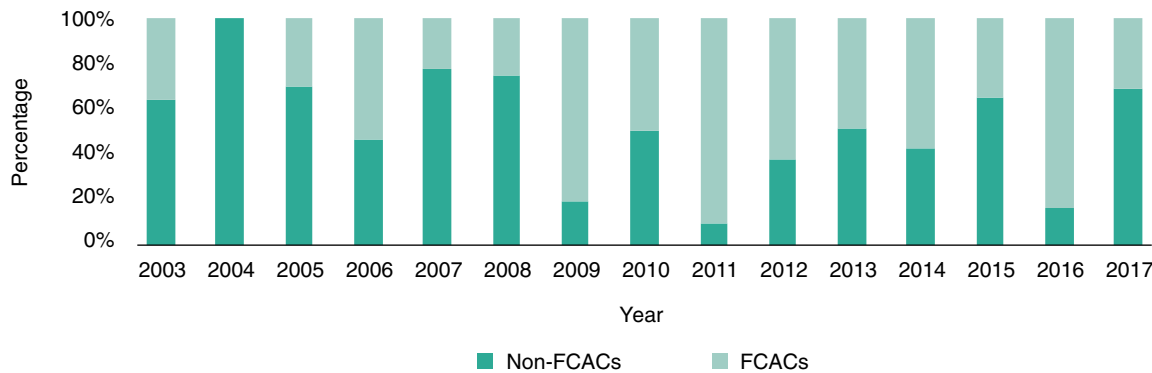
The Global Partnership for Education is strongly committed to addressing this crisis. GPE 2020, the

partnership’s new strategic plan, makes support for countries affected by fragility and conflict a focus over the next five years. GPE’s support to these countries continues to increase. Countries affected by fragility and conflict participate on GPE’s Board and Board committees, supporting this focus.

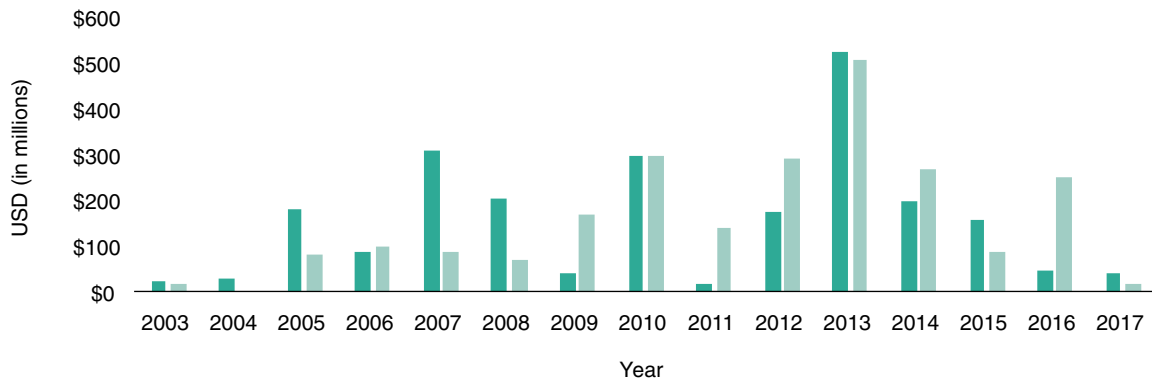
GPE’s approach to countries affected by fragility and conflict begins with the allocation of GPE financing, using an eligibility and allocation framework that places an emphasis on low- and lower-middle-income countries with high levels of out-of-school children. It specifically weights allocations toward countries affected by fragility and conflict. This has led to a significant increase in the proportion of grants disbursed to countries affected by fragility and conflict (Chart 1) and the growth in the number of countries affected by fragility and conflict in the partnership (Chart 2).

**CHART 1: GPE ALLOCATIONS TO COUNTRIES AFFECTED BY FRAGILITY AND CONFLICT, 2003–2017**

a. Percentage of GPE grant allocation per group

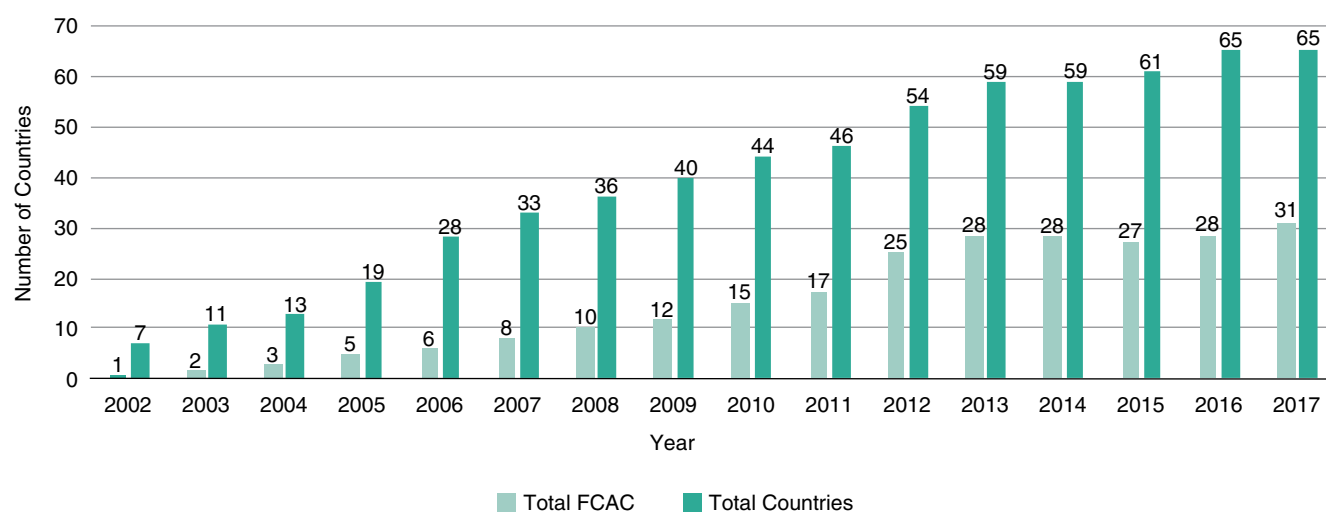


b. Amount in USD of GPE grant allocation per group



Source: GPE Secretariat, 2018.

4 UNHCR, Missing Out, Education in Crisis, 2016.

**CHART 2: NUMBER OF COUNTRIES AFFECTED BY FRAGILITY AND CONFLICT (FCAC) WITHIN THE GLOBAL PARTNERSHIP FOR EDUCATION, 2002–2017**

Source: GPE Secretariat, 2017.

GPE deploys a progressive approach in emergencies and during protracted crises, providing flexibility to address challenges and optimize program results. GPE finances education interventions that accompany children throughout a country's progress from preparedness through to recovery to reduce the impact of any future crises. It recognizes that securing a continuum of education services across the divide between humanitarian and development interventions is crucial to maintaining the important progress made by school-going children and youth, teachers, and education systems.

GPE support in emergency contexts has four main components:

- ➊ GPE supports **education sector plans** that **reinforce emergency readiness**, preparedness, and planning through its sector planning grants.
- ➋ GPE supports **transitional education planning**, which offers a unique starting point for policy coordination when countries are emerging from a crisis—specifically recognizing the need to link between development actors (organized within a local education group) and humanitarian actors (through the education cluster).
- ➌ Through its **accelerated financing** mechanism, countries with an existing GPE allocation are able to draw down on up to 20 percent of this allocation to meet immediate needs when a crisis strikes.
- ➍ GPE grants can be restructured to meet urgent emergency needs, and can be deployed for direct service provision to address urgent needs, under the *GPE Operational Framework for Effective Support in Fragile and Conflict-affected States*.

## 2. Mechanisms for Support in Conflict-affected and Fragile Contexts

### TRANSITIONAL EDUCATION PLANNING AND PREPAREDNESS PLANNING ACROSS THE PARTNERSHIP

During early recovery, GPE can provide financial and technical support to help countries to establish a transitional (or interim) education plan (TEP), which forms the basis for a coordinated approach by identifying priority actions in the medium term.

A TEP enables a government and its partners to develop a structured plan to maintain progress toward ensuring the right to education and meeting longer term educational goals. It further seeks to address immediate needs relevant to the context, as well as actions needed to strengthen education system capacities. TEP preparation guidelines were published in May 2016.

A TEP results in the following:

- **A common framework to help the government align development and humanitarian partners in support of education.** This alignment is especially important in situations where both development and humanitarian partners and their funding are present. The TEP can then also serve as a vehicle for harmonizing emergency or early recovery education activities that may be specified in a humanitarian response plan with longer term development priorities for the education sector.
- **Accelerated timelines** so that urgently needed funds can be received in transition contexts.

- **Robust plans** that will facilitate access to external education financing opportunities.
- **A sense of ownership** among those involved in the planning process, which will aid the implementation of the plan.
- A “**road map**” for a few priority education programs for three years.

In addition, GPE prioritizes and incentivizes the inclusion of **crisis preparedness and planning** in sector dialogue mechanisms and education planning exercises. Revised guidelines for education sector plan (ESP) preparation, created in cooperation with the International Institute for Education Planning (IIEP), are used by GPE to establish minimum standards for all ESPs, which GPE has committed to monitoring as part of GPE 2020. To qualify as credible, a plan must include “**an analysis of the country vulnerabilities, such as conflict, disasters, and economic crises, and shall address preparedness, prevention, and risk mitigation for the resilience of the system.**”<sup>5</sup>

### ACCELERATED SUPPORT IN EMERGENCY AND EARLY RECOVERY SITUATIONS (ADOPTED BY THE GPE BOARD IN 2012)

GPE accelerated funding allows disbursement within eight weeks of up to 20 percent of GPE’s indicative allocation for a partner country. The use of funds is based on the education cluster needs assessment and agreed upon by the local education group and the education cluster at the country level.

Through this mechanism, GPE can provide rapid assistance to countries that are: (i) eligible for education sector plan implementation grants (ESPIGs); (ii) affected by a crisis for which a humanitarian appeal has been launched and published by the UN Office for the Coordination of Humanitarian Affairs, with education as a

<sup>5</sup> See GPE and IIEP’s 2015 *Guidelines for Education Sector Plan Preparation and Guidelines for Education Sector Plan Appraisal*.

part of that appeal; and (iii) able to demonstrate that GPE funds will not displace government and/or other donor funds, but will be in addition to other resources.

Activities can include, but are not limited to, emergency activities such as temporary shelters, school meals and distribution of school supplies, as well as activities critical to establishing or rebuilding education services, such as classroom construction, teacher remuneration, and school grants. Accelerated support should be implemented within one year, but an extension may be considered according to the nature of the activities and context. It is expected that by the end of the one-year implementation period, the application for the remaining 80 percent of the country's indicative allocation will have been submitted for longer term development programming. This promotes a link between shorter term emergency response and longer term development needs.

#### **GPE OPERATIONAL FRAMEWORK FOR EFFECTIVE SUPPORT IN COUNTRIES AFFECTED BY FRAGILITY AND CONFLICT (ADOPTED IN MAY 2013)**

In 2013, GPE adopted an *Operational Framework for Effective Support in Fragile and Conflict-affected States*. This policy aims to provide more effective support when emergencies occur during ESPIG implementation, calling for a rapid review of the situation by the local education group, immediate notification and exploration of alternatives in cases where a grant agent can no longer implement planned activities due to a crisis, and efficient grant revisions where adjustments are needed in order to address education needs arising from an emergency.

Under this policy GPE is able to redirect resources to priority activities arising from the emergency—with the same grant agent (as in Yemen in 2015), or to an alternative grant agent who can ensure continuity of

services and salaries, as occurred in Madagascar in 2009 and is currently under way in Burundi.

### **3. GPE's Increased Focus on Refugee and Displaced Children**

GPE developing countries partners are home to just over 3 million refugee children, about 63 percent of the world's refugee children population.<sup>6</sup> Yet few GPE partner countries include refugees in their education sector planning, and many lack the capacity and resources to address the educational needs of refugees.

Many emigrants make the decision to leave their home countries due to high levels of unemployment, low wages, and lack of basic social services, including education. However, not all emigrants leave their homes voluntarily. Refugees may cross international borders if they fear persecution and their home country cannot offer protection. Internally displaced populations flee within the borders of their country seeking to avoid the effects of armed conflict, violence, violations of human rights, or natural or human-made disasters. Refugees do not soon return home: the average time spent outside home countries is 17 years, and only 1 percent of refugees return to their countries of origin.<sup>7</sup>

In response, GPE is reaching out to strengthen the partnership by bringing in key partners who address the needs of displaced children affected by conflict and crisis, and also by encouraging greater attention to the education of refugees and displaced populations in education sector plans.

<sup>6</sup> United Nations High Commissioner for Refugees (UNHCR) and GPE data as of 2015. UNHCR data only account for refugees for whom demographic data is available.

<sup>7</sup> United Nations, "One Humanity: Shared Responsibility" (report of the Secretary-General for the World Humanitarian Summit, 2016), 20.

GPE and UNHCR signed a memorandum of understanding (MoU) on April 15, 2016, that aims to enhance their collaboration and further strengthen GPE's work on refugee education. The MoU includes the following activities, among others:

- Strengthened engagement by UNHCR in local education groups, and by education partners working with UNHCR on refugee education
- Focused work with national education partners on the inclusion of refugees in national and subnational education policies, sector plans, and budgets
- Provision of technical advice to national partners in the design and implementation of programs to address key challenges to meeting the educational needs of refugees
- Leveraging of development partners for programming and funds to benefit refugees in protracted settings and/or where enhancement of national systems is required to absorb refugees
- Targeted support to address critical gaps in refugee education service provision, including education for girls and adolescents, quality and learning achievement

## 4. GPE's Results in Partner Countries

### CENTRAL AFRICAN REPUBLIC: EARLY RECOVERY AND COORDINATION

In the Central African Republic (CAR), GPE contributed to an early recovery intervention through the provision of accelerated funding and support for the

development of a TEP. After the 2013 crisis, over one-third of schools were damaged and nonfunctioning. US\$3,690,000 in accelerated funding, approved by GPE's Board in November 2013, has helped about 113,500 students and 560 teachers to return to schools. With this funding, CAR quickly restored basic educational services, rehabilitated 241 damaged schools, supported catch-up classes, and provided school materials and daily lunches in partnership with the World Food Programme to children in the areas most affected by the conflict.

An additional grant of US\$15.5 million was approved by the Board in December 2014 to contribute to the implementation of the TEP for 2015 to 2017, which aims to restore the education sector to its pre-2013 situation. During the first year of implementation, the additional grant provided funding for the reopening of 74 percent of schools in target areas (only 35 percent of schools were functional the previous school year), for the distribution of 600,000 French and mathematics textbooks, and for the distribution of new teachers guides to 900 teachers to improve instruction.

GPE played a unique role in promoting donor coordination through the creation of the first local education group in CAR, which in turn proved to be an important mechanism for planning when crises struck. It also helped to leverage additional financing aligned with the transitional education plan. Today, donors support CAR's sector plan. For example, a European Union program, fully aligned to the transitional education plan, complements the GPE program by using the same interventions, but with attention to provinces not yet targeted. A program of the French Development Agency helps to reestablish the capacity of the Ministry of Education in coordination with the GPE program, nongovernmental organizations provide co-funding to implement activities through the GPE program, and the humanitarian education cluster works closely with the local education group.

## CHAD: SUPPORTING A COORDINATED NATIONAL RESPONSE TO A HUMANITARIAN CRISIS

The humanitarian crisis in the Lake Chad region involved large numbers of refugees and returnees fleeing violence in northeastern Nigeria and neighboring countries. The crisis was exacerbated by the 2014 oil price decline, which put a strain on the government's ability to meet spending targets in education.

Using GPE support, Chad set a strong example for GPE partner countries by becoming the first GPE partner to include refugees in its transitional education plan in 2013. GPE subsequently provided Chad with two grants to implement that plan (US\$7.06 million and US\$40.14 million for the period 2013–2016). An existing humanitarian appeal includes education, and GPE confirmed in May 2015 an indicative allocation of US\$34.8 million in new funding for Chad. GPE is supporting Chad's development of an education sector plan for the period 2017–2026.

In March 2015, during Chad's annual education joint sector review (JSR), a discussion between the Ministry of Education and its development partners led to a decision to mobilize additional funding to respond to its humanitarian crisis. Under GPE's accelerated support policy, Chad was eligible to request US\$6.96 million of accelerated funding to focus on basic service delivery in August 2015.

The GPE response at the country level, led by the education cluster, was to develop an emergency project aimed at addressing the education crisis in the Lake Chad region. The Chadian government's approach has been to shore up the school system in the most troubled areas so that affected populations will not feel abandoned in the context of severe national spending cuts. This has included payment of subsidies for community school teachers and has supported school



Education in Chad. Chad, October 2012.

feeding, micronutrients, dignity kits for girls, civics education, classroom construction, latrines and water supply for schools, in-service teacher training, textbook distribution, and literacy for out-of-school youth.

The Chadian authorities submitted a final proposal for accelerated financing to GPE on January 8, 2016. Funding was approved on February 4, 2016, meeting GPE's commitment to processing accelerated funding proposals within a four-week window. Funds were rapidly disbursed to GPE's implementing partner, UNICEF, by February 9, 2016, demonstrating the speed with which GPE can move to support accelerated financing for humanitarian crises.

## DEMOCRATIC REPUBLIC OF CONGO: SUPPORT FOR BETTER PLANNING AND DOMESTIC FINANCING

Access to a free, quality education for all Congolese children was introduced in 2010 by the government. But in many towns and villages, parents still contribute to school costs to cover school maintenance, administration, and even supplies and teachers' salaries.



Mboga primary school, Nyiragongo Kanyarushinya, Goma (North Kivu), Democratic Republic of Congo, DRC, April 2015.

GPE supported DRC in the preparation of a TEP for the period 2012–2014. This was the country’s first education sector plan since independence. Motivated by the new TEP, the government increased the share of its budget allocated to education from 9 percent in 2010 to almost 16.8 percent in 2013 and 17.8 percent in 2014.<sup>8</sup>

From 2012 to (February) 2017, GPE supported the government’s efforts with a US\$100 million grant that covered school rehabilitation and construction in the most deprived provinces; distribution of 20 million textbooks around the country; teachers, school directors, and school advisers’ training; and improvements in primary enrollments, gender parity, and sector management.

In 2015, GPE also helped DRC develop its sectorwide education plan for the period 2016–2025. The new ESP was based on findings from a recent sector analysis conducted with the support of Pôle de Dakar/IIEP. The diagnostic included a further analysis of the impact of risks and conflicts on the education sector.

The Ministry of Budget and Ministry of Finance committed to a plan that further increases the budget allocation to the education sector so that it reaches 20 percent by 2018. The local education group endorsed this in January 2016. The GPE Board, at

its June 2016 meeting, approved a new ESPIG of US\$100 million, which will run from September 2017 until February 2021, to contribute to the implementation of the new plan.

### SIERRA LEONE: GRANT RESTRUCTURING DURING A HEALTH EMERGENCY

The Ebola outbreak in the country forced all schools to close from September 2014 until April 2015. The Ebola Strategic Response Plan was developed, with the local education group showing strong commitment to respond to the crisis. Funds were raised to implement the plan, which included a reallocation of US\$1.45 million of the GPE co-funded program to respond to emergency needs. As part of the plan, and in order to mitigate effects of the Ebola crisis, the ministry organized two condensed school years in 2015–2016, transitioning back to a normal school year in September 2016. Furthermore, Sierra Leone has developed the education sector plan for 2018–2020 by reflecting emerging needs after the Ebola crisis.

To date, 1,284 primary and junior secondary schools from four local councils (selected based on socioeconomic and education indicators) have received performance-based financing school grants. Other project results include 2.2 million supplementary readers and 40,000 teachers’ guides for Grades 1–3 distributed to schools. A national learning assessment for Grades 4 and 5 in English, math, and science was conducted in approximately 1,000 primary schools in all 19 local councils in June–July 2017. A national learning policy is also currently under development.

### KENYA AND UGANDA: PARTNERSHIPS TO FURTHER EDUCATION SERVICE PROVISION FOR REFUGEE CHILDREN

As part of its commitment to the education of child refugees, GPE has stepped up efforts to support the quality education of refugee children. In the first mission of its kind, the Secretariat undertook a joint mission with UNHCR and Education Cannot Wait to Kenya,

<sup>8</sup> GPE analysis.



South Sudan, and Uganda in September 2017. The high-level team assessed education service provision for refugee children by mapping existing policy and program interventions, and by identifying joint actions to be taken by the partnership moving forward. This was the first time all three agencies had come together among themselves and with national governments to reflect upon and address the issues of education for refugee children in the spirit of partnership and mutual accountability.

As a result of the mission, the Kenyan government distributed textbooks among 6,000 primary-level students in Kakuma refugee camp and Kalobeyi refugee settlement areas of West Turkana County. This represents a landmark policy decision, and it is the first time refugee children have received government textbooks in any country across the GPE partnership.

In Uganda, the GPE partnership, through the local education group and under the leadership of the Ministry of Education, started a planning process for education provision to refugee children. The plan will identify the needs, locations, and activities for providing education to over 300,000 refugee children in settlement areas in Uganda. The plan is likely to be completed by the end of 2017.

### **SOMALILAND: ACCELERATED FUNDING FOR CONTINUED EDUCATION OPPORTUNITIES**

Due to failure of three consecutive rainy seasons during 2015–2016, drought conditions were exacerbated in Somaliland at the end of 2016. The severe drought conditions led to large population displacement and put an increased number of children at risk of dropping out from school. The humanitarian situation prompted Somaliland’s Ministry of Education to request accelerated funding from GPE.

The grant, approved in the amount of US\$1.92 million, supports continued access to education opportunities in affected communities through the provision of teacher incentives, teaching and learning materials, temporary learning spaces, school feeding programs,

and water trucking. The beneficiaries are an estimated 5,244 primary school students in 35 schools from the vulnerable drought-affected and displaced families living in Marodijeex, Sahil, Togdheer, Gabiley, Awdal, Sool, and Sanaag regions.

The project targets 476 teachers with incentives and training on psychosocial support in order to allow students affected by the drought to continue and/or catch up on their education. The project also supports 212 Community Education Committees, who receive training to support schools in community mobilization including “Go to School” campaigns. The program will help affected schools meet their immediate and mid-term teaching and learning, feeding, and water needs, as well as provide appropriate capacity building to the targeted communities.

### **SOUTH SUDAN: LINKING HUMANITARIAN RESPONSE AND DEVELOPMENT**

Large-scale violence across the country and civil war starting in December 2013 led to massive refugee flows and internal displacement. The number of displaced persons is now above 3 million. Education services have suffered substantially in affected states, including school closures, displacement of teachers and armed groups occupying school buildings. The conflict also shifted the domestic budgetary attention to security and military, away from education and health. South Sudan has the lowest public expenditure in education in the world, and the Ministry of Education has consistently failed to receive the total allocations promised to them in the national budget.

As a result of the outbreak of conflict, data collection did not take place in the three states in active combat; teacher training, school grants, and monitoring were also severely disrupted. The donor response was divided between long-term development commitments and pressing emergency needs. Some donors shifted resources from development activities to emergency activities and continue in this track, making GPE one of the few donors investing in longer term system strengthening.

The local education group, in a bold and practical move, decided to continue the GPE-funded work after the outbreak of conflict, thereby allowing the continuation of systems building for long-term development—such as curriculum development in South Sudan. UNICEF, the grant agent, presented a restructured proposal based on findings from a conflict analysis, taking into account the impact of conflict on the education system. The program was duly adjusted and the ESPIG restructuring was approved in April 2016. Taking into account delays caused by the conflict to program implementation, the program has been extended to May 2018 and is on track to deliver expected results.

The most recent education sector analysis considered findings from the conflict analysis and proposed measures to address causes of conflict through mother tongue education, equitable distribution of new schools, and a focus on girls' education. The local education group is in discussion with the ministry about the best possible ways to translate those measures and also add measures to provide education to internally displaced population to the education sector plan.

### YEMEN: CONTINUING EDUCATION AGAINST ALL ODDS

Yemen has been a member of the Global Partnership for Education since 2003, and so far it has received over US\$120 million in GPE grants channeled through five grants to support the implementation of its education plans. The current ESPIG of US\$72.6 million supports Yemen's Medium-Term Result Framework (MTRF), which helps improve access, quality, and equity in education. The goal is to ensure that all Yemeni children are able to enroll and complete a high-quality education that prepares them for the labor force.

Since January 2015, Yemen has been facing a high level of violence and insecurity due to armed conflict. In view of the conflict, as per the request of the Ministry of Education, UNICEF (grant agent) and the local education group, the GPE grant of US\$72.6 million was reprogrammed twice to provide over US\$12 million to respond to the most immediate needs of the sector. GPE's *Operational Framework for Effective Support in Fragile and Conflict-affected States* allowed for the acceleration of

funds during a time of crisis. The reprogramming helped UNICEF and the ministry to purchase basic supplies like school bags, notebooks, pens, pencils, erasers, chalk, blackboards, and teaching and learning materials. The restructuring also allowed the funds to be used for psychosocial support for children and teachers. These were essential to start the new academic year throughout the country. In addition, the restructuring also included incorporation of some key activities supported earlier by the World Bank and on hold due to suspension of the Bank's activities in the country.

Furthermore, since the start of the conflict, the Secretariat worked closely with the technical leadership of the Ministry of Education and GIZ, the coordinating agency for Yemen's local education group (LEG), in facilitating regular meetings of Yemen's LEG outside Yemen. Over the last three years, six such meetings have taken place in either Amman, Beirut, or through skype. These meetings helped in joint review of the situation and agreed on action plan to support the ministry in keeping the education system functioning. The GPE country-level process is also facilitating the inclusion of development partners through the LEG platform to support Yemen in the development of the TEP to cover key education needs for the next three-year cycle.

## 5. Conclusion

GPE's three main mechanisms for support in fragile and conflict-affected contexts—accelerated financing, transitional education plans, and the *Operational Framework for Effective Engagement in Fragile and Conflict-affected States*—ensure that GPE's funding to the education sector does not stop when emergencies strike, and that partners work together to identify needs and the best use of GPE funds, as has happened in CAR, Chad, Sierra Leone, South Sudan and Yemen.

Moreover, the process to receive accelerated funding requires development and humanitarian actors to work together in a way that helps strengthen the link between emergency response, recovery, and

development, and promotes improved coordination. Notably, this model has ensured rapid response, sustained financing, and improved donor alignment and coordination in countries such as CAR, DRC, Madagascar, Yemen, and more recently Chad. As demonstrated in Chad and Sierra Leone, GPE financing can be moved rapidly and effectively to meet emergency needs.

GPE is continuing to refine policy and program approaches to improve support for education in crisis environments and address gaps and challenges:

- The *Operational Framework for Effective Engagement in Fragile and Conflict-affected States* and its accelerated financing mechanism forces a choice between emergency and development needs, whereby funds for crisis are not additional to existing development funds. Some countries choose to use GPE funding to address emergency needs; on the whole, however, governments tend to choose to try to raise funds from other sources if possible and retain GPE funds to address longer term development goals, as South Sudan chose to do when the crisis intensified and the potential reallocation of GPE funds was discussed and decided against in 2014.
- Although more than half of the world's refugee children live within GPE partner countries, few countries

include them in their national education sector plans and programs—two notable exceptions being Chad and Uganda. More can be done to include refugee education within nationally owned planning and programming.

- GPE's eligibility and allocation models are effective when there is a rapid deterioration of educational opportunities in countries and regions that are already GPE partners. However, it is not currently possible for GPE to support countries that are not yet partners. For example, as of the 2014 data released in 2016, Syria is now eligible for GPE financing because it has more than 15 percent of children out of primary school and a per capita income under US\$2,500. However, GPE was not positioned to support Syria as the crisis unfolded, missing the chance to provide education for the millions of out-of-school children who are the victims of this crisis.

Given the significant gap in education emergency funding, and the fact that so many out-of-school children affected by conflict and crises live within GPE partner countries, GPE recognizes the need for enhanced action. GPE's current approach should be seen as a solid foundation and model for future efforts, but it also warrants further elaboration in order to meet these challenges.

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