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As with the former edition, this paper is largely inspired by the work done by Susan Nicolai, Sébastien Hine and Joseph Wales in preparation for the Oslo Summit on education development. We are therefore extremely grateful to the authors as well as to the Overseas Development Institute (ODI) from whom we had asked permission in 2018 to follow in the above-mentioned authors’ footsteps. The rationale behind this approach is simple: why try to reinvent the wheel when we can use it instead to go on a new journey? Whereas these authors focused their papers on providing education to children aged 3-15 affected by crisis, we have instead focused on the provision of higher education to the 18-30 age group in emergency and crisis situations. However, as some of the questions, problems, challenges and even solutions are similar in both cases, what we learned from our colleagues was critically important for us and we did not hesitate to replicate what we have grasped as good questions, replicable ideas and best practices.

The previous Notes were prepared by a group of four researchers and practitioners – Ana Nunes, Rita Nogueira, Dalia Sendra and André Ilharco – who on a voluntary basis and at very short notice worked amazingly to collect relevant facts and arguments compiled from all books, papers and notes that they were able to review coordinated by Helena Barroco.

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Chairman of the Global Platform for Syrian Students

FOREWORD

Compared to the previous Notes, this new edition has a four-fold aim: a) to complete and update the information provided to the reader on the topical issue of higher education in emergencies as, in the last couple of years, interest in this issue evolved. This change occurred not only as a result of the work done by international organizations whilst preparing, adopting and implementing the two new United Nations Compacts for Migrants and Refugees, but also thanks to a plethora of new initiatives taken by higher education institutions or by other civil society organizations to boost the access of refugees and forcibly displaced learners to higher education in particular in the context of the Syrian crisis; b) to compile and analyse available data on the provision of higher education to refugees, asylum seekers and students in forced displacement across countries, also taking into consideration any other relevant data on higher education at large in order to come up with meaningful figures that will provide us with a better, more accurate understanding of the nature and the size of the challenge faced in extending access to higher education to the group of students dealt with in the context of this survey; c) to figure out the kind of road map necessary in order to achieve the new goal announced by the UNHCR in June 2018 of reaching a tertiary enrolment rate of 15 per cent among refugees in 2030, and also how to prevent other forced displaced learners in conflict affected societies from being left out; d) last, but not least, to develop further the concept of a rapid response mechanism for higher education in emergencies (RRM) and provide more details about this project in the making that is being championed by Portugal. Aimed at addressing higher education specific needs of refugees, IDPS, students in forced displacement at large and in conflict affected societies, the RRM is designed as a systemic and sustainable fast track tool to provide higher education opportunities in crisis situations.

As the international community headed to the first-ever Global Refugees Forum, held in Geneva on 17-18 December 2019, this Report is intended to be a contribution for stakeholders around the world – be it international and regional organizations, the academic community, national and local governments, philanthropies, civil society organizations, the private sector, humanitarian and development players – to come together and through collaborative and coordinated actions engage in a joint journey to unleash the transformative power of higher education in conflict-affected societies and among displaced populations.

EXECUTIVE SUMMARY

Access to education is a basic human right and a key component of development strategies. In emergency and crisis, quality education offers protection and enhances resilience and self-reliance. At the same time, it protects human capital and helps preparing a new generation of leaders responsible for rebuilding war-torn countries. Since 2000, the field of education in emergencies has emerged as integral to the global education movement. With basic education as a main focus, higher education, considered a luxury by many donors, has remained largely neglected and outside the sector of education in emergencies.

The 2030 Agenda for Sustainable Development, the New York Declaration for Refugees and Migrants, the Global Compact on Refugees (GCR) and the Global Compact for Migration along with their Programmes of Action constitute a unique opportunity to cooperatively address the challenges associated with today's mass migration. Ensuring that refugees and displaced people have access to education, in particular to tertiary education, is key to achieving the goals set in these agreements and deliver on the commitments made.

The project of designing and setting up a Rapid Response Mechanism (RRM) for Higher Education in Emergencies represents a systemic and sustainable path towards granting students in emergency situations access to higher education. Acting as a common platform, the RRM strengthens academic capacity to respond to crises, fosters collaborative responses, generates untapped resources, improves understanding and accountability as well as inspires political commitment so that higher education is viewed both by governments and donors as a top priority during crises. By doing so, the RRM paves the path towards achieving the education related goals, in particular, the goal of having 15% of refugees, forcibly displaced and people caught in crisis enrolled in tertiary education by 2030.

The RRM is underpinned by four core principles: protection – make sure that the academic opportunities provided offer a safe environment to crisis-affected students; access – ensure that crisis-affected students are provided with quality higher education opportunities; equity – ensure access is provided to the most vulnerable students, notably young women; empowerment of individuals and communities – make sure that higher education provides the advanced capabilities necessary for societies to assume ownership of the recovery process. Following these principles, the RRM is key to expanding quality higher education opportunities in emergencies, and ultimately, to achieving the SDG commitment of leaving no one behind.

1

INTRODUCTION

Access to education is a basic human right and a central component of development strategies. In emergency and crisis, quality education offers protection and enhances resilience and self-reliance.

The right to education has been recognized as a human right in a number of international conventions, notably in the **Universal Declaration of Human Rights (1948)** whose article 26 mentions explicitly the need for equitable access to higher education. Several other conventions, declarations and resolutions reaffirm the right to education and recognize that higher education shall be made equally accessible to all, such as the Convention Relating to the Status of Refugees (1951), the UNESCO Convention Against Discrimination in Education (1960), the International Covenant on Economic, Social and Cultural Rights (1966), the International Convention on the Rights of the Child (1989), the Convention on the Elimination of All Forms of Racial Discrimination (1965), the Convention on the Elimination of All Forms of Discrimination Against Women (1981).

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Article 26, Universal Declaration of Human Rights, 1948

Furthermore since 2000 the field of education in emergencies has developed as integral to the global education movement. Good progress is being made in order to deliver basic education and reach crisis-affected children with safe, free and quality primary education.

However, with basic education as its main focus, higher education was left out of the global education movement until at least 2015, when the Millennium Development Goals (MDGs) Agenda was replaced by the **2030 Agenda for Sustainable Development**. Goal 4 on education (SDG 4) includes higher education targets as well as the principle that no one should be left behind.

SDG 4

- Ensure equal access for all women and men to affordable and quality tertiary education, including university (target 4.3.)
- Ensure equal access to all levels of education for the vulnerable (target 4.5.1),
- By 2020, substantially expand globally the number of scholarships available to developing countries for enrolment in higher education in developed countries and other developing countries (target 4.B),

2030 Agenda for Sustainable Development

Notwithstanding this new framework for action, progress has been slow because of a number of bottlenecks and barriers that are not easily removed unless a change of mindset and structural shifts across the aid system occur. A whole new way of working collaboratively and in complementarity across institutional boundaries is required in order to respond more effectively and holistically to people's needs and address their vulnerability before, during and after a crisis.

Against this backdrop, the concept of a “humanitarian-development nexus” or a “humanitarian-development-peace nexus approach” has grown. But there is still a long way to go to deliver the nexus approach at the level of concrete “new ways of working”, let alone in terms of delivering “collective outcomes” towards achieving the 2030 Agenda in crisis contexts, such as SDG 4.

The concept of **collective outcomes** was first presented in the Secretary-General's 2016 report for the World Humanitarian Summit: **One Humanity, Shared Responsibility**. The report called on humanitarian, development and other relevant actors to “deliver collective outcomes: transcend humanitarian development divides” in response to the growing numbers of people living in fragility and the increase in humanitarian need. On the current trajectory, not only will the most vulnerable be excluded from sustainable development, but progress towards the 2030 Agenda will be threatened. Working towards collective outcomes offers a way for humanitarian, development and other actors to align efforts around clear and jointly shaped goals, helping to ensure collaboration in protracted crises is effective and delivers results for the most vulnerable.

UN, OCHA, *Collective Outcomes : Operationalizing the New Way of Work*, 2018

The provision of higher education in emergencies is a case in point for two reasons. On the one hand, it is still considered by many key players as falling outside the definition of humanitarian assistance; on the other hand, because delivering higher education in crisis

contexts remains peripheral or even excluded from a development perspective. It is no accident that neither the key **UN Report “One Humanity, Shared Responsibility”** (2016) nor the agenda of the first-ever World Humanitarian Summit held in Istanbul in May 2016 mention higher education in emergencies as an issue let alone as a priority. Yet both the Report and the Summit were intended to be a landmark moment to reform humanitarian aid and shape the future.

However, at the same time the fallout of the Syrian war and the so-called global refugee crisis (2015-16) acted as a wake-up call for the international community, indicating that greater action was urgently needed.

As a result, a UN Summit on Migrants and Refugees (called the High-level meeting on addressing large movements of refugees and migrants) was convened and took place in September 2016 with the aim of bringing countries together behind a more humane and coordinated approach. **The New York Declaration** is the outcome document of this Summit, unanimously adopted by all Member States.

The landmark New York Declaration reaffirms the importance of the international refugee regime and contains a wide range of commitments by Member States to strengthen and enhance mechanisms to protect people on the move and address the special needs of people in vulnerable situations. It is worth underlining that it includes a number of principled commitments, including those of fully protecting the human rights of all refugees and migrants as rights-holders, regardless of their status, and devising responses to large movements with full respect for international human rights law and other relevant standards.

Moreover, regarding the topical issue of education, the New York Declaration makes inroads since it includes a whole paragraph about the role of tertiary education in crisis situations and expresses the Member States' commitment to boosting higher education opportunities for refugees and migrants.

New York Declaration

82.(...). We will also promote tertiary education, skills training and vocational education. In conflict and crisis situations, higher education serves as a powerful driver for change, shelters and protects a critical group of young men and women by maintaining their hopes for the future, fosters inclusion and non-discrimination and acts as a catalyst for the recovery and rebuilding of post-conflict countries.

New York Declaration, Paragraph 82, 2016

The New York Declaration paved the way for the adoption of two new agreements in 2018: a **Global Compact on Refugees**, and a **Global Compact for Safe, Orderly and Regular Migration**. While neither Compact is legally binding, both contain important political commitments and signal an opportunity to improve the international community's response to refugees and migrants. In this regard, they are landmark agreements and will set the agenda for international cooperation in the field of forced displacement.

Regarding the provision of education, both Compacts comprise some kind of general commitments but without any particular emphasis on tertiary education. It is interesting to note that compared to the New York Declaration, the language used in the Compacts is rather flat and very much focused on “basic education” and maybe vocational education rather than on making the case for more higher education opportunities. In this regard, the **Global Compact for Refugees** in itself did not live up to the expectations generated by the New York Declaration. This shows that there is still a long way to go to put the issue of higher education in emergencies high on the agenda.

GLOBAL COMPACT FOR REFUGEES, adopted in 2018

68. In line with national education laws, policies and planning, and in support of host countries,

States and relevant stakeholders will contribute resources and expertise to expand and enhance the quality and inclusiveness of national education systems to facilitate access by refugee and host community children (both boys and girls), adolescents and youth to primary, secondary and tertiary education. More direct financial support and special efforts will be mobilized to minimize the time refugee boys and girls spend out of education, ideally a maximum of three months after arrival.

69. Depending on the context, additional support could be contributed to expand educational facilities (including for early childhood development, and technical or vocational training) and teaching capacities (including support for, as appropriate, refugees and members of host communities who are or could be engaged as teachers, in line with national laws and policies). Additional areas for support include efforts to meet the specific education needs of refugees (including through “safe schools” and innovative methods such as online education) and overcome obstacles to their enrolment and attendance, including through flexible certified learning programmes, especially for girls, as well as persons with disabilities and psychosocial trauma. Support will be provided for the development and implementation of national education sector plans that include refugees. Support will also be provided where needed to facilitate recognition of equivalency of academic, professional and vocational qualifications. (...)

71. [...] and strengthening of these skills and qualifications through specific training programs, including language and vocational training, linked to market opportunities, in particular for women, persons with disabilities, and youth.

75. [...] Measures to strengthen the agency of women and girls, to promote women's economic empowerment and to support access by women and girls to education (including secondary and tertiary education) will be fostered.

Concerning the **Global Compact for Migrants**, adopted in December 2018 after a difficult process and some heated discussions by 152 UN Member States (with 5 votes against and 12 abstentions), it clearly reflects a common sentiment that migration is a global phenomenon of huge importance that requires global coordination. In order to improve international cooperation on migration and to strengthen the contributions of migrants to sustainable development, this non-binding agreement outlines a cooperative framework for better management of migration at local, national, regional and global levels. It comprises 23 objectives, each of them containing a commitment, a range of actions considered to be relevant, policy instruments and best practices.

It is worth mentioning that the word education is used 15 times in the 34-page Compact document, appearing in relation to no fewer than 10 of the Compact's 23 objectives. It is also important to note that it follows quite closely the language of the SDG4 (Agenda 2030) covering many of its targets maybe with a renewed emphasis on the principle of non-discrimination and the language of leaving no one behind. Another key issue is the lack of any reference whatsoever to tertiary education or to "all levels of education. Surprisingly, even in the Compact's Objective 18 that is focused on "investing in skills development and facilitating mutual recognition of skills, qualifications and competences", higher education is totally forgotten by the drafters who seem either unfamiliar with the usual terminology or are ignoring it on purpose for some reason.

GLOBAL COMPACT FOR MIGRANTS, adopted in 2018

Objective 15 on providing access to basic services for migrants.

- Ensure that "all migrants, regardless of their migration status, can exercise their human rights through safe access to basic services [...] while ensuring that any differential treatment must be based on law, proportionate, pursue a legitimate aim, in accordance with international human rights law.

- Provide inclusive and equitable quality education to migrant children and youth, as well as facilitate access to lifelong learning opportunities, including by strengthening the capacities of education systems and by facilitating non-discriminatory access to early childhood development, formal schooling, non-formal education programmes for children for whom the formal system is inaccessible, on-the-job and vocational training, technical education, and language training, as well as by fostering partnerships with all stakeholders that can support this endeavor".

Objective 16 on empowering migrants and societies to realize full inclusion and social cohesion:

- "Develop national short, medium and long term policy goals regarding the inclusion of migrants in societies, including on labor market integration, family reunification, education, non-discrimination and health, including by fostering partnerships with relevant stakeholders."
- Promote school environments that are welcoming and safe, and support the aspirations of migrant children by enhancing relationships within the school community, incorporating evidence-based information about migration in education curricula, and dedicating targeted resources to schools with a high concentration of migrant children for integration activities in order to promote respect for diversity and inclusion, and to prevent all forms of discrimination, including racism, xenophobia and intolerance.

Objective 18 on investing in skills development and facilitating mutual recognition of skills, qualifications and competences.

- Commit to invest in innovative solutions that facilitate mutual recognition of skills, qualifications and competences of migrant workers at all skills levels, and promote demand-driven skills development to optimize the employability of migrants in formal labour markets in countries of destination and in countries of origin upon return, as well as to ensure decent work in labour migration.

All in all, both Compacts are a promising step forward in improving international action to address the specific needs of refugees and migrants. However, two major exclusions / big gaps have been noted: the omission of internally displaced persons from the Migration Compact and a lack of clarity about how to respond to those in need who fall outside the refugee definition. Whether these Compacts will make a difference to the lives of refugees and migrants remains indeed an open question; and ultimately its answer will depend on the political will of governments to develop and implement their commitments and on the ability to generate wider sustainable support from an array of stakeholders.

The first-ever **Global Refugee Forum** organized by the UNHCR as a key element of the new Global Compact for Refugees took place on 17-18 December 2019. Under the Compact, Global Refugee Forums shall take place every four years, meaning the next is scheduled for late 2023.

"This Forum is where we will give further substance to the Compact, through the pledges and contributions that you will announce. And this is where we will build the coalition of support to rally behind these extraordinary efforts and accelerate and expand them as we move into a new decade. (...) Over the next two days, we can anticipate a vast array of innovative pledges and initiatives that will help transform the response to refugee crises into a truly global endeavour, based on sharing responsibility within and across societies and regions"

Filippo Grandi, UNHCR, Opening speech at the Global Refugee Forum

This first Forum was attended by some 3,000 representatives of governments, international financial organizations, business leaders, humanitarian and development actors, refugees and civil societies. Discussions at the Forum focused on six key areas: arrangements for burden and responsibility sharing; education; jobs and livelihoods; energy and infrastructure; solutions; and protection capacity.

Participants made some 774 pledges for a total amount of 7.7 billion dollars in areas that include employment, education opportunities for refugees, new government policies, resettlements, clean energy, infrastructure and better support for host communities and countries.

On the subject of education goals and achievements of the Forum, and before the Forum took place, a prospective paper by UNHCR announced "dedicated support to expand access to secondary, tertiary, and higher education programmes for refugees" were expected outcomes.

As part of the preparatory process leading to the Forum, in mid-2019 UNHCR formed the Global Refugee Forum's Education Co-sponsorship Alliance representing a wide range of actors, bringing together around 60 members. Together, they sought to "mobilize concrete pledges and contributions towards inclusive and quality equitable education at all levels for refugee and host community children and youth" (UNHCR Global Framework for Refugee Education). The Alliance's members worked together to frame the pledging process to meet the 2030 education commitments of the Global Compact on Refugees. To that end, they produced a document called "**Global Framework for Refugee Education**", aimed at highlighting the main education outcome areas that pledges should target in connection with the overarching policy paper on "Refugee Education 2030: a strategy for refugee inclusion", released in September 2019 by UNHCR after a year of broad-ranging consultations.

The Global Framework for Refugee Education identifies 10 outcomes to be achieved at the Forum, notably 5 outcomes focused on early childhood, primary, secondary, technical and vocational education and training (VET) and higher education, and another 5 focused on emergency response and cross-cutting issues, such as policy and planning, financing and resources, equity and inclusion and innovation and connected education.

HIGHER EDUCATION

OUTCOME 5 – Enrolment in accredited higher education is increased and barriers, including recognition of prior learning and qualifications, restrictive policies and financing limitations, are eliminated

Global Framework for Refugee Education, 2019

It is important to point out that even if outcome 5 quoted above does not include a clear reference to the goal of increasing access to higher education for at least 15 percent of young refugees by 2030, this target has been explicitly announced by UNHCR and somehow underpins the outcome. In any case, it should become the goal to be achieved by the 4th Global Refugee Forum.

In the aftermath of the Forum, UNHCR said that out of the 774 pledges submitted, “over 130 are focused on education with many from the global south, addressing expanded opportunity, financing, capacity development and other resource provision, amounting to well over US\$350 million for education alone (not including the extensive monetary value of non-financial pledges)”. Further analysis is needed to get a clear and detailed picture of the content of these 130 pledges, how many of them relate to each of the 10 pre-identified outcomes and whether there are clusters of pledges that can be combined together in order to reinforce impact and open up avenues for collaborative action.

It is too early, yet, to assess the impact of the Global Refugee Forum on the advancement of the education goals to be achieved by 2030. However, it is crystal clear that it set a concrete agenda and generated a new dynamic that must be nurtured and stimulated.

Regarding the specific issue of providing higher education opportunities for refugees, migrants and forced displacement populations in general, as we have attempted to show in this introduction, there is still a long way to go to make significant progress.

This Report outlines the challenge of providing higher education opportunities in emergencies and conflict-affected societies and points out ways to deliver more, better and faster collective outcomes.

Firstly, it maps out this field, addressing questions, dilemmas and conundrums that shape this largely neglected sector of global education (sections 2 and 3). Secondly, it addresses some critical issues such as size of the target group of students under consideration, costs and benefits (section 4). Section 5 identifies ways forward towards achieving progress relating to higher education in emergencies at the level both of the 2030 Agenda in crisis contexts and the commitments and objectives set in the framework of the Global Compacts. In this section, the new announced UNHCR goal of providing access to higher education to 15% of the eligible refugees by 2030 will be discussed as well as its extension to youth across conflict-affected societies. Furthermore, the innovative project of setting up a Rapid Response Mechanism for Higher Education in Emergencies (RRM), as a systemic solution to a systemic problem, developed in Portugal by the Global Platform for Syrian Students will be presented in detail. Some recommendations and reflections are also included in Section 5 underpinning a Call to Action included in section 6.

2

THE CHALLENGE

In the past 10 years, the number of conflicts and conflict-related deaths around the world has risen sharply. Currently, about 1.8 billion people live in fragile and conflict-affected contexts, but this is projected to grow to 2.3 billion by 2030. Evidence shows that 21st century conflicts do not follow traditional patterns and are increasingly non-linear and often cyclical. Rather, modern conflict manifests as cycles of repeated violence, instability or weak governance, either nationally or sub-nationally (Do fragile and conflict-affected countries prioritize core government functions? UNDP, June 2019). Therefore, conflicts have become more complex, more protracted as well as intractable, whilst displacement has become commoner, and lasting longer with an average period of 17 years.

At the same time, displacement has reached the highest level after World War II. The total number of people displaced rose from 43.7 million in 2010 to 68.5 million by the end of 2017. In 2017 alone, the forcibly displaced population increased by 2.9 million worldwide as a result of persecution, conflict, or generalized violence (UNHCR 2017 Global Trends Report). Some 95% of displaced people live in the global south. In 2018, a new high was reached with 70.8 million people displaced. Some 13.6 people were newly displaced during the course of the year (UNHCR 2018 Global Trends Report).

Adding to conflicts, extreme climate events and natural disasters are increasing people’s vulnerability

to humanitarian crises. According to UN estimates, “in 2020 nearly 168 million people will need humanitarian assistance and protection (Global Humanitarian Overview 2020, OCHA).

As the 2020 IOM Report sums up, “the unfortunate reality is that there have been major migration and displacement events during the last two years; events that have caused great hardship and trauma as well as loss of life. Foremost have been the displacements of millions of people due to conflict (such as within and from the Syrian Arab Republic, Yemen, the Central African Republic, the Democratic Republic of the Congo and South Sudan), extreme violence (such as inflicted upon Rohingya forced to seek safety in Bangladesh) or severe economic and political instability (such as faced by millions of Venezuelans). There has also been growing recognition of the impacts of environmental and climate change on human mobility (such as planned migration/relocation and displacement), including as part of global efforts and international policy mechanisms to address the broader impacts of climate change. Large-scale displacement triggered by climate and weather-related hazards occurred in many parts of the world in 2018 and 2019, including in Mozambique, the Philippines, China, India and the United States of America”.

Some Highlights

The number of international migrants globally in 2019: 272 million (3.5% of the world's population)

- 52 per cent of international migrants were male; 48 per cent were female.
- 74 per cent of all international migrants were of working age (20–64 years).

The global refugee population was 25.9 million in 2018

- 20.4 million refugees were under the mandate of the United Nations High Commissioner for Refugees (UNHCR) and 5.5 million were refugees under the mandate of the United Nations Relief and Works Agency for Palestine Refugees (UNRWA) in the Near East.
- 52 per cent of the global refugee population was under 18 years of age.

The number of internally displaced persons due to violence and conflict reached 41.3 million

- This was the highest number on record since the Internal Displacement Monitoring Centre began monitoring in 1998.
- The Syrian Arab Republic had the highest number of people displaced (6.1 million) followed by Colombia (5.8 million) and the Democratic Republic of the Congo (3.1 million).

The number of stateless persons globally in 2018 was 3.9 million

- Bangladesh had the largest number of stateless persons (around 906,000). It was followed by Côte d'Ivoire (692,000) and Myanmar (620,000).

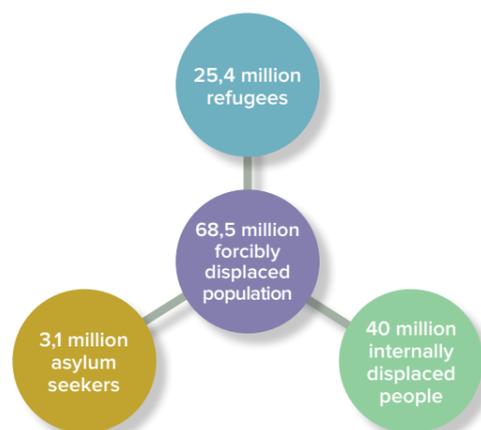
Displacement remained a major feature in some regions

- The Syrian Arab Republic and Turkey were the origin and host of the largest number of refugees globally, 6.7 million and 3.7 million, respectively. Canada became the largest refugee resettlement country, resettling more refugees than the United States in 2018.

- The Philippines had the largest number of new disaster displacements in 2018 (3.8 million).
- Around 4 million Venezuelans had left their country by mid-2019. The Bolivarian Republic of Venezuela was the largest source country of asylum seekers in 2018 (over 340,000).

2020 Report on Migration, IOM

As the current study, in particular its statistical component, uses baseline values for 2017, it is worth representing global forced displacement in 2017 at a glance:



(UNHCR, Global Trends –Forced Displacement in 2017)

The figures above give a sense of the scale of the challenge of addressing the education needs of this forcibly displaced population, when we are aware that armed conflicts, persecution and natural disasters are driving a persistent and rising longer-term trend. Furthermore, the variety of situations covered by the umbrella concept of “forcibly displaced people” also requires some clarification when it comes to defining goals for action and targets to be achieved.

As the figures above make crystal clear, though refugee crises are quite often in the headlines, the global refugee population represents a small share of forcibly displaced people (37%), the majority being made up of the internally displaced who remain within their own countries (58,4%)

but whose number is increasing every year and is higher than ever before. On the other hand, when using the term refugee, one must ascertain whether it means refugee under the UNHCR mandate (which accounts for 20.4 million refugees in 2017) or if it corresponds to Palestine refugees who are under UNRWA's mandate (5 million in 2017). Asylum-seekers also constitute a category per se, since they are protected by a specific legal framework as waiting a decision on their application for asylum. Furthermore, the estimated number of stateless persons globally is significant, at almost 4 million in 2018, notwithstanding the fact that this number has been considered as being underestimated. Aside from fundamental human rights issues, statelessness can place people at risk of (irregular) migration and displacement, so it is an important global issue worthy of further data collection, reporting and analysis.

To sum up, the following are some of the challenges and barriers that have to be addressed in order to increase and improve the provision of higher education in emergency situations and conflict-affected societies: (1) the unprecedented size of the problem; (2) the lack of accurate data, research and analytical work required to identify clear goals, set a strategy and a road map; (3) the lack of a clear, strong and comprehensive vision for the sector of higher education in emergencies linking it to development and sustaining peace; (4) the lack of a coalition of a wide but cohesive array of partners with the academic community at its center, driving and achieving change; (5) the lack of a sustained political engagement over several years, with continued focus on the opportunity for change at scale; (6) appropriate, reliable and predictable multi-year funding.

A successful strategy must overcome these obstacles with self-reinforcing changes that snowball into non-incremental, systemic transformations. Success will require disruptive political, social, corporate and academic partnerships – movements combined with policy shifts – that are motivated by the opportunity for a better future rather than by narrower educational goals. The challenge is huge and it is urgent, but recent developments provide grounds for hope.

2.1. WHAT IS ‘HIGHER EDUCATION IN EMERGENCIES’? NAVIGATING TERMS & CONCEPTS ON THE MOVE

Both “higher education” and “emergency situations” are terms that require some preliminary clarification in order to define their scope and conceptual boundaries as well as to identify the cluster of terms that overlap, complement or are used as correlated to the two former terms.

A review of the relevant literature on education issues – notably the framework documents mentioned in section 1 and the Reports issued by the various UN agencies – shows that terminology varies across time, sectors and angles of approach. Furthermore, the whole area of studies and policies focused on conflict, fragile and vulnerable contexts, humanitarian action and aid or the development system encompass a similar variety of concepts and terms that require disambiguation and further clarification.

Greater precision and accuracy in language is needed to facilitate a transparent debate, avoid misrepresentations and, ultimately, promote more suitable and stronger international dialogue and collaborative action. As pointed out in “People on the Move: Handbook of Selected Terms and Concepts” (UNESCO, 2008): “Words matter, for labels impact people’s views and inform policy responses”. It is therefore important to have a good understanding of definitions, concepts, terms and what is behind the words.

The following are key notions:

◆ HIGHER EDUCATION OR TERTIARY EDUCATION ?

“Higher education, also known as tertiary education in some countries, refers to all post-secondary education, including both public and private universities, colleges, technical training institutes, and vocational schools”.

World Bank, 2011

Though both terms mean post-secondary education, which is non-compulsory, it is not always clear what tertiary education includes.

However, it seems fair to assume that “tertiary education” encompasses any education entered after successful completion of secondary education, which may include vocational post-secondary education (leading to a certificate) and higher education (leading to a degree), even though the designation is often used synonymously with higher education. (Campbell & Rozsnyai, 2002, p. 133).

SOME DEFINITIONS

Access (to higher education):

the right provided to any individual holding a qualification to apply and be considered for admission to a level of higher education.

Displaced person:

an individual forced to move from his or her locality or environment and occupational activities to another locality or environment.

Higher education:

all types of study programs or sets of courses of study at the post-secondary level which are recognized by the competent authorities of a State Party, or of a constituent unit thereof, as belonging to its higher-education system.

Prior learning:

the experience, knowledge, skills, attitudes and competencies which an individual has acquired as a result of formal, non-formal, or informal learning, assessed against a given set of learning outcomes, objectives, or standards

Qualification:

(a) Higher-education qualification:

any degree, diploma, certificate, or award issued by a competent authority and attesting the successful completion of a higher-education program or the validation of prior learning, where applicable.

(b) Qualification giving access to higher education:

any degree, diploma, certificate, or award issued by a competent authority and attesting the successful completion of an education program or the validation of prior learning, where applicable, and giving the holder of the qualification the right to be considered for admission to higher education.

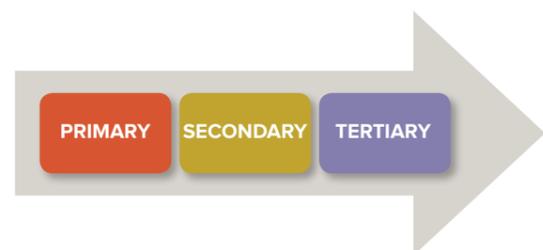
Recognition:

a formal acknowledgment by a competent recognition authority of the validity and academic level of a foreign education qualification, of partial studies, or of prior learning for the purpose of providing an applicant with outcomes including, but not limited to:

- (a) the right to apply for admission to higher education; and/or
- (b) the possibility to seek employment opportunities

UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education, adopted in 2019

The World Bank definition above embraces the concept of education as a continuous process in which each stage builds upon the previous one, producing a mutually reinforcing effect.



Notwithstanding this holistic conception, within the humanitarian and development sectors it is possible to observe fierce competition between those who support primary education as a main priority for action and those who focus on tertiary education. The secondary level, ignored by both players, remains a vast, neglected sector. It is important to address this kind of bottleneck and identify ways of working collaboratively because education is an aspiration and a transformative process. The more students who finish primary and secondary school, the more who will want to go on to high school and college. But this requires that teachers and professors are trained and available. So higher education underpins all levels of education, which must be expanded and improved in parallel otherwise the system is broken.

Another important point that has to be worked out regards technical and vocational education and training (TVET) as it remains a vaguely defined

term, sometimes included in the secondary level and other times seen as a post-secondary level in accordance with more traditional views and practices. While the World Bank’s reports have a tendency towards moving the vocational training to the post-secondary level, EU papers call for a relaunch of vocational training with a closer link to higher education (JEAN-RAYMOND MASSON, EFT2009). Moreover, at policy level a divide seems to oppose those who argue that vocational training should be the main priority in providing young people with the skills and competences relevant to the labor market and their future lives, and those who think the focus should be on promoting access to higher education. It goes without saying that both pathways are critical for economic development and for matching labor market needs as well as learners’ profiles, skills and abilities.

Finally, mention should be made of the increasing role of a variety of higher education providers that have emerged in addition to the traditional public and private education systems made up of universities, colleges and polytechnics. This alternative sector, which most of the time involves online distance and digital based learning schemes, offers a range of learning opportunities to improve competences, respond to specific needs and develop skills. However, they do not necessarily lead to a degree or to an automatic certification and validation of the learning (The Alternative Tertiary Education Sector: More than Non-University Education, World Bank, 2008).

Clarifying all these issues is critical to the extent that when it comes to planning, monitoring and evaluating the provision of post-secondary education, one has to know whether the target is: a) higher education leading to a degree; b) vocational and training education leading to a certificate; c) education opportunities leading to the acquisition of a number of skills or competences.

Within the first category – higher education leading to a degree –, the proposal is to follow the International Standard Classification of Education (ISCED) description used by UNESCO Institute for Statistics that distinguishes the following sub-divisions: a) short-cycle tertiary education programs (at least 2 years); Bachelor’s

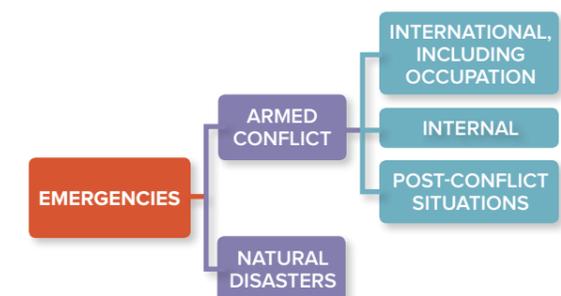
or equivalent first degree programs (three to four years); Bachelor’s or equivalent long first degree programs (more than four years); Master’s or equivalent long first degree programs (at least five years); doctoral level.

It goes without saying that the three basic categories below involve different types of education providers, different cycles of study programs with different lengths, different learners’ profiles, different outcomes and a totally different range of costs. It also goes without saying that all kinds of tertiary education opportunities are necessary and complementary. They should all be promoted together in order to make progress not only for the personal accomplishment of the learners but also for the community and for societies as a whole. In crisis contexts shaped by war-torn countries that have to be rebuilt, fixing the broken human capital from day one of the crisis should be a top priority in any emergency response.

◆ EDUCATION IN EMERGENCIES

Prior to exploring further the term “education in emergencies”, let us focus on the concept of “emergencies”.

In his 2008 UN report on “the right to education in emergency situations”, the then special *rapporteur* on the right to education, Vernor Muñoz, noted that: 1) “Emergencies are a source of serious violations of the right to education, one that affects a large number of people”; 2) emergencies are “any crisis situations due to natural disasters such as earthquake, tsunami, flood or hurricane, or to armed conflict, which may be international (including military occupation) or internal, as defined in international humanitarian law, or post-conflict situations which impair or violate the right to education, impede its development or hold back its realization”.



This UN report assumes that “emergencies” are focused on “the period from early response to an emergency to the initial stages of reconstruction for this is when what are perhaps the worst violations of the right to education occur. It is during this period that educational systems and opportunities are destroyed, and that the limited attention paid by the humanitarian agencies involved, and the relative absence of clear programmatic principles, indicators or funding, are most clearly revealed”.

The concept of an “emergency response” is often associated with the short-term and with the need for immediate action. However, as armed conflict situations can last for decades, a proper combination of short, medium and long term planning and perspectives is necessary when dealing with “education in emergencies” at large.

Over the past two decades, education in emergencies has emerged as a distinct field of study, and work and basic education are increasingly viewed as a “fourth pillar” of humanitarian response (Nicolai and Triplehorn 2003, SAMSON MILTON 2018). However education in emergencies has almost exclusively focused on basic education, and higher education has only recently received more significant attention as a component of humanitarian response (SAMSON MILTON, 2018)

THE GLOBAL MOVEMENT FOR EDUCATION

Access to education is a basic human right and a central component of development strategies linked to poverty reduction, holding promises of stability, economic growth, and better lives for children, families, and communities.

- Universal Declaration of Human Rights (1948) recognized compulsory education as a universal entitlement, Art. 26.
- The Convention relating to the Status of Refugees, Art. 22.
- The Convention on the Elimination of All Forms of Discrimination Against Women (1979) called for no discrimination in educational provision for men and women.

- Convention on the Rights of the Child (1989), Articles 28 and 22.

Furthermore:

- Dakar Education for All Framework for Action (2000)
- The Millennium Development Goals (2000).
- The Right to Education in Emergency Situations, UN Report by Vernor Muñoz (2008)

Within this framework of the global education movement the focus has mainly been on primary education, while higher education has been largely disregarded.

Yet there is still a long way to go to remove conceptual barriers and break down taboos that exclude higher education from being part of emergency responses.

It is interesting to note that even in the very recent UNHCR “Global Framework for Refugee Education” released in November 2019, when it defines the expected outcome 6 of the Global Refugee Forum on “emergency response”, when it describes the context of this outcome and when it makes a Call to Action for this pledging area, all language used relates to basic education – it is all about boys and girls, schools, teachers and schooling.

Outcome 6 – Timely and amplified education response delivered, reducing the time refugee boys and girls spend out of education to a maximum of three months after arrival.

Global Framework for Refugee Education, 2019

♦ HIGHER EDUCATION IN EMERGENCIES AND PROTRACTED CRISES – A FRAMEWORK

Recent developments have resulted in increased awareness of the greatly neglected sector of Higher Education in Emergencies. The new Agenda of Sustainable Goals, more specifically the SDG 4 on

education which includes three targets related to the tertiary education level, the global refugee crisis and the Syrian civil war raging since 2011 (generating the worst academic crisis since World War II), have all contributed to bringing this sector one step closer to public and political debates. Despite this recent increase in attention, a large effort is still needed to consolidate the international recognition of the role played by higher education in conflict and emergency situations and to include its provision in emergency responses.

Furthermore it is important to underline from the outset that the concept of education in emergencies encompasses different situations with the common aim of strengthening response to education in crises and meet the needs of people caught in crisis.

To sum up, higher education in emergencies comprises notably:

- Rapid education responses to address immediate learning needs in the first 12 months following a crisis; in the case of higher education, they should be included in the usual “Strategic Response Plans (SRPs) and should be a fast track entry point of the humanitarian intervention.
- Protracted crises – in this case the focus is on providing education opportunities over a period of something like 3-5-7 years through developing long-term solutions within education systems making them accessible to the populations in need.
- Fragile and crisis-affected societies – in this case the focus is on providing longer-term assistance to prioritize both students out of the education system but also enhancing the resilience of education systems and prioritize capacity-building as part of the recovery and rebuilding plans for war-torn countries.

Moving this the sector of higher education in emergencies forward will require several steps to be taken: 1) incorporating higher education as a key component of any emergency response by setting up a rapid response mechanism for higher education in emergencies; 2) consistently strengthening the role played by higher education in the context of recovery and rebuilding from

crisis situations through the implementation of a humanitarian-development-peace nexus approach; 3) closely linking achievement of SDG 4 by 2030 with prioritizing the most vulnerable and at risk groups such as refugees, migrants and the forcibly displaced; 4) involving the global academic community in delivering better results as part of the vision statement and mission underpinning higher education institutions and roles; 5) finding innovative and untapped funding resources; 6) setting a clear road map to achieve progress by 2030 in connection with the SDGs agenda, the Global Compacts commitments and possible future recommendations to be made by the UN High Level Group on Forced Displacement.

HIGHER EDUCATION IN EMERGENCIES – A RISING PRIORITY – ELEMENTS FOR A FRAMEWORK

- **The humanitarian-development-peace nexus**
This new paradigm focuses on the work needed to coherently address people’s vulnerability before, during and after crises. It challenges the status quo of the aid system, which is overstretched and operates with little coordination between project-based development and humanitarian interventions. This new approach will have profound implications for what we do, how we do it and with whom we do it. For example, the UN and the World Bank set up the New Way of Working (NWoW) to deliver the nexus approach (OXFAM Discussion Paper, 2019). Applying it to the sector of higher education in emergencies is a promising way forward to achieve progress.

• SDGs Agenda, 2015

SDG 4, target 4.3 – “By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”.

SDG 4, target 4.5.1. Ensure equal access to all levels of education for the vulnerable”

SDG 4, target 4.B – “By 2020, substantially expand globally the number of scholarships available to developing countries, in particular

least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries”.

- **New York Declaration, 2016**

¶82 – “We will also promote tertiary education, skills training and vocational education. In conflict and crisis situations, higher education serves as a powerful driver for change, shelters and protects a critical group of young men and women by maintaining their hopes for the future, fosters inclusion and non-discrimination and acts as a catalyst for the recovery and rebuilding of post-conflict countries”.

- **UNHCR, Refugee Education 2030, 2019**

“The goal for 2030 is to achieve enrolment of 15% of college-eligible refugees in tertiary education or connected higher education programmes in host and third countries”

2.2. HIGHER EDUCATION IN EMERGENCIES AND PROTRACTED CRISES – FOR WHOM ?

To fully understand the scale of the challenge of delivering higher education in emergencies, it is necessary to ask a few questions around the target group. Who are those affected by conflicts and natural disasters that face “emergency situations” as previously defined? How many of them are eligible to be admitted to higher education? Depending on the situation at hand, other questions are relevant, such as: which are the emergency situations to be considered? Which are the protracted crisis situations? What are the developmental responses to conflict-affected societies or in post-conflict reconstruction contexts that have to be taken into consideration?

All these questions have to be asked and answers provided in a detailed way to shape an accurate agenda aimed at achieving progress in delivering more, better and faster higher education opportunities for the group of students under consideration.

Precisely the first point to be clarified regards the identification of the target group to whom higher education in emergencies is to be provided. It is crystal clear that our target group comprises various categories of forcibly displaced students, such as internally displaced persons (IDPs), refugees, refugees in protracted situations, asylum seekers, stateless persons, forced migrants. It is also fair to include in this target group students in conflict-affected and fragile settings. Therefore to fully answer the question of “who is higher education in emergencies for”, it is necessary to take into consideration all groups of vulnerable populations in conflict-affected and fragile societies which basically includes three types of contexts: settings where people live and are affected by direct conflict, contexts of displacement in refugee-hosting nations, and post-conflict settings.

These various categories of target-groups have different sizes and the scale of the challenge to provide them with higher education opportunities is also very different. Therefore, an important preliminary step in any policy or agenda aimed at improving the

provision of higher education in emergency situations and conflict-affected societies is to work out “figures” and produce accurate estimations on the target group under consideration. Without this preliminary step we might miss the road.

FORCIBLY DISPLACED POPULATIONS – UNDERSTANDING THE DIFFERENT CATEGORIES

There are important differences among groups of forcibly displaced people that inform their legal, economic and education rights. In order to provide targeted policy recommendations, the following legal definitions have been used (UNHCR, 2015b):

- **Internally displaced person (IDP):** An individual forced to flee from his/her home or place of habitual residence, who has not crossed an internationally recognized state border.
- **Asylum seeker:** A person seeking international protection whose claim for refugee status has not yet been determined.
- **Refugee:** A person who, owing to well-founded fear of persecution for one of a number of specific reasons contained in the 1951 Refugee Convention, is outside the country of his/her nationality, and is unable or unwilling to avail himself or herself of the protection of that country.
- **Refugee in protracted situations:** A refugee in a long-term state of displacement; for UNHCR, a protracted refugee situation is one in which a large number of refugees of the same nationality have been in exile for several years in a given asylum country.
- **Stateless persons:** A person who is not considered as a national by any State under the operation of its law (1954 Convention on the Status of Stateless Persons). Not all stateless persons are displaced. While some people are born stateless, others become stateless over the course of their lives.

Policy Paper 26- No More Excuses: provide education to all forcibly displaced people – UNHCR-UNESCO, May 2016

To the above list, it is important to add populations experiencing forced displacement because of violence and conflict. Due to the definition’s emphasis on personal discrimination, stemming from the 1951 Convention, many people whose safety is threatened by the violence around them but not necessarily directed at them are excluded from the same protection given to refugees. However, they cannot be left behind.

SOME ADDITIONAL CATEGORIES TO KEEP AN EYE ON:

Refugees at large

In cases of mass influx due to conflict or violence, it is not always possible or necessary to conduct individual interviews to determine an asylum claim. Depending on the legal system in place, refugees’ claims may instead be recognized on a prima facie basis due to ‘readily apparent’ circumstances in the country of origin (e.g. Syrians, Somalis).

Other forcibly displaced (including climate change)

People may also be forced to cross a border for reasons other than conflict or persecution, for instance as a result of natural disaster or climate change. Depending on where they are, such persons often do not qualify for refugee status, but they be granted humanitarian leave or some other form of temporary protection (e.g. the US’ “Temporary Protected Status”)¹

Returnees

Returnees include refugees voluntarily repatriating at the end of conflict, as part of a “durable solution” to their displacement. Equally, failed asylum seekers and other migrants moving or staying irregularly may be subject to enforced removals and/or offered assistance to return and reintegrate voluntarily to their country of origin (AVRR).

Rachel Sabates-Wheeler, Mapping differential vulnerabilities and rights: ‘opening’ access to social protection for forcibly displaced populations, Comparative Migration Studies, volume 7, Article number: 38 (2019)

Further to these categories, population of conflict-affected societies at large has also to be considered. In a 2010 paper, “Defining Conflict Affected Countries”, commissioned by UNESCO, Harvard Strand and Marianne Dahl develop a framework analysis that remains interesting even if some data can be considered outdated. More recently, in a Report on Education in Emergencies and Protracted Crises (S. NICOLAI, S. HINE AND J. WALES, 2015), 35 countries are mentioned as being affected by crises.

In the current study, an updated version of this list (as below) will be used as a basis for the estimates produced (See Annex 7.2. for more detailed information). Basically two additional countries were added (Venezuela and Libya) due to the ongoing political, economic, human rights, and humanitarian crises hitting both societies.

LIST OF CONFLICT-AFFECTED SOCIETIES UNDER CONSIDERATION:

Afghanistan	Malawi
Cameroon	Mali
Central African Republic (CAR)	Myanmar
Chad	Nepal
Colombia	Niger
Democratic Republic of the Congo (DRC)	Nigeria
Djibouti	Philippines
Egypt	Sierra Leone
Eritrea	Somalia
Ethiopia	South Sudan
Guinea	Sudan
Haiti	Syria (Syrian Arab Republic)
Iraq	Turkey
Jordan	Uganda
Kenya	Ukraine
North Korea	Yemen
Lebanon	Venezuela
Liberia	Libya
	Palestine

The three highlights of this section are: 1) providing higher education for refugees is just a part of a far-reaching challenge; 2) in our complex world made up of increasing numbers of persons on the move (in 2017 they accounted for 68.5 million people), very little data and studies exist on the 40 million forcibly displaced who are not refugees; 3) providing education in emergencies includes a variety of situations, such as emergency response or rapid education response; protracted crises; strengthen response to education in crisis in fragile and conflict affected societies. This means that at stake are populations affected by direct conflicts, contexts of displacement in refugee-hosting countries, societies undergoing reconstruction in post-conflict settings, including many least developed but also middle income countries.

2.3. WHAT IS THE IMPACT OF CRISES ON HIGHER EDUCATION?

Conflict, natural disasters and other emergency situations have immediate as well as long-lasting, devastating impacts on education in general and on higher education in particular. They affect physical infrastructures, people, the education system as such, human capital at large as well as social and economic development.

HIGHER EDUCATION IN THE MENA REGION – IN THE CROSSFIRE OF CONFLICTS THAT HAVE ENGULFED THE MIDDLE EAST

“Tragically, higher education is now caught in the crossfire of the conflicts that have engulfed the Middle East. The impact of conflict in the region can be detected in all the major dimensions of higher education: physical, human, institutional, and social. Higher education institutions, communities, and systems decades in the making have been shattered by war.

Despite the fact that rebuilding a depleted higher education system is a complex and expensive task in the aftermath of conflict, little or no attempt has been made to protect these institutions from such harm. The physical costs alone can be crippling. Campuses throughout the region have been directly attacked or indirectly damaged, either by virtue of their facilities being vulnerable to capture by armed groups or by virtue of claims that campuses are being used to shelter fighters or store weapons. Fighting raged on several campuses during the 2011 Libyan civil war, while in Yemen in 2015 Houthi forces captured and looted Iman University and Saudi airstrikes severely damaged Hodeidah University. Since the 2014 IS takeover of parts of Iraq, Tikrit University has been damaged during intense fighting with Iraqi forces. The bombing of the Islamic University in Gaza by the Israeli military in 2008, causing \$55 million worth of damages, was one of the most documented attacks on higher education in the Middle East. The rebuilt university was *again* targeted in 2014 alongside 13 other local higher

education institutions, at an estimated cost of \$16 million.

Beyond this infrastructural damage, higher education in the region has also paid a very high human cost for being caught in the crossfire. The most appalling case of targeting higher education has been in post-2003 Iraq, with over 500 academics assassinated in the past 12 years. Direct attacks against higher education in the past several years also include the January 2013 bombing of Aleppo University that killed over 80 students; the 15 students killed in the March 2013 mortar attack on Damascus University; the deadly policing of student protests in Egypt, reportedly leading to over 150 deaths; and the July 2014 Israeli army assault on Gaza that killed a total of 421 students and injured another 1,128. The forced displacement of higher education communities is another form of human loss with a long term impact on the sector’s quality. The Arab region has suffered some of the worst forced displacement episodes in recent history, affecting academics disproportionately. A major exodus of academics occurred in Iraq following the spike in sectarian violence in 2005, when several thousand highly experienced Iraqi academics fled the country with disastrous effects on educational quality. Some have since returned, yet many were uprooted again by IS’s advance. Meanwhile, the Syrian civil war has triggered the largest academic displacement crisis in the world with an estimated 70,000 university students displaced in Lebanon, 20-30,000 “university-qualified” students in Turkey and at least 15,000 in Jordan. This crisis has created a situation in which many university-age Syrians roam the streets of refugee camps and urban centers with nothing to do, risking the creation of a “lost generation”.

SULTAN BARAKAT AND SANSOM MILTON – HOUSES OF WISDOM MATTER: THE RESPONSIBILITY TO PROTECT AND REBUILD HIGHER EDUCATION IN THE ARAB WORLD, 2015 (without footnotes)

Higher education institutions and communities are home to students and scholars who tackle some of the world’s most pressing problems through research. Academic freedom, defined as the right

“to freedom of teaching and discussion, freedom in carrying out research and disseminating and publishing results” (UNESCO, Recommendation Concerning the Status of Higher-Education Teaching Personnel, 1997), lies at the very heart of higher education institutions and is key to their success. As this UNESCO report points out: “all higher education teaching personnel should enjoy freedom of thought, conscience, religion, expression, assembly and association as well as the right to liberty and security of the person and liberty of movement”. Yet, this is not always the reality, and armed conflicts such as civil wars pose a threat to higher education institutions, their members and academic freedom everywhere, rendering them vulnerable to attacks.

An attack on education, according to the Global Coalition to Protect Education from Attack, is “any threat or deliberate use of force, carried out for political, military, ideological, sectarian, ethnic or religious reasons, against education institutions, leaders and administrators, academic and other staff, or students. These includes acts of physical harm or death to individuals. They also include deliberate acts of coercion, intimidation or threats of physical force that create a climate of fear and repression that undermines academic freedom and educational functions” (Principles of State Responsibility to Protect Higher Education from Attack).

To fulfil their role in the advancement and reshaping of humanity and modern society as a whole, higher education communities need to be physically secure and free from intimidation, with universities providing a safe haven for teaching, learning and working. Unfortunately, during armed conflicts and outbreaks of insecurity, attacks on higher education facilities, staff and students remain a stark reality around the world.

Attacks on students, educators, and education institutions can have a devastating impact on access to education and on a society’s overall long-term development.

Documented impacts in affected countries include the following:

- ◆ Death, injury, and destruction.
- ◆ Decline in attendance.
- ◆ Teacher/professors defection and subsequent decline in education quality.
- ◆ Temporary or permanent education institutions closure.

- ◆ Disproportionate impact on girls and excluded groups.
- ◆ Increase in military use of schools/universities.
- ◆ Long-term decline in access to education and weakened education systems.
- ◆ Negative effects on development.

As mentioned below, these attacks come at the cost of physical infra-structures, education systems, human capital, social and human development.

The most direct and immediate impact of attacks on higher education is on people. During conflicts like civil wars, many students, academics and scientists face serious risks and, because they are seen as a potential focus of opposition, become the target of repressive regimes or extremist groups. When teachers and professors flee due to fear of persecution, there is a subsequent decline in education quality.

Along with damages to the physical infrastructures of education institutions, it is the whole education system that is affected, reducing its capacity to provide quality education to young people.

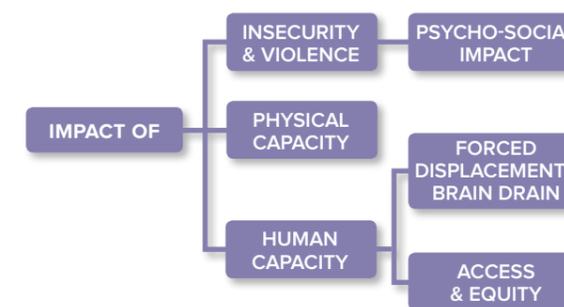
Lower quality of education has a direct impact on the human capital of a given country, as the lack of education opportunities motivates academics and students to migrate. This kind of migration is often called a “brain drain”, and is defined as the international transfer of human capital resources – often made up of highly educated and skilled individuals moving from developing to developed countries. An increase in brain drain is known to slow human-capital accumulation, which plays an important role in the process of economic development and on macroeconomic productivity and the distribution of incomes (de la Croix, D., Docquier, F. “Do brain drain and poverty result from coordination failures?”, 2012).

Although brain drain can advance research and socio-economic development in host countries, it can have very negative impacts on the home country’s economy and development. Countries experiencing high levels of brain drain suffer losses in tax revenue, in the number of potential future entrepreneurs, and most importantly, in the number

of skilled and talented individuals (Docquier, F. The brain drain from developing countries. IZA World of Labor 2014).

It goes without saying that the issue of brain drain has to be addressed in the context of war-torn countries and conflict-affected societies. But in no way can this argument be used to prevent forcibly displaced students from being provided with higher education opportunities.

Conflicts have a big impact on an individual’s education opportunity and life choices. Lower education quality, closing universities, forced migration due to persecution, are challenges that these young people face prior to migration. In the post-migration stage, they are confronted with additional barriers (e.g. financial, documentary, cultural challenges). Moreover, most host countries, which were already struggling to provide adequate education to their own population, need to deal with further strains on facilities and infrastructure. As a result, refugee students are less likely to be granted access to higher education. In fact, the UNHCR estimates that, as of 2019, only three per cent of refugees have access to higher education.



The disruptive effect of conflict situations on education systems has an even higher social impact on the lives of girls and women.

Girls are almost two and a half times more likely to be out of primary school if they live in conflict-affected countries, and nearly 90 percent more likely to be out of secondary school than their counterparts in countries not affected by conflict. In 2015, an estimated 39 million girls were out of school because of war and disasters.

Education Cannot Wait Fund

It is well documented that during armed conflicts and outbreaks of insecurity, girls and women find themselves with a higher chance of education dropout. With it comes a number of other threats such as sexual violence and a higher risk of early and forced marriage due to limited alternatives to protect and provide a living for their families (Women and Foreign Policy Program – Fragile States, Fragile Lives – Child Marriage Amid Disaster and Conflict, Gayle Tzemach Lemmon, 2014).

Therefore, access to education can make a true difference in women’s lives, especially women in conflict-affected areas playing a protective role, as a study produced by UNESCO shows: if all girls finished secondary school, child marriage would fall by 64 per cent (Women’s education helps avert child marriage, UNESCO, 2014).

Today, there is a pressing need to support adolescent girls living in conflict-affected zones to access and complete secondary education. Despite efforts to improve gender disparity at all levels of education, only two out of 130 countries have been able to achieve this (UN, 2015c). The issue of gender disparity at school is more prominent in secondary education. When girls complete primary education, they often have the same chances as boys in accessing secondary school. However, far fewer girls complete secondary education. In 2011, 69 million adolescents of lower secondary age were not in school. Over 20 million were living within conflict-affected zones, 55 per cent of whom were female (...)

The impact of conflict on girls’ educational attainment is alarming. Overall, young women living in conflict-affected areas are 90 per cent more likely to be out of secondary school than elsewhere (UNESCO, 2015). Living in conflict-affected zones halves the likelihood of adolescent children completing secondary school. For example, in 47 out of 54 African countries, girls have less than a 50 per cent chance of going to secondary school. In Pakistan, only 15 per cent of girls complete secondary education, in comparison with 23 per cent of boys (UNESCO, 2011). In Chad, there were twice as many boys in secondary school as girls (UNESCO, 2011).

Hiba Salem, *The Transitions Adolescent Girls Face: Education in Conflict-Affected Settings*, University of Cambridge, 2018

Unfortunately, granting access to higher education does not fully eliminate the impacts of conflicts on forced migrants and refugees. Those who succeed, despite the many challenges mentioned before, may still be burdened by psycho-social impacts resulting from each of the various steps of the forced migration process (pre-migration, migration and post-migration). The high sense of insecurity, violence and the painful experience of leaving one's family and country of origin, hallmarks of the pre-migration and migration stages, leave deep scars which may lead to anxiety and depression for these students and scholars. But it is crystal clear that access to higher education can boost their confidence and capacities to make positive life-changing decisions.

Higher education not only holds great potential for refugees, as access is vital for their individual success and well-being, but also has a positive impact on economic indicators at national and community levels. Reversely, attacks on higher education do not only hinder social and human capital but also have direct repercussion on economic development.

According to the World Bank, economic gaps between developed and developing countries are due to differences in the availability of higher education facilities (Siddique, 2002). For example, a lack of skilled human resources directly impacts the economic activity of families and the country at large, driving families, communities and, ultimately, countries deeper into poverty. Moreover, for every three years of violence, a country's GDP growth drops at least 2.7%, limiting opportunities for social and economic development (Women and Foreign Policy Program – Fragile States, Fragile Lives – Child Marriage Amid Disaster and Conflict, Gayle Tzemach Lemmon, 2014).

The education-related lack of economic opportunities gives rise to widening divides among people and communities, mistrust, destruction of the social fabric, making it easier to recruit people to join and fight for various criminal groups, including terrorist ones. These issues can further drive academic migration, closing the vicious cycle of migration, economic negative growth and investment in education.

IMPACT OF CONFLICT – CONCLUSION

“The often devastating cumulative impacts of conflict can be immense and overwhelming, bringing entire systems of higher education to a halt and denying generations of young people the chance to access advanced learning. Yet, while the impact of conflict can be severe, higher education institutions, communities, and systems can prove to be resilient and adaptive in coping with the challenges and threats that typically emerge during conflict. This is important to understand because the potential of higher education in contributing to post-conflict recovery is shaped by the extent of the impact of the conflict. Yet many of the impacts of conflict do not cease with the formal end of hostilities. Rather, issues including insecurity, brain drain, and threats to academic freedom continue to present challenges to higher education long into efforts to rebuild societies in the aftermath of war, recognition of which should temper unrealistically high expectations about what higher education can achieve in addressing fragility and supporting recovery”.

SANSOM MILTON, 2018

This section raises important questions such as: how can wartime be used to mitigate its negative effects and make higher education truly protective for students and academic staff? How can wartime be used to protect human and social capital from being further destroyed and thus ensure better conditions for recovery and socio-economic development? How can higher education institutions contribute to post-conflict recovery in practice? How can the number of enrolled refugee students be increased to further reduce the gap relative to their non-refugee peers? And finally, recognizing the role education plays in shaping humanity and modern society, how can a protection strategy for higher education be implemented so that “an inclusive reconstruction strategy not only makes peace sustainable tomorrow but makes it happen today?” (From *Syria Reconstruction for Peace* by the World Bank Group, April 2016).

3

HIGHER EDUCATION RESPONSE ARCHITECTURE

3.1. HOW IS HIGHER EDUCATION IN EMERGENCIES PLANNED AND COORDINATED?

In times of conflict or natural disasters, quality education is an invaluable tool to protect, nurture and enhance the resilience of young people. Refugees themselves recognize the importance of education. Those who have completed secondary school almost universally voice their desire to attend university.

Providing education to refugees has thus become an integral part of humanitarian response. In this respect, the UNHCR plays an important role in ensuring the provision of quality basic education services in close collaboration with other partners such as the Inter-Agency Network for Education in Emergencies (INEE) and the Global Education Cluster. More recently a new initiative was launched in 2016 – The Education Cannot Wait Fund – aiming “to transform the delivery of education in emergencies – one that joins up governments, humanitarian actors and development efforts to deliver a more collaborative and rapid response to the educational needs of children and youth affected by crises” (Education Cannot Wait website)

Yet, with regard to tertiary education, its provision is still not included in a systematic and coordinated way in the emergency responses to crises and beyond. The fact that until 2017/18 only 1% of refugees had access to higher education against 37% globally

(UNHCR, 2018) reflects this failure. However in the past couple of years a growing number of initiatives to boost higher education opportunities for refugees and other forcibly displaced students emerged and prospered. This expansion closely linked to the need to improve access for young Syrians to higher education is echoed in the rise in higher education enrolment among refugees to 3% in 2019 (UNHCR, Stepping Up – Education Refugee in Crisis, 2019).

The Syrian crisis is a strong example of how the international community failed to prevent the conflict's devastating impacts on higher education. It is telling that the first study prepared for the European Union to “assist in the design of a future program by the EU to enhance access to further and higher education for young Syrians who had to drop-out of formal education, especially internally displaced students inside Syria and Syrian refugees across the region, with a focus on Jordan and Lebanon, but also on Turkey and Iraq” (Terms of Reference, RENE LORISKA, LEON CREMONINI and MALAZ SAFAR JALANI 2015) was produced only in March 2015, four years after the conflict started in Syria and when in the region, Lebanon, Jordan and Turkey, as well as Egypt and Iraq were already home to millions of Syrian refugees. It is also relevant to realize that back in 2016, at the time of the drafting of the Agenda for Humanity, higher education in emergencies was still completely ignored. However, it should be underlined that this did not stop some countries and other stakeholders from committing at the World Humanitarian Summit, held in May 2016,

to focus their future action on promoting higher education opportunities for refugees and other vulnerable groups.

Therefore, it is fair to recognize that the Syrian crisis to some extent also stood for a turning point for the sector of higher education in emergencies given its unprecedented scale and the impact it had on Syria and across the region, with a large influx of Syrian refugees into Jordan, Lebanon, Turkey and other countries, notably in Europe, and also a large number of IDPs.

As regards the size of the problem, though figures remain somewhat controversial, according to UNESCO, in Syria prior to 2011 gross enrolment ratios in higher education access and degrees was 26% (IRENE LORISKA, LEON CREMONINI and MALAZ SAFAR JALANI 2015). This means that there was an unparalleled higher education demand among Syrian refugees of university age (18-24) which created a very unique and challenging situation compared with other humanitarian crises. A second point to be underlined regards the fact that civil society and the academic community at global level anticipated the need for action and a number of new initiatives were developed to help address this pressing need in face of the immobility of international organizations and the lack of a coordinated global response.

These two trends together, plus the coincidence that, at the same time, higher education targets were included in the then in the making 2030 Agenda of Sustainable Development Goals, made the years around 2015 a critical time of change for higher education in emergencies, even if there is still a long way to go to achieve a paradigm shift.

SOME HIGHLIGHTS ON THE LESSONS LEARNED FROM THE SYRIAN CRISIS:

Lack of accurate data on the size of the student population and on the loss in higher education participation as well as on the gap to fill with intervention.

- ◆ Lack of a platform or any mechanism whatsoever to assess the needs and design and implement a response, let alone ensure that it is coordinated.

- ◆ Lack of an appropriate response in terms of size and promptness
- ◆ Emerging awareness that the tertiary sector should be further prioritized in crisis situations.
- ◆ Emerging evidence that the academic community should play its role as the main constituency for the provision of higher education in emergencies.
- ◆ Emerging evidence that a new way of working was necessary

Furthermore, the Syrian crisis made it crystal clear that the DAFI Program, as the only humanitarian tool available to address higher education for refugees, was falling well short of expectations and requirements. The problem was not only one of lack of resources by UNHCR as the managing entity of this program, to deliver more, better and faster, but was also one of a pressing need of paradigm change in the way provision of higher education in emergencies in particular should be strategized as a game-changer and a catalyst both for preventing conflict and rebuilding fractured post-conflict societies.

To sum up, as in all transition periods when old and new trends get mixed up, the rise of higher education as a sector in itself is an ongoing process shaped by some advancements and set-backs in an environment that requires change in order to achieve more, better and faster results.

Within the ongoing change, a consensus seems now to slowly emerge on the need for a comprehensive approach to higher education in emergencies and protracted crises. It should include preparedness, disaster risk reduction, prevention, mitigation, rapid response, and a commitment to rebuilding resilient higher education systems.

This shift is part of the “humanitarian-development-peace nexus approach” advocated by the United Nations, the World Bank and other stakeholders. This Report argues that delivering it in the field of higher education in emergencies and protracted crisis is an option that pays-off.

The Council also welcomes the comprehensive approach to Education in Emergencies and Protracted Crises, which includes preparedness, disaster risk reduction, prevention, mitigation, rapid response, and a commitment to building resilient education systems. In this context, initiatives that allow the delivery of better and faster learning opportunities with a view to providing durable solutions, such as the Education Cannot Wait Fund aimed at fulfilling the educational needs of children and young people aged 3-18, should be scaled up and further supported. Initiatives for higher education in emergencies, such as the Rapid Response Mechanism for Higher Education in Emergencies (RRM) targeting the 18-24 age bracket, should also be further encouraged.

Where crises interrupt education, the EU is ready to support rapid response mechanisms and make education an integral part of its emergency response, in partnership with relevant stakeholders and with a view to ensuring, wherever feasible, the hand-over of actions to development actors. The EU commits to bring out-of-school children and young people, including those forcibly displaced, back into quality learning within a few months, in line with the 2016 New York Declaration for Refugees and Migrants.

Education in Emergencies and Protracted Crises – European Union – Council Conclusions (26 November 2018)

Planning and coordinating higher education in emergencies and crisis situations is a challenging task for three main reasons: (1) the wide array of situations at stake ranging from humanitarian interventions to development plans in different contexts such as recovery, protracted crises and conflict-affected societies; (2) the variety of stakeholders operating at various levels, embracing notably the humanitarian and development fields; (3) the very nature of the tertiary education system with its institutional autonomy, rendering the global academic community a rather elusive constituency with little capacity to shape the international agenda. Further to this three difficulties, funding as well as data and analysis are two additional critical gaps that have to be addressed.

Mapping out higher education providers in crisis situations is an almost impossible task firstly because virtually any higher education institution worldwide can do it through scholarship programs and initiatives aiming at supporting refugees and/or students from conflict-affected societies; secondly because some initiatives are limited-time offers, making their track rather challenging and in any case an endless task. Yet, a clearinghouse mechanism as a multi-stakeholder global system that facilitate the exchange of information and expertise relevant for higher education in emergencies is an objective to be achieved by the Rapid Response Mechanism for Higher Education in Emergencies (RRM), a project in the making that will be presented in section 5.3. The RRM will include some kind of a portal on scholarship programs and initiatives to support access to higher education for students from conflict-affected societies. The RRM also aims at playing a coordination role when a crisis is declared requiring the implementation of an emergency response or in the context of addressing needs of conflict-affected societies. Last but not least, the RRM will also include a Financing Facility made up of several components to ensure financial sustainability of the project.

3.2. WHO PROVIDES HIGHER EDUCATION RESPONSE IN A CRISIS?

THE ROLE OF UNHCR

Providing education to refugees is only one part of the UNHCR's mandate. Viewing education as a means of protecting young refugees, this organization plays a leading role among a range of multilateral agencies that support education in crisis such as UNICEF, UNESCO, the World Bank and the European Union. The same vision and principle applies to higher education though this field has integrated UNHCR's priorities only in the last couple of years, a move that has to be hailed and backed in order to mobilize further support by a wide range of stake-holders.

"Access to accredited quality higher education for refugees is an integral part of UNHCR's protection mandate and included in our strategic directions for 2017-2021". As an expression of this prioritization, higher education received increased attention and was at the center of a number of advocacy events and consultations held by UNHCR between the Global Compact on Refugees was adopted in 2018 and the first Global Refugee Forum that took place in December 2019.

The kick-off of this process was a Conference, co-organized by UNHCR and DAAD, held in Berlin in June 2019 – "The other 1 per cent- Refugees at institutions for higher education worldwide".

At that event two major goals were announced: in line with SDG4, "increasing refugee participation in higher education from 1 to 15 percent by 2030" (Conference Report); a consultation process between July and December 2019 with education stake-holders to come up with pledges, contributions and good practices to fuel the Global Refugee Forum.

Whereas the first goal will be further developed later on in this Report, regarding the latter goal it is worthwhile noting that one of the outcomes of the consultations held was a useful document entitled "Framework for Refugee Education" summarizing a number of principles and suggestions for further action.

◆ THE DAFI PROGRAM

In the higher education sector, the UNHCR manages the *Albert Einstein German Academic Refugees Initiative* (DAFI Program), launched in 1992, which is a close partnership with the German government to provide scholarships for refugees to attend colleges and universities in host countries. As the oldest and sole global program supporting higher education for refugees, the DAFI program allowed thousands of refugee students to pursue higher education at undergraduate degrees in their country of first asylum.

According to the 2017 Report, launched on the occasion of the 25 anniversary of DAFI, this program since it began has supported over 14,000 young refugees to date and is being implemented in 50 countries, the vast majority of which are in the Global South" (DAFI Annual Report 2017 – The Other one Per cent – Refugee Students in Higher Education). It is also interesting to note that in 2017, 2582 new scholarships were awarded thus totalizing 6.723 students under DAFI scholarships. In the same year the DAFI program expanded geographically to include 13 new program countries and Syria was the largest country of origin of DAFI students (2528). Regarding funding, in 2017, the DAFI program received financial contributions to a total amount of USD 19,024,851 from the German Government (92% of the total cost) and private donors such as the Said Foundation, (5%), and a tripartite agreement between three foundations, (the Asfari Foundation, the Hands Up Foundation and the Saïd Foundation) that contributed with 2% of the total program budget.

Following three years of rapid program growth, in 2018, the very marginal increase of the number of DAFI scholarships awarded (6.866) has somehow fallen short of expectations. According to the 2018 DAFI Report, this was the result of a strategic decision aimed at having the "program focused on strengthening and aligning country programs to ensure continued high-quality scholarship provision and student support across all country contexts" rather than expanding it.

Furthermore, in 2018 "important strides were taken in connected Education for refugees. Connected education engages students in ways that allow them to bring together different dimensions of their learning environments, linking them to accredited courses, expert instructors, global discourse and peer networks". (2018 DAFI Annual Report).

It is important to point out that in addition to the DAFI Program, the UNHCR also works to strengthen access to tertiary education through other pathways such as:

- Connected Learning Programs – a blended learning approach in partnership with a network of accredited universities;
- Educational complementary pathways to protect refugees through higher education opportunities in third countries;
- Advocacy across ministries, universities and academia to expand access for refugee students to universities and to mitigate barriers that prevent refugees from enrolling at university.

◆ CONNECTED LEARNING PROGRAMMES

In addition to scholarship provision, access to higher education has expanded through innovative connected learning opportunities that help refugee students overcome barriers to higher education by participating in accredited blended learning programs.

"UNHCR and the University of Geneva co-lead the Connected Learning in Crisis Consortium (CLCC), a network of 16 universities, non-governmental organisations, and blended learning providers that offers flexible learning opportunities to displaced learners in a variety of fragile contexts by combining online and face-to-face instruction. In 2017, over 7,000 refugee students participated in short courses, diploma and degree courses associated with connected learning programmes" (2017 DAFI Report). "The CLCC grew substantially in 2018, welcoming 12 new members. The CLCC

provides examples of good practice, quality guidelines and coordination across a variety of flexible learning opportunities that combine online and face-to-face learning. Increasing synergies between DAFI and connected education programmes is a priority in several countries, with connected education often filling a gap where higher education institutions are limited or where an alternative method of delivery is better suited to student needs. Through this growing network of partners, over 7,500 refugee students have benefited from connected education programmes. Connected education can serve as a pathway to sustainable livelihoods, as well as opening doors to further educational opportunities. In 2018, country programmes built important synergies between connected education programmes and the DAFI scholarship programme, enabling more students to qualify for and advance through higher education (2018 DAFI Report).

◆ COMPLEMENTARY PATHWAYS TO PROTECTION OF REFUGEES THROUGH HIGHER EDUCATION OPPORTUNITIES IN THIRD COUNTRIES

COMPLEMENTARY PATHWAYS FOR ADMISSION

are safe and regulated avenues for refugees that complement resettlement by providing lawful stay in a third country where their international protection needs are met. They are additional to resettlement and do not substitute the protection afforded to refugees under the international protection regime. Complementary pathways include existing admission avenues that refugees may be eligible to apply to, but which may require operational adjustments to facilitate refugee access (see UNHCR Complementary Pathways for Admission of Refugees – Key Considerations).

Complementary pathways are diverse by nature, and can benefit refugees in a variety of ways depending on their specific objectives. For example, some complementary pathways for admission, such as humanitarian admission, private or community sponsorship programs

or **humanitarian visas**, may be intended for persons in need of international protection. Other complementary pathways for admission, such as **family reunification, education and labour opportunities**, are entry or migration avenues that can and should increasingly be made.

The three-year (2019-2021) Strategy on Resettlement and Complementary Pathways

Third country solutions are diverse by nature and match different needs and objectives. For instance they can target family reunification, employment opportunities or education opportunities which is the category that is at stake here.

UNHCR frames “Third country education opportunities” as follows:

Third country education opportunities include private, community or institution-based scholarships, apprenticeships and traineeship programs. When solutions-driven, such programs can lead to both economic and social empowerment of refugees. These programs normally provide refugees with appropriate safeguards, notably proper travel documentation and legal entry and stay arrangements for the duration of their studies/traineeship, and clear post-graduation options, which may include permanent residency or post graduate study or employment.

Academic scholarships and study opportunities admit refugee students and academics to a third country to study, continue their education and/or undertake research. Civil society, universities and government actors can collaborate to develop and fund customized education or scholarship programs. Essential components of such programs include funding for travel, accommodation, subsistence, tuition, language training, cultural orientation and psychosocial support for successful refugee applicants. During, or upon completion, students may have the right to apply for asylum or request an extension of their studies in accordance

with national legislation and policies. In some countries, students may be eligible to work part-time or to convert their legal status and their skills and training may also make them eligible for temporary or permanent work opportunities following completion of their studies. Apprenticeships and traineeships in a third country allow refugees to re-train or upgrade their skills through workplace-based training in their area of occupation, tertiary study or field of expertise.

Complementary pathways for admission of refugees in third countries – Key consideration – UNHCR, April 2019

Three critical issues should be underlined as main features of “third country education opportunities”: 1. protection considerations are at their center thus ensuring the full safeguard of the rights of refugees and their international protection needs; 2. they ease pressure on host countries higher education systems being a powerful expression of solidarity and responsibility-sharing by reducing economic, social and political costs to States managing mass influx and protracted refugee situations (Complementary pathways for admission of refugees in third countries – Key consideration – UNHCR, April 2019); 3. they enhance refugee self-reliance and build capacities to attain a durable solution through education and at the same time these pathways can also be beneficial for third countries.

Taking into account that protection considerations are at the core of these complementary pathways, when it comes to education opportunities that are offered in this context, it is important that they test positive regarding protection-criteria. This means that a regular scholarship program designed for normal situations may well not serve the purposes of complementary pathways.

Good examples of education schemes that offer complementary pathways to refugees are the World University Service Canada (WUSC), one of the oldest ones, and the Global Platform for Syrian Students (GP4SYS), launched in 2013 in Portugal,

briefly presented in the next session. Other examples mentioned in UNHCR publications are the Government of Japan Initiative for the future of Syrian Refugees (JISR), the United World Colleges Scholarship Programme and the Région Occitane-Pyrénées-Méditerranée Scholarship Program for Syrian Refugees in France.

OTHER INITIATIVES

Further to the DAFI program and education schemes that offer complementary pathways to refugees, there are a number of other higher education opportunities offered in the first countries of asylum. Most of them are scholarship programs implemented by either higher education institutions or by other external implementers (such as the British Council, DAAD, Campus France or SPARK when it comes to EU funded initiatives).

The list below without pretending to be exhaustive provides a snapshot of some of the ongoing higher education initiatives.

◆ THE WORLD UNIVERSITY SERVICE CANADA (WUSC)

Launched in 1978, the Student Refugee Program (SRP), the only one of its kind to combine resettlement with opportunities for higher education, supports over 130 refugee students per year through active partnerships with over 80 Canadian campuses. Since its creation, WUSC has empowered over 1,700 young refugees from 39 different countries to continue their education in Canada. Crucial to the program’s success is its unique youth-to-youth sponsorship model which encourages young Canadian students to play an active role in the sponsorship of refugee students. Campus-based Local Committees raise funds and awareness for the program on their campus and in their community while offering day-to-day social and academic support to SRP scholars.

◆ THE WINDLE TRUST

Established in 1977 to support refugees arriving in Kenya, the Windle Trust has expanded its work to respond to the educational needs of conflict-

-affected communities across the African continent. Since its creation, the Windle Trust has supported the education of disadvantaged and talented students through scholarship programs at universities and colleges in Africa and in the UK at the postgraduate and undergraduate levels. A special focus is given to increasing access of girls and women to all levels of education. At the higher education level, the Windle Trust awards around 70% of its scholarships at universities in Sudan to girls.

“Windle Trust International’s work is the legacy of Dr Hugh Austin Windle Pilkington, who dedicated his life to helping refugees’ access further education. He drew his inspiration from the young Ethiopian refugees he met through his academic work at the Nairobi University in the 1970s. He became increasingly concerned with the plight of African refugees arriving in Kenya and with the need for educational development in Kenya. In 1977 Windle Trust Kenya was established to support the education of talented refugee and Kenyan students in order to realize their potential. After his death in 1986 his personal estate was used to establish a trust in his name (The Hugh Pilkington Charitable Trust “HPCT”). Since then, his work has been expanded to respond to the educational needs of conflict-affected communities in Uganda and the Sudan in the 1990s and in South Sudan since 2005. Windle Trust Uganda registered as an independent organization in 2004. Windle Trust International (WTI) registered as a charity in 2002 and is a company limited by guarantee in the UK. WTI formerly operated as HPCT and was formed to manage the operations of the Trust”.

(from the Windle Trust International website, accessed on)

◆ INSTITUTE OF INTERNATIONAL EDUCATION

For nearly a century, it has quickly responded to education in emergencies and provided a variety of programs that offer urgent financial support and services to help protect students, scholars

and artists. It embraces several programs such as: Emergency Student Fund, Scholar Rescue Fund, the Artist Protection Fund and the IIE Platform for Education in Emergencies Response (PEER).

◆ **JESUIT COMMONS:**

Higher Education at the Margins (JC:HEM), now Jesuit Worldwide Learning (JWL):

Founded in 2010, it aims at creating a “sustainable, scalable, and transferable” model to deliver tertiary education to forcibly displaced persons. During an initial three-year pilot period, JWL pioneered the offering of an online Diploma in Liberal Studies to refugees and host community members in Dzaleka refugee camp in Malawi, Kakuma refugee camp in north-west Kenya, and in Amman, Jordan. For a time, JWL also provided a range of classroom-based professional certificate programs in Syria, Afghanistan, Thailand and Chad. Today, through JWL and its partners, our students have access to a greater range of programs, forming a learning path that includes a Global English Language program (a stepping stone to other courses), 3 new, blended e-learning professional certificates, the Diploma in Liberal Studies, and two degrees. The programs are certified and relevant to our students’ contexts, aiming to reduce inequalities, foster critical-thinking, dialogue and peace, empowering them with the knowledge and skills required to serve (and lift) their communities. Since 2010, JWL’s presence has expanded to 14 countries and over 30 community learning centres worldwide. They have served over 5,000 forcibly displaced and other marginalized persons, 50 per cent of whom are women.

◆ **THE AUSTRALIAN CATHOLIC UNIVERSITY (ACU) ON THE THAI-BURMA BORDER**

The Diploma in Liberal Studies program launched by ACU in 2009 is taught in partnership with York University in Canada through a combination of online and face-to-face lessons. It provides a unique opportunity for bright young refugees to have access to internationally recognized qualifications in higher education.

◆ **SPARK**

Founded in 1994, SPARK, a Dutch NGO, offers access to higher education and supports entrepreneurship development in fragile states so that ambitious young people can lead their societies into stability and prosperity. It develops its activities in the Balkans, Liberia, Rwanda, Burundi, the Occupied Palestinian Territories and in the MENA region. Since its creation, SPARK has supported around 10,500 refugee students through scholarships and 102,000 through training.

“SPARK is responding to the higher education crisis for Syrian refugees and vulnerable youth residing in Turkey, Lebanon, Jordan and Iraq/KRG. A lack of opportunities can lead young adults into poverty, radicalisation or to take the dangerous journey to Europe. By offering young people a chance to continue their education in the region, an educated workforce will be available to rebuild Syria once the conflict is over. Scholarships are offered for courses necessary for rebuilding, e.g. Civil Engineering, Childhood Education and Psychology.

In the MENA region, SPARK offers three solutions: scholarship packages, language & vocational trainings, and advocacy. Our scholarship packages allow vulnerable young people, primarily Syrian refugees, to access higher education in the region. By partnering with local universities, we ensure that successful applicants are automatically offered a place at an institution, without having to further apply. The packages also offer student services, including psychosocial support; economic empowerment courses; and leadership development. In addition to these activities, smaller-scale vocational and language courses are provided. Finally, SPARK encourages hosting governments to introduce better regulations for integrating refugees into the educational system”.

SPARK website

◆ **FAKHOORA'S SCHOLARSHIP AND EMPOWERMENT PROGRAM DYNAMIC FUTURES**

Created in 2009 out of a relationship built through the work of the UNDP's Deprived Families Economic Empowerment Program (DEEP), Dynamic Futures targets those most in need of educational support to obtain independence through education. Targeting the source of the problems for poverty-stricken families, Dynamic Futures provides access to education as well as supports for small businesses. It does so by offering an opportunity for young students in Gaza to receive funding for Vocational, Degree, Master and PhD level further education, alongside the ‘Empowerment & Advocacy Program’, provided by Al Fakhoora in partnership with UNDP. The program supports over 100 undergraduate students every year, with over 330 students currently benefiting.

◆ **ISLAMIC DEVELOPMENT BANK (IDB) SCHOLARSHIP PROGRAMS**

Working since 1983 to foster innovation and learning sharing among member countries and Muslim people groups in non-member countries, the IDB has developed several Scholarship Programs to attract talented students and build the right competence needed to empower communities with a special focus on “Sustainability Science”. Though not specifically for refugees, these programs are part of an overall effort to develop human resources of member countries and those of Muslim communities in non-member countries. Opportunities are offered to undergraduate, master, Ph.D., and post-doctoral research students. Since its creation, the program has supported 13,996 undergraduate, 710 master, and 1,201 Ph.D. students.

◆ **AGA KHAN FOUNDATION**

Though not specifically for refugees, the Aga Khan Foundation provides a limited number of scholarships each year for postgraduate students from select developing countries (Bangladesh, India, Pakistan, Afghanistan, Tajikistan, Kyrgyzstan, Syria, Egypt, Kenya, Tanzania, Uganda, Madagascar and Mozambique), many of which are affected by conflict. Scholarships are awarded on a 50%

grant – 50% loan basis. The Foundation gives priority to requests for Master’s level courses but also considers applications for PhD programs, in the case of highly recommended students who need a PhD for the fulfilment of their career objectives.

Following the Syrian crisis, new initiatives have been established to offer scholarships to displaced students such as:

◆ **GLOBAL PLATFORM FOR SYRIAN STUDENTS (GP4SYS)**

Created in 2013 by Jorge Sampaio, former President of Portugal, the Global Platform for Syrian Students is a non-profit multi-stakeholders organization based in Portugal. It has three main objectives: a) to implement an emergency scholarship program for Syrian students; b) to advocate for higher education in emergencies at international level, notably with the United Nations; c) to set up a rapid response mechanism for higher education in emergencies (RRM) as a systemic response to a systemic problem aiming at achieving more, better and faster results. Since its creation, the GP4SYS has provided over 550 annual scholarships to Syrian forcibly displaced students and in the framework of a pilot of the RRM it has open up its program to students from other conflict-affected societies.

◆ **JUSOOR**

Founded in 2012, Jusoor is an NGO of Syrian expatriates that supports Syria’s development and helps Syrian students realize their potential through programs in the fields of education, career development, and global community engagement. As a community of Syrians living around the world working together to launch programs that benefit the Syrian community inside and outside Syria, Jusoor has developed several programs, such as the Refugee Education Program, Jusoor Scholarship Program and an Academic Mentorship Program among others. Since its creation, the Jusoor scholarship program has extended educational opportunities to over 600 Syrian students around the globe.

◆ EU MADAD FUNDED PROGRAMMES

In April 2016, with an investment of 53 million euros alone from the EU's Regional Trust Fund in Response to the Syrian Crisis (the MADAD Fund), four higher education scholarship programs (further to other actions such as language courses, trainings and counselling sessions) were funded and implemented as follows: in Jordan by GJU (German Jordanian University) targeting 1000 beneficiaries (total cost 11 million euros); in Lebanon, Turkey, Jordan and Egypt by DAAD together with the British Council, Campus France and NUFFIC (H.O.P.E.S.- Higher and Further Education Opportunities & Perspectives for Syrians) comprising 300 scholarships (total cost 12 million euros); in Lebanon, Iraq, Turkey and inside Syria by SPARK targeting 2848 beneficiaries (total cost 18 million euros); in Turkey by UNHCR 354 scholarships (total cost 12, 3 million euros).

Further to the provision of scholarship programs, new initiatives have been developed that offer innovative forms of online and blended learning to provide mass higher education to refugees (SANSOM MILTON, 2018), such as:

◆ UNIVERSITY OF THE PEOPLE

Created in 2010 to respond to the Haiti crisis, the University of the People is a not-for-profit, online university, which offers tuition-free education to students all over the world with a high-school qualification and proficiency in English. The only fees are for examinations but scholarships are available for those who cannot afford them. Since the outbreak of the Syrian crisis, 400 Syrian refugee students have begun studying at the University of the People and a further 2,000 applicants are on the waiting list. Around half of the students are still based in Syria itself, with the rest living throughout Turkey, Lebanon, Germany, the UK and elsewhere.

◆ INZONE

Linked to the University of Geneva, InZone pioneers innovative approaches to multilingual communication and higher education in communities affected by conflict and crisis. InZone designs, develops

and scientifically validates learner-centered and technology-supported pedagogical models. Its projects are located in three different regions, the Horn of Africa, the Middle East, and Europe, as well as globally. Examples of their local projects include the InZone's Higher Education Space in Azraq (Jordan) that comprises: "a Global History Lab, offered in cooperation with Princeton University; a MOOC on Resilience in a Refugee Context, developed in partnership with Edraak; an engineering and innovation course, offered by Purdue University in collaboration with InZone; a collaboration with MIT, which trains local refugee learners to develop digital learning materials for the x2go mobile learning platform; and InZone's Applied Arts curriculum, offered in partnership with the Flux Foundation". Further to these local projects, InZone coordinates, together with the UNHCR, the Connected Learning Consortium to promote connected learning at higher education level in fragile contexts.

◆ KIRON UNIVERSITY

Launched in 2015, Kiron enables access to higher education and successful learning for refugees through digital solutions. In order to obtain a recognized qualification, Kiron combines the online courses with services of the traditional universities: after the required academic success, students switch after the first two online years to a university with traditional classroom courses. They also have the Kiron Campus, an online learning platform that provides personal support as well as recommendations on which lessons, tutorials and language courses students need to take to reach their goals. Since its creation, Kiron has secured over 150 partners worldwide and supported over 6000 students from more than 45 different countries of origin.

◆ COURSERA FOR REFUGEES

In 2016, Coursera announced the creation of Coursera for Refugees in partnership with some organizations. With high impact from the start, in their first year they provided access to courses to more than 5,000 refugees; supported refugee learners in earning more than 1,300 Course Certificates from top universities across more

than 800 courses; partnered with more than 30 major non-profit organizations; added subtitles in Arabic and other languages to dozens of courses; and provided partners and refugees with access to Coursera's full suite of enterprise features –including curated courses, certificates, detailed progress reports, and a community portal. Since its creation, Coursera for Refugees has served over 26,000 refugee learners.

Though most of the programs listed in this section are run by non-profit, non-governmental, international organizations or foundations, governments can also play a crucial role in providing access to tertiary education in the context of emergencies. They operate either through funds allocated by aid agencies or through assistance programs to conflict-affected societies. The focus of such government-led programmes generally lies on capacity-building and on strengthening the resilience of the education systems. However it is not clear whether they comply with protection considerations and safeguards of the rights of refugees and their international protection needs. As already mentioned several times, in the context of crises and emergencies, it is fundamental that education programs a) ensure that an appropriate level of protection and safety is provided and b) are underpinned by the general "do no harm" approach, i.e. avoid exposing people to additional risks through their action. (Education brief – Higher education considerations for refugees in countries affected by the Syria and the Iraq Crises, UNHCR, July 2015).

4

HIGHER EDUCATION IN EMERGENCIES – LET THE NUMBERS SPEAK

4.1. HOW MANY POTENTIAL STUDENTS ?

It should be cause for celebration: in 2018 there was a sharp increase in the number of refugees going on to higher education. In reality, the rise in enrolment from 1 to 3 per cent, while certainly a move in the right direction, pales in comparison to the global figure of 37 per cent. (...) Over the past three years, the data has pointed to an apparently intractable problem: only 1 in 100 refugees of the relevant age was enrolled in some form of post-secondary education, a figure that seemed impossible to budge – until now. The small but significant shift to 3 per cent enrolment in 2018 means that there are now a total of 87,833 higher education refugee students.

UNHCR, Stepping Up, Refugee Education in crisis, 2019

As mentioned before, the recognition of the importance of providing higher education in crisis situations has been on the rise over the last couple of years. This new concern is tangible in a number of publications produced by UNHCR, notably in 2019, and the efforts made to put this topic at the top of the agenda.

However, as also already pointed out, there is very little updated, comprehensive and reliable data relating to higher education in emergencies and

crisis-situations. It is therefore a fundamental prerequisite of any plan of action to collect data and make accurate estimations about the number of forcibly displaced persons and youth across crisis-affected countries that have their education disrupted, are out of the system, left behind, and who could potentially benefit from the provision of tertiary education.

In this section a number of estimations will be presented to address the question of the size of the target group under consideration. As referred to in section 2.2 this target group encompasses a variety of situations such as refugees, IDPs, forcibly displaced persons at large and students in fragile settings and conflict-affected communities. It goes without saying that sometimes these are overlapping categories thus making estimations more challenging. Some issues of methodology relating to the lack of available and updated information will also be discussed and solutions proposed to bridge the gaps in data.

COLLECTING SOME BASIC DATA RELATING TO STUDENTS ACROSS 37 CRISIS-AFFECTED COUNTRIES

In order to estimate the potential students who could benefit from tertiary education funding policies, the following list of 37 conflict-affected countries was used: Afghanistan, Cameroon, Central African Republic (CAR), Chad, Colombia, Democratic Republic

of the Congo (DRC), Djibouti, Egypt, Eritrea, Ethiopia, Guinea, Iraq, Jordan, Kenya, Democratic People's Republic of Korea (North Korea), Lebanon, Liberia, Malawi, Mali, Myanmar, Nepal, Niger, Nigeria, Philippines, Sierra Leone, Somalia, South Sudan, Sudan, Syrian Arab Republic, Turkey, Uganda, Ukraine, Yemen, Venezuela, Libya and Palestine. Compared with the total forcibly displaced persons worldwide computed by UNHCR for 2017, this subset is about 87% (58,7 million).

A three-step approach was taken aiming at: extracting data for the total population of the countries listed below; pulling data for the 15-24 year-old population; and extracting data for the tertiary-level population following UNESCO's official definition.

For the tertiary level, the population used is the 5-year age group starting from the official secondary school graduation age.

UNESCO, Glossary

As for most countries, data on the population of the official age for tertiary education was not available for 2017, the annual growth rate of the population between the ages of 15 and 24 years was used to estimate the population of the official age for tertiary education. Table 1A below shows the estimations for the 37 conflict-affected societies considered. Regarding the population of the official age for tertiary education it amounts to 121.123.000 persons.

Country	Total Population (thousand)	Population between ages 15 and 24 (thousand)	Population of age for tertiary education* (thousand)
Afghanistan	36 296	7 823	3 632
Cameroon	24 566	4 867	2 275
Central African Republic (CAR)	4 596	978	448
Chad	15 017	3 059	1 378
Colombia	48 910	8 680	4 335
Democratic Republic of the Congo (DRC)	81 399	15 416	7 281
Djibouti	944	179	88
Egypt	96 443	16 712	8 288
Eritrea	3 413	619	447
Ethiopia	106 400	23 023	10 322
Guinea	12 068	2 575	1 121
Iraq	37 553	7 531	3 544
Jordan	9 786	1 890	912
Kenya	50 221	10 292	4 907
North Korea	25 430	3 923	1 964
Lebanon	6 082	1 130	572
Liberia	4 702	917	429
Malawi	17 670	3 660	1 740
Mali	18 512	3 577	1 625
Myanmar	53 383	9 692	4 926
Nepal	27 633	6 220	3 202
Niger	21 602	4 123	1 732
Nigeria	190 873	36 344	17 297
Philippines	105 173	20 200	10 118
Sierra Leone	7 488	1 518	710
Somalia	14 589	3 034	1 399
South Sudan	10 911	2 208	1 060
Sudan	40 813	8 271	4 069
Syria (Syrian Arab Republic)	17 096	3 258	1 718
Turkey	81 116	13 288	6 571
Uganda	41 167	8 501	3 852
Ukraine	44 630	5 384	2 571
Yemen	27 835	5 955	2 973
Venezuela	29 402	4 924	2 559
Libya	6 581	1 092	557
Palestine	4 747	1 003	500
Total	1 325 047	251 863	121 123

Source: UNESCO data and author's own calculation

Table 1A: Total population and population across age groups in 2017 (in thousands)

*population of the age group theoretically corresponding to a given level of education as indicated by theoretical entrance age and duration.

From this point onwards, the focus of the research was on the population of the official age for tertiary education instead of the population between the ages of 15 and 24. Sex-disaggregated data was also considered in order to make gender gaps visible though data by sex is only available for 2014 for most of the countries. So in order to obtain more updated sex-disaggregated data, calculations on the share of each sex over total population of the

Country	Female population with age of tertiary education (thousand)	Male population with age of tertiary education (thousand)
Afghanistan	1 757	1 880
Cameroon	1 134	1 141
Central African Republic (CAR)	223	224
Chad	687	692
Colombia	2 128	2 207
Democratic Republic of the Congo (DRC)	3 633	3 652
Djibouti	41	48
Egypt	4 053	4 235
Eritrea	155	154
Ethiopia	5 094	5 212
Guinea	556	556
Iraq	1 766	1 844
Jordan	452	460
Kenya	2 454	2 452
North Korea	959	1 005
Lebanon	300	280
Liberia	212	216
Malawi	877	859
Mali	804	817
Myanmar	2 471	2 454
Nepal	1 676	1 526
Niger	849	884
Nigeria	8 523	8 774
Philippines	4 930	5 188
Sierra Leone	353	357
Somalia	700	699
South Sudan	527	533
Sudan	2 010	2 068
Syria (Syrian Arab Republic)	816	866
Turkey	3 234	3 338
Uganda	1 983	1 869
Ukraine	1 253	1 318
Yemen	1 463	1 510
Venezuela	1 216	1 249
Libya	274	190
Palestine	245	255
Total	59 807	61 316

Source: UNESCO data – accessed on 5 November, 2019

Table 2A: Tertiary school age population across sex in 2017

official age for tertiary education for all countries in 2014 were made and then that share was applied to 2017. The results are presented in Table 2A.

After compiling the population data, the next step was to estimate the number of people enrolled in tertiary education (part of the population of the official age for tertiary education). To do it, the Gross Enrolment Ratio in tertiary education (GER) was used, which gives the percentage of population of the official age for tertiary education that is enrolled in university (see table 3A below).

GROSS ENROLMENT RATIO

Number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. For the tertiary level, the population used is the 5-year age group starting from the official secondary school graduation age.

UNESCO, Glossary

Country	Gross enrolment ratio	Total students enrolled (thousand)	Female students enrolled (thousand)	Male students enrolled (thousand)
Afghanistan	10%	352	86	266
Cameroon	13%	290	159	131
Central African Republic (CAR)	3%	13	10	4
Chad	3%	42	10	35
Colombia	56%	2 446	1 25	1 152
Democratic Republic of the Congo (DRC)	7%	481	308	173
Djibouti	8%	7	4	3
Egypt	35%	2 914	1 402	1 513
Eritrea	3%	14	5	9
Ethiopia	8%	837	555	282
Guinea	12%	130	90	40
Iraq	40%	1 419	756	664
Jordan	31%	284	150	134
Kenya	11%	563	239	324
North Korea	28%	554	191	363
Lebanon	38%	221	137	84
Liberia	12%	51	19	32
Malawi	7%	121	54	66
Mali	6%	89	26	63
Myanmar	16%	771	458	313
Nepal	12%	371	195	176
Niger	4%	65	21	44
Nigeria	13%	2 207	1 199	1 008
Philippines	35%	3 589	1 993	1 597
Sierra Leone	12%	82	57	25
Somalia	8%	113	76	37
South Sudan	8%	86	57	28
Sudan	17%	688	343	345
Syria (Syrian Arab Republic)	42%	729	376	353
Turkey*	17%	1 143	3 086	3 185
Uganda	5%	186	81	105
Ukraine	83%	1 667	866	802
Yemen	45%	1 326	873	453
Venezuela	56%	1 444	634	810
Libya	32%	179	113	66
Palestine	44%	218	133	85
Total		25 698	13 472	12 225

Source: UNESCO data

Table 3A: Number of students enrolled in tertiary education in 2017

accessed on 5 November, 2019; * for Turkey, the GER was obtained from <https://www.ceicdata.com/en/turkey/education-statistics?page=2>; for more detail see methodological notes.

Here again, as most of the data was not available for 2017, the following criteria were applied to calculate the GER: 1) use of the average annual growth rate between 2012 and the last period available; 2) use of the more recent available data; 3) when no data was available for a particular country, use of the GER of a neighboring country.

These estimations were made for total population and across sex. Results are shown on Table 3A. The average GER for this set of 37 conflict-affected countries is 21,2% against 37% globally.

OBSTACLES AT EVERY STEP

Certificates, languages and cost comprise some of the biggest barriers to higher education for those who make it through secondary school. During flight, many refugees lose or damage the documents that prove their qualifications or prior learning, while the countries where they seek refuge may not formally recognize certificates issued by their homeland. Secondly, the academic demands of higher education call for advanced language skills. It can take months or even years to master a new language to this level. Thirdly, the high cost of tertiary education can deter or exclude many students – especially if, as is the case in some countries, refugees are required to pay the higher international student rates. When weighing such costs against competing (and often more pressing) obligations to work, it is easy to see why such a small number of refugees make it to higher education

Stepping Up – Refugee Education in Crisis, UNHCR, 2018

However, as data on the number of forcibly displaced persons is only available for the total population, it was also necessary to estimate the share of students enrolled in tertiary education over total population – the Total Enrolment Rate (TER) –, assuming that forcibly displaced persons behave identically to the remaining population.

Table 3B shows the TER for the countries under consideration.

Country	Total	Female	Male
Afghanistan	0.97%	0.24%	0.73%
Cameroon	1.18%	0.65%	0.53%
Central African Republic (CAR)	0.29%	0.21%	0.08%
Chad	0.30%	0.23%	0.07%
Colombia	5.00%	2.65%	2.35%
Democratic Republic of the Congo (DRC)	0.59%	0.38%	0.21%
Djibouti	0.76%	0.47%	0.29%
Egypt	3.02%	1.45%	1.57%
Eritrea	0.41%	0.16%	0.26%
Ethiopia	0.79%	0.52%	0.26%
Guinea	1.07%	0.75%	0.33%
Haiti	5.74%	3.70%	2.04%
Iraq	3.78%	2.01%	1.77%
Jordan	2.90%	1.54%	1.37%
Kenya	1.12%	0.48%	0.64%
Korea Dem Rep (Democratic People's Republic of Korea)	2.18%	0.75%	1.43%
Lebanon	3.64%	2.26%	1.38%
Liberia	1.09%	0.41%	0.67%
Malawi	0.68%	0.31%	0.37%
Mali	0.48%	0.14%	0.34%
Myanmar	1.44%	0.86%	0.59%
Nepal	1.34%	0.71%	0.64%
Niger	0.30%	0.10%	0.20%
Nigeria	1.16%	0.63%	0.53%
Philippines	3.41%	1.89%	1.52%
Sierra Leone	1.10%	0.76%	0.33%
Somalia	0.78%	0.52%	0.25%
South Sudan	0.79%	0.53%	0.26%
Sudan	1.69%	0.84%	0.85%
Syria (Syrian Arab Republic)	4.26%	2.20%	2.06%
Turkey	7.73%	3.80%	3.93%
Uganda	0.45%	0.20%	0.26%
Ukraine	3.74%	1.94%	1.80%
Yemen	4.76%	3.14%	1.63%
Venezuela*	4.91%	2.16%	2.75%
Libya*	2.72%	1.72%	1.00%
Palestine	4.60%	2.80%	1.80%

Table 3B: Total Enrolment Rate, 2017

As there is no data available for forcibly displaced persons of age for tertiary education, TER was used to estimate the potential number of forcibly displaced that could be enrolled in tertiary education, in 2017. The disadvantage of this estimation method is that it uses a share that only takes into account the students who are currently enrolled, which may leave a part of the population of age to enroll in tertiary education but who due to socioeconomic conditions are not yet enrolled, outside the sample.

Table 4A shows the number of refugees, internally displaced persons (IDPs), asylum seekers (pending cases) and others of concern in 2017. This data was obtained from the UNHCR population statistics and the total number of forcibly displaced persons in the subset of 37 countries under consideration that amounts to around 58 million (over 68.5 million forced displaced people worldwide according to UNHCR "Global Trends – Forced Displacement in 2017").

Country	Refugees (thousand)	IDP (thousand)	Asylum seekers (thousand)	Others of concern (thousand)	Total (thousand)
Afghanistan	2 624	1 837	334	448	5 243
Cameroon	11.1	222	24.6	0.02	257
Central African Republic (CAR)	545	689	13	21.4	1 269
Chad	16.3	100	3.1	37.3	157
Colombia	192	7 678	32.5		7 902
Democratic Republic of the Congo (DRC)	6 201	4 351	136	10.6	5 119
Djibouti	2.8		1.3		3.1
Egypt	22.1		15	0.04	36.7
Eritrea	486		78.3	0.14	565
Ethiopia	87.5	1 078	134	4.3	1 304
Guinea	20.3		34.6		54.9
Iraq	363	2 616	273	11.2	3 262
Jordan	2.1		3.5	0.06	5.7
Kenya	8.6		5.7	0.02	13.3
North Korea	1.1		0.59		1.8
Lebanon	5.3		9.3		14.6
Liberia	6.1		3.4	0.15	9.6
Malawi	0.43		3.2		3.6
Mali	150	33.2	15	0.37	204
Myanmar	1 157	353	41.1	0.11	1 551
Nepal	8.4		13.2	0.38	22
Niger	1.4	129	2.4	14.8	148
Nigeria	239	1 704	91.9	0.02	2 035
Philippines	0.45	312	8.1	80	401
Sierra Leone	4.5		6.3	0.38	11.1
Somalia	986	2 117	58.3	0.23	3 162
South Sudan	2 440	1 904	6.5	10	4 360
Sudan	695	1 997	52.2	0.02	2 744
Syria (Syrian Arab Republic)	6 309	6 150	147	8.6	12 614
Turkey	61		33.8	0.01	95.2
Uganda	6.4		10.2	180	197
Ukraine	140	1 800	37.7	0.005	1 977
Yemen	23.6	2 014	24.6	0.01	2 062
Venezuela	9.3		148	346	503
Libya	11.2	181	6.9	0.005	199
Palestine	99.6		8.9	1.6	110
Subtotal	17 354	37 269	1 816	1 175	57 725
Total	19 942	39 119	3 091	1 596	66 543

Source: UNHCR data

Table 4A: Number of forcibly displaced persons in 2017

FOR HOW MANY?

From the data collected above, different assumptions were made in order to estimate the number of potential forcibly displaced persons in need of higher education opportunities. Three scenarios were considered.

The basic scenario (**scenario 1**) uses the TER (number of students enrolled in tertiary education over total population) and applies that share to the number of refugees (as in Table 4-A). The potential number of students obtained is 399 thousand (see table 5A), with 205 thousand female students and 193 thousand male students. Nevertheless, this estimate leaves out IDP, asylum seekers and other people of concern.

Country	Total	Female	Male
Afghanistan	25 438	6 231	19 207
Cameroon	131	72	59
Central African Republic (CAR)	1 586	1 154	432
Chad	49	38	11
Colombia	9 584	5 072	4 512
Democratic Republic of the Congo (DRC)	3 667	2 346	1 321
Djibouti	13	8	5
Egypt	668	321	347
Eritrea	2 004	758	1 246
Ethiopia	688	456	232
Guinea	218	152	67
Iraq	13 705	7 295	6 410
Jordan	62	33	29
Kenya	85	36	49
North Korea	26	9	17
Lebanon	194	120	73
Liberia	66	25	41
Malawi	3	1	2
Mali	726	211	515
Myanmar	16 714	9 930	6 784
Nepal	113	59	54
Niger	4	1	3
Nigeria	2 764	1 501	1 262
Philippines	15	9	7
Sierra Leone	49	34	15
Somalia	7 667	5 153	2 514
South Sudan	19 209	12 837	6 373
Sudan	11 716	5 837	5 879
Syria (Syrian Arab Republic)	268 842	138 592	130 250
Turkey	865	360	505
Uganda	29	13	16
Ukraine	5 215	2 708	2 507
Yemen	1 122	739	383
Venezuela	456	200	255
Libya	305	192	112
Palestine	4 581	2 790	1 791
Total	398 577	205 294	193 283

Source: UNHCR data and author's own calculations; for more detail see methodological notes

Table 5A: estimation of potential students among refugees (scenario 1)

Scenario 2 applies the same methodology to the sum of refugees and IDP (as in table 4-A). The number of potential students increases to 1 470 thousand, a figure that is higher than the number in scenario 1, as expected. The total number and sex-disaggregated data are shown in table 6A.

Country	Total	Female	Male
Afghanistan	43 245	10 593	32 652
Cameroon	2 750	1 511	1 239
Central African Republic (CAR)	3 587	2 611	977
Chad	347	268	79
Colombia	393 594	208 284	185 310
Democratic Republic of the Congo (DRC)	29 367	18 788	10 579
Djibouti	13	8	5
Egypt	668	321	347
Eritrea	2 004	758	1 246
Ethiopia	9 167	6 079	3 088
Guinea	218	152	67
Haiti	1 632	1 052	579
Iraq	112 595	59 936	52 659
Jordan	62	33	29
Kenya	85	36	49
North Korea	26	9	17
Lebanon	194	120	73
Liberia	66	25	41
Malawi	3	1	2
Mali	910	265	646
Myanmar	21 816	12 961	8 855
Nepal	113	59	54
Niger	390	125	265
Nigeria	22 469	12 206	10 263
Philippines	10 662	5 919	4 742
Sierra Leone	49	34	15
Somalia	24 120	16 211	7 908
South Sudan	34 199	22 853	11 346
Sudan	45 402	22 620	22 782
Syria (Syrian Arab Republic)	530 923	273 699	257 224
Turkey	865	360	505
Uganda	29	13	16
Ukraine	72 459	37 621	34 838
Yemen	97 070	63 940	33 131
Venezuela	456	200	255
Libya	5 217	3 296	1 921
Palestine	4 581	2 790	1 791
Total	1 469 722	784 706	685 016

Source: UNHCR data and author's own calculations; for more detail see methodological notes

Table 6A: estimation of potential students among refugees and IDPs (scenario 2)

The same reasoning can be applied to the total of forcibly displaced persons which includes refugees, IDP, asylum seekers and others of concern. In Scenario 3, the total number of potential students is 1 535 thousand, which contains 816 thousand female students and 720 thousand male students.

Country	Total	Female	Male
Afghanistan	50 826	12 450	38 375
Cameroon	3 041	1 671	1 370
Central African Republic (CAR)	3 688	2 683	1 004
Chad	468	361	107
Colombia	395 219	209 144	186 075
Democratic Republic of the Congo (DRC)	30 233	19 342	10 891
Djibouti	23	14	9
Egypt	1 111	534	577
Eritrea	2 327	880	1 447
Ethiopia	10 252	6 799	3 453
Guinea	590	410	180
Haiti	6 273	4 045	2 228
Iraq	123 326	65 648	57 678
Jordan	165	88	78
Kenya	149	63	86
North Korea	38	13	25
Lebanon	532	330	202
Liberia	104	40	65
Malawi	25	11	13
Mali	985	286	699
Myanmar	22 411	13 315	9 096
Nepal	295	155	140
Niger	442	142	300
Nigeria	23 532	12 784	10 749
Philippines	13 670	7 590	6 081
Sierra Leone	122	85	37
Somalia	24 575	16 517	8 058
South Sudan	34 329	22 940	11 389
Sudan	46 283	23 059	23 224
Syria (Syrian Arab Republic)	537 543	277 111	260 432
Turkey	1 342	558	784
Uganda	890	388	501
Ukraine	73 867	38 352	35 515
Yemen	98 245	64 713	33 531
Venezuela	24 702	10 850	13 852
Libya	5 403	3 414	1 990
Palestine	5 066	3 085	1 981
Total	1 535 818	815 827	719 992

Source: UNHCR data and author's own calculations; for more detail see methodological notes

Table 7A: estimation of potential students among forcibly displaced persons (scenario 3)

The table below summarizes the three scenarios presented in this section. Comparing the number of potential students obtained, scenario 1, focusing only on refugees, is the closest to the UNHCR figures, although there are slight differences to be addressed later on in this study. As expected, scenarios 2 and 3 show the substantial change in scale when the larger group of forcibly displaced persons is considered.

Table 8A – Three scenarios for total forcibly displaced persons (for more detail see tables 5A-8A in the annex)

	Total (thousand)	Female (thousand)	Male (thousand)
Scenario 1	399	205	193
Scenario 2	1 470	785	685
Scenario 3	1 536	816	720

Source: author's own calculations, UNESCO and UNHCR database

4.2. COSTS AND FINANCE

This section is divided in two parts. In the first one, cost issues are addressed; the second one will focus on finance and funding.

COSTS

“The direct costs associated with tertiary education – for example the costs of tuition, housing and food – are obvious and tangible. Other costs, such as opportunity costs, are less obvious and are imposed indirectly. Taken together, direct and indirect costs constitute significant barriers to entry for comparatively poorer students in their choice to pursue tertiary education”

Peter Darvas, Shang Gao, Yijun Shen and Bilal Bawany, *Sharing Higher Education's Promise beyond the Few in Sub-Saharan Africa*, World Bank Group, 2017)

As shown in the previous sections, a number of solutions are available to ensure the provision of higher education to refugees, forcibly displaced and to students in conflict affected societies. Students can be integrated into the education systems of the host country or country of first asylum; they can be offered educational complementary pathways and can integrate into third country education systems; they can be awarded scholarships to pursue their higher education in their own communities. They can be provided with a classical education or with connected learning opportunities (using information and communication technology – ICT, or blended learning using a combination of traditional and on-line teaching). They can apply for short-cycle tertiary education programs or longer programs (such as Masters or Doctoral degrees). In all these cases, costs involved will be different and will vary widely from free of charge and low cost to prohibitive cost.

As we have also seen in section 3.2., there is a wide array of scholarship providers ranging from governments to private donors as well as student aid systems in a number of countries.

This section aims at calculating the costs of providing access to higher education to our target group, knowing that with the adoption of the Sustainable Development Goals in 2015 (notably SDG 4, targets 4.3, 4.5 and 4.B) promises were made by world leaders to expand higher education opportunities, and taking into consideration that refugees, students in emergencies, forced displacement and protracted crises are some of the biggest challenges in attempting to reach these goals. Furthermore, the new UNHCR target of providing higher education to 15% refugees by 2030 makes it really necessary to estimate the cost of such an expansion as a preliminary step to addressing the topical issue of how to achieve it and how to finance it.

In this section we will estimate the costs of a number of education options, assuming that there is no-one-size-fits-all solution to this challenge. On the contrary, this paper advocates for a virtuous combination of all kinds of tertiary education options in order to increase access to higher education in crisis-hit areas.

Against this backdrop, we will consider a sample of countries made up of some conflict affected societies, some top refugee host countries and some developed or high income countries that can offer educational complementary pathways in order to calculate the cost of tertiary education per student in these different contexts. The set of countries analyzed is: Australia, Bangladesh, Brazil, Canada, Colombia, Egypt, Ethiopia, European Union (28), Germany, Iran, Jordan, Lebanon, Mexico, Pakistan, Portugal, South Africa, Spain, Turkey, Uganda, United Kingdom and United States of America. The following criteria underpinned the choice of countries considered: 1) top 10 refugee host countries according to UNHCR; 2) main countries of each continent in terms of GDP and population; 3) availability of data (some appropriate statistics are lacking).

Different sources of data were used to estimate the average costs of tertiary education per student per year in each country. As the items making up the direct costs were outdated, they were updated to 2017 prices with data from World Bank on prices evolution. The estimated costs are presented in USD.¹

Table 9A below shows the results and the methodology.

Country	Tuition (BA degree, USD)	Living and other costs (USD)	Total Costs (USD)	Average DAFI scholarship (share)	Tuition Fees (share)
Australia	13 153	15 179	29 918	NA	44%
Bangladesh	NA	326	326	2 015	NA
Brazil	5 246	2 420	8 344	NA	63%
Canada	7 350	7 409	15 943	NA	46%
Colombia	1 631	284	2 036	NA	80%
Egypt	0	496	496	2 081	0%
Ethiopia	485	935	1 436	549	34%
European Union-28	923	10 510	11 433	NA	8%
Germany	68	10 899	10 966	NA	1%
Iran	NA	NA	1 906	1 189	NA
Jordan	NA	NA	1 074	7 626	NA
Lebanon	NA	NA	1 959	3 698	NA
Mexico	1 921	1 179	3 320	NA	58%
Pakistan	NA	NA	804	1 549	NA
Portugal	926	8 776	9 702	NA	10%
South Africa	1 656	2 341	4 188	6 815	40%
Spain	1 171	9 848	11 019	NA	11%
Sudan	NA	NA	829	948	NA
Turkey	798	1 114	2 012	3 043	40%
Uganda	769	2 264	3 048	1 691	25%
United Kingdom	10 832	12 360	23 192	NA	47%
United States	21 003	12 696	33 699	NA	62%

Source: for more detail see methodological notes

Table 9A: Costs per tertiary student, per year (updated to 2017 prices, in USD).

The main findings are as follows:

- Direct costs of tertiary education are basically the costs of tuition and living expenses (costs of housing and food).
- In the European Union (except the United Kingdom), the share of living expenses in the total direct costs is much higher than the share of tuition fees.

- In American countries, there seems to be a higher share associated with tuition costs, especially in the USA (62%) and Colombia (80%).
- For United Kingdom and Australia, the share of the tuition fees is very close to the share associated with living costs.
- Regarding tuition fees, it should be underlined that in a significant number of countries international students are charged higher fees than domestic students. It is therefore important either that special arrangements are made with universities for fee waivers or special scholarships for refugees and students in forced mobility or that advocacy is made at policy level to adapt regulations and the legal framework. For example, in 2018, Portugal adopted amendments to the national law (Executive Act No 62/2018 of 6 August on international students) in order to recognize that refugees and students in emergency situations for humanitarian reasons are entitled to pay the same tuition fees as well as have the same access to social aid as national students.
- In African and Asian countries, the estimated costs are based on the average living costs of students residing in these countries; this means that costs for refugees may be higher than the estimations presented here.

HOST COUNTRY LIMITED RESOURCES TO EXPAND HIGHER EDUCATION TO REFUGEES

Eighty-five per cent of refugees are hosted in developing regions. In mid-2017, refugees from South Sudan were hosted in the world's least developed countries – including Sudan, Uganda, Kenya, Democratic Republic of Congo, The Central African Republic, and Ethiopia (UNHCR, 2018b). Developing countries that struggle to educate their own citizens with scarce resources can be overwhelmed. They may not have the means to absorb refugees in their higher education systems. In many countries in the Global South hosting refugees, there are limited numbers of available institutions, faculty and resources (such as library books, computers, and desks).

Of all countries, Turkey sheltered the greatest number of refugees, hosting 3.5 million by mid-2017, followed by Pakistan (1.4 million), Lebanon (998,900), Iran (979,400), Germany (970,400), Bangladesh (932,200) and Sudan (906,600).

Marta Ferede, Higher Education for Refugees, UNESCO/GEM 2018

Further to tuition and living expenses, travel costs have also to be considered for options relating to education complementary pathways. As these travel costs may vary depending on the distance traveled and the prices charged in each country, a student origin-destination matrix was made (see Tables 10.1A and 10.2A below). This matrix presents the costs of travel, combining the prices of air travel at each destination (using data published in 2017 by the travel site kiwi.com) and the distance between origin and destination of the trip.

¹ - Updated with 2017 exchange rate available at <https://www.irs.gov/individuals/internationaltaxpayers/yearly-average-currency-exchange-rates>

From / To	Australia	Bangladesh	Canada	Colombia	Turkey	Uganda	UK	Germany	Iran	Lebanon
average cost/100km	29.4	23.3	23.9	12.1	6.3	NA	11.1	16.7	10.7	36.9
Afghanistan	2816	576	2385	1709	185	NA	643	819	140	1080
Cameroon	3968	1969	2633	1155	263	NA	610	811	543	1405
CAR	1373	1774	2759	1270	243	NA	645	840	473	1253
Chad	1102	1743	2524	1230	193	NA	534	673	426	986
Colombia	4769	3831	1528	0	712	NA	927	1539	1403	4264
DRC	3525	1871	3019	1292	312	NA	774	1038	562	1648
Djibouti	3141	1211	2849	1544	194	NA	692	873	272	936
Egypt	3658	1384	2375	1359	89	NA	464	534	245	340
Eritrea	3264	1248	2742	1500	168	NA	640	796	254	780
Ethiopia	3163	1287	2900	1523	210	NA	709	560	311	1027
Guinea	4894	2460	1693	806	358	NA	534	895	763	2101
Haiti	4568	3471	718	188	623	NA	794	1349	1234	3845
Iraq	3384	1081	2313	1480	90	NA	531	557	100	269
Jordan	3549	1250	2334	1412	59	NA	460	520	178	134
Kenya	3112	1452	3105	1504	272	NA	494	645	422	862
Korea	2151	913	1947	1755	471	NA	929	1358	691	2871
Lebanon	3592	1253	2243	1394	36	NA	426	468	178	0
Liberia	4576	2492	2350	867	361	NA	969	881	759	2052
Malawi	3027	1710	3388	1464	363	NA	927	1250	583	1926
Mali	4576	2248	2181	937	280	NA	465	657	637	1605
Myanmar	2855	141	2648	2037	377	NA	949	1302	460	2203
Nepal	2346	189	2523	1892	290	NA	807	1079	314	1694
Niger	4220	1972	2342	1091	222	NA	477	622	516	1218
Nigeria	4099	2040	2545	1105	165	NA	580	483	565	1442
Philippines	1303	819	2662	2097	553	NA	1202	1718	768	3263
Sierra Leone	4676	2525	2271	834	362	NA	581	534	770	2076
Somalia	4676	1199	2271	834	362	NA	581	859	770	2076
South Sudan	3402	1526	2869	1407	225	NA	686	880	391	1120
Sudan	3513	1494	2712	1382	185	NA	613	769	344	887
Syria	3521	1182	2125	1398	49	NA	391	487	150	31
Turkey	4260	1261	1951	1340	0	NA	314	340	181	261
Uganda	3647	1563	2723	1430	276	NA	715	1012	468	1383
Ukraine	4378	1353	1725	1284	75	NA	236	201	250	696
Yemen	3622	1038	2619	1553	185	NA	620	823	253	826
Venezuela	4541	3686	949	124	633	NA	829	1404	1256	3869
Libya	3919	1692	1823	423	706	NA	1060	1735	1358	4158
Palestine	4113	1277	2143	1392	58	NA	399	483	166	87

Source: kiwi.com and own calculations

Table 10.1 A: Matrix of travel costs USD (2017) – part 1

From / To	Ethiopia	Jordan	Pakistan	Portugal	USA	Egypt	Brazil	Mexico	South Africa	Spain	Sudan
average cost/100km	NA	21.1	23.7	6.5	11.5	15.9	16.3	10.8	7.3	7.1	NA
Afghanistan	NA	627	101	428	770	572	2219	1458	485	445	NA
Cameroon	NA	863	1526	267	1274	461	1221	1310	316	307	NA
CAR	NA	984	1347	308	1363	393	1364	1384	300	325	NA
Chad	NA	516	1278	247	1266	281	1376	1313	272	258	NA
Colombia	NA	2465	3443	489	485	1785	527	340	794	568	NA
DRC	NA	870	1501	376	1459	565	1328	1472	214	386	NA
Djibouti	NA	459	815	387	1500	329	1763	1567	373	395	NA
Egypt	NA	142	892	247	1262	0	1634	1346	285	237	NA
Eritrea	NA	367	818	347	1444	253	1728	1515	391	351	NA
Ethiopia	NA	540	1055	376	1325	243	1620	1554	292	385	NA
Guinea	NA	1195	2163	232	810	822	767	990	434	253	NA
Haiti	NA	2221	3115	418	265	1621	760	303	863	488	NA
Iraq	NA	100	578	311	1280	226	1856	1396	536	304	NA
Jordan	NA	0	751	267	1265	107	1736	1356	501	258	NA
Kenya	NA	444	1122	420	1577	488	1629	1601	271	438	NA
Korea	NA	1682	1254	665	1189	1370	2791	1272	964	694	NA
Lebanon	NA	77	749	260	1226	146	1742	1337	526	249	NA
Liberia	NA	1150	2030	234	1063	764	851	1049	388	273	NA
Malawi	NA	1023	1452	478	1656	709	1509	1652	163	508	NA
Mali	NA	908	1768	188	1033	589	1033	1064	440	221	NA
Myanmar	NA	2047	665	643	1533	1038	2695	1630	704	665	NA
Nepal	NA	972	343	551	1463	826	2484	1582	604	565	NA
Niger	NA	606	1495	196	1149	404	1219	1192	209	216	NA
Nigeria	NA	487	1585	240	1224	483	1169	1239	327	259	NA
Philippines	NA	2600	1350	789	1519	1499	3151	1477	894	825	NA
Sierra Leone	NA	1169	2057	220	1024	780	831	101	413	260	NA
Somalia	NA	1169	2057	445	1024	780	831	1015	413	461	NA
South Sudan	NA	1132	1124	362	1455	352	1545	1505	308	375	NA
Sudan	NA	1015	1056	312	1390	246	1555	1451	349	315	NA
Syria	NA	37	802	265	1085	97	1705	1344	482	255	NA
Turkey	NA	121	856	233	1004	175	1692	1267	530	218	NA
Uganda	NA	745	1331	391	1342	525	1469	1543	213	408	NA
Ukraine	NA	443	924	218	901	360	1724	1166	614	203	NA
Yemen	NA	427	839	376	1315	333	1744	1557	354	381	NA
Venezuela	NA	2228	3206	423	381	1617	586	387	431	495	NA
Libya	NA	2368	3480	178	805	1704	142	708	605	161	NA
Palestine	NA	15	836	264	1092	67	1680	1339	467	254	NA

Source: kiwi.com and own calculations

Table 10.2A: Matrix of travel costs in USD (2017) – part 2

In this section, only the costs of providing college and university education were considered, excluding the cases of connected learning or open distance education.

Altogether, findings show how much the costs of higher education vary from country to country, the same applying to scholarship schemes.

It is crystal clear that when we consider that 85 percent of the displaced live in developing regions (UNHCR, Global Trends-forced displacement in 2017) there is a huge need to develop complementary pathways as a system of burden-sharing among countries. This need is particularly relevant from a higher education perspective taking into consideration that tertiary systems of education in lower middle income countries, but also in low income countries – such as for instance in Sub-Saharan Africa – are undergoing spectacular expansion and have to cope with increased domestic demand and significant rising enrolment. Therefore, when comparing costs of tertiary education in emergencies there are a number of considerations to be made that go beyond the simple calculation and comparison of direct costs of provision of higher education. Options that involve resettlement of refugees and forcibly displaced or that are complementary pathways might be more expensive but if we want to expand access to quality and affordable tertiary education all options have to be worked out and funding shortfalls addressed.

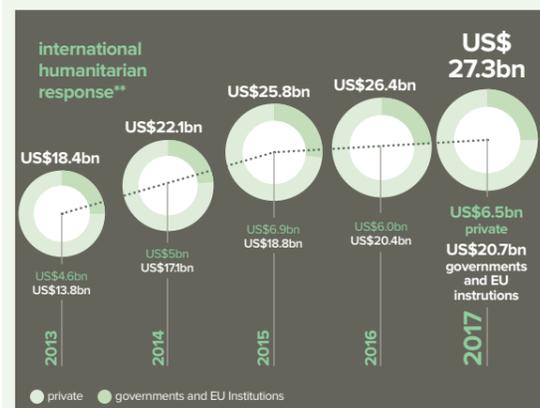
FINANCING

Focusing now on the financing landscape surrounding higher education in emergencies and conflict-affected societies, some questions have to be asked such as: What is the current funding associated with higher education in emergencies? What are the main sources of funding? What are the financial gaps? How to fill them? What are other potential sources of finance for this sub-sector and how could they be scaled up?

These are some of the many questions to be asked, though there are few answers because of the lack of data available when it comes to focus on higher education in emergencies.

IF EDUCATION CANNOT WAIT, THEN HUMANITARIAN AID NEEDS TO INCREASE
Posted on 29 June 2018 by GEM Report

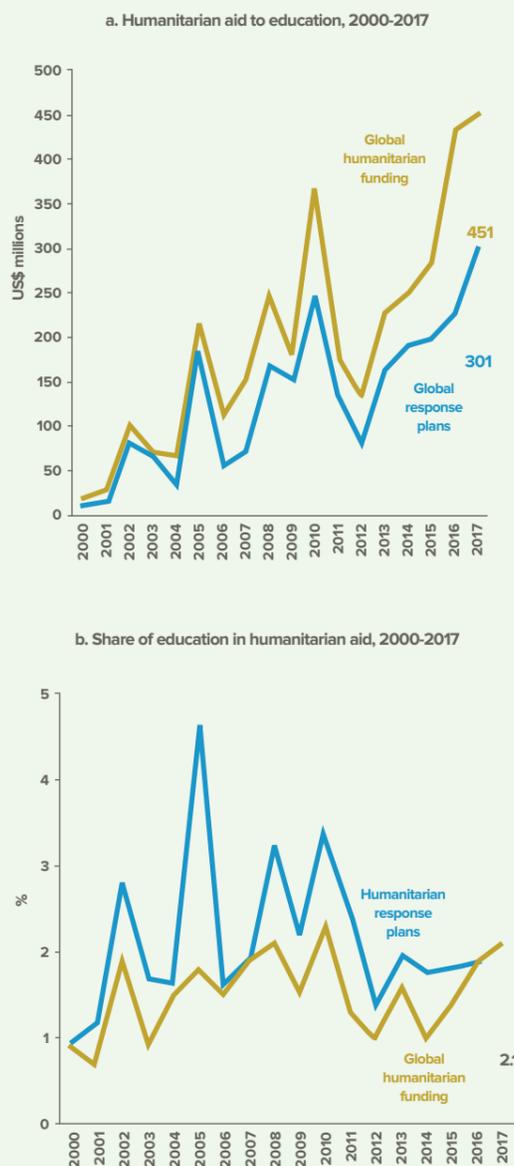
The Global Humanitarian Assistance Report 2018 (GHA 2018) (...) shows that humanitarian aid has been growing now for four years, albeit by only 3% from 2016 to 2017. Not only is humanitarian assistance growing in absolute terms; it is also growing as a percentage of overall aid budgets as a result of the growing impact of conflict and natural disasters.



The GHA 2018 report also tells us that over 200 million people needed international humanitarian assistance in 2017, a fifth of whom were in just three countries – Syria, Turkey and Yemen. The fact that Syria has been in the first place for five years is a reminder that crises are mostly protracted. No fewer than 17 of the 20 largest recipients of international humanitarian assistance in 2017 were either medium-orlong-term recipients.

The increase of humanitarian aid levels in recent years has now finally trickled down to education (--) Global humanitarian funding to education reached US\$450 million in 2016, of which US\$301 million addressed humanitarian response plans.

HUMANITARIAN AID TO EDUCATION INCREASED FOR A FOURTH YEAR IN A ROW

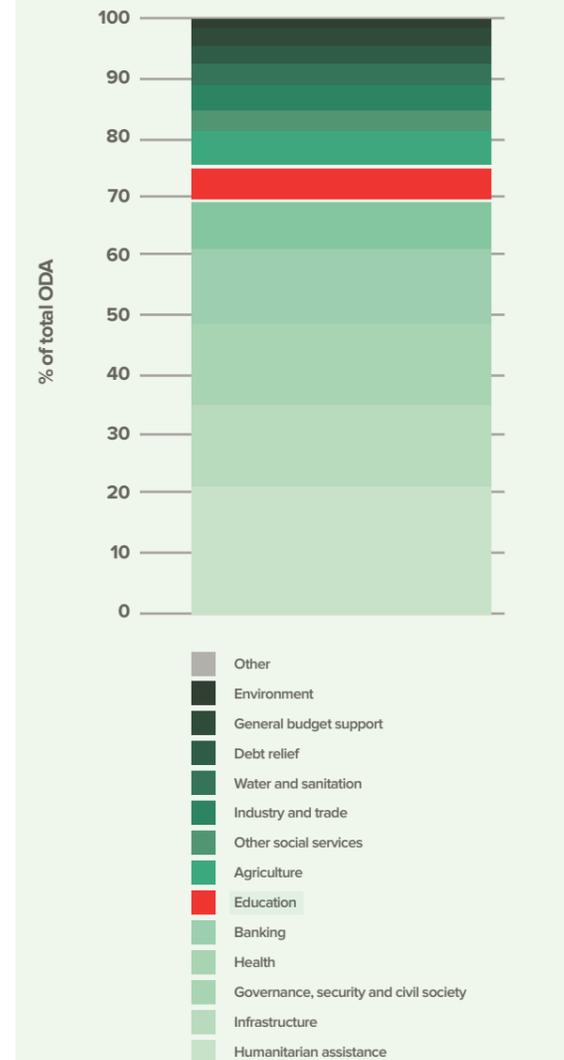


Source: Office for the Coordination of Humanitarian Affairs (2018).

However, the GHA 2018 report reminds us that there has been a 41% shortfall in the funds requested in UN-coordinated appeals. Many of the calls made by the education sector have therefore been left unanswered. The share of education in total humanitarian aid was extremely low at just 2.1%. (...) And even had the 4% target

for education been reached, millions of people would have been left without assistance.

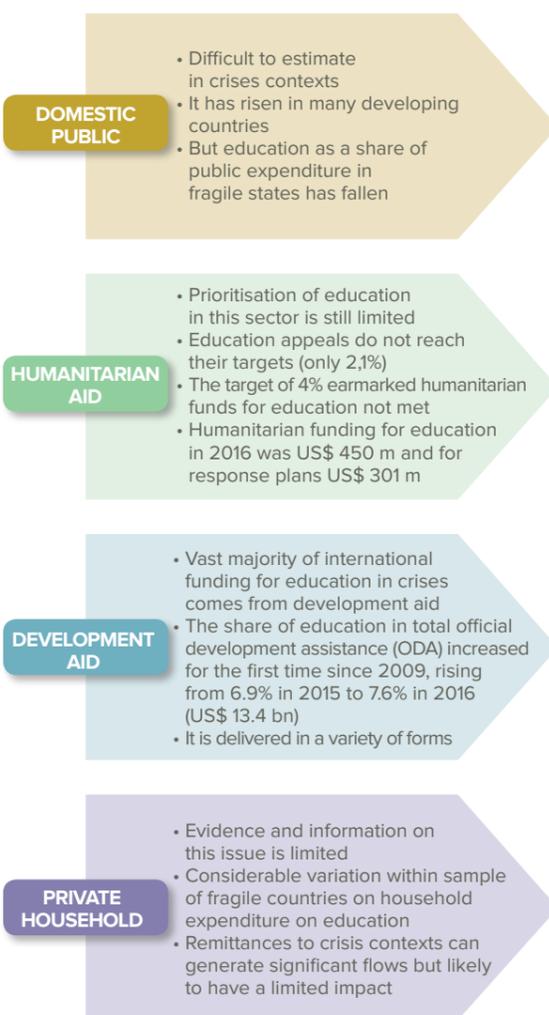
Why education isn't higher up the agenda is a mystery. Especially when you know (...) that conflicts in low-income countries have been lasting for over a decade, longer than most children and youth in these countries would typically spend in school. And that education is far more than a first response in crises: it is also a strategic partner for fixing the root of the problem. Education is still not seen as immediate and life-saving and is downgraded as a priority. Life-saving interventions are typically funded first, as the below graph from the GHA 2018 shows. Nor have attempts to link humanitarian and development aid been anything more than timid.



The GHA 2018 report suggests that the humanitarian aid landscape is not changing apart from a few tweaks around the edges. But education cannot wait. Where will the response we need come from?

Mutatis mutandis, general comments that apply to financing of education in emergencies are also valid for the sub-sector of higher education and provide a general frame for it. This is why it is worth recalling the findings of the study made by the Overseas Development Institute in 2015 on Education in Emergencies and Protracted Crises that has been a key inspiration for this Report.

Its authors rightly point out that “funding for education in crisis contexts comes from four main sources:



Further to these four main sources of funding for education in emergencies, foundations, NGOs and the private sector play a complementary role but there is limited information about their contribution and the amount of resources allocated to this purpose. The same applies to Higher Education Institutions (HEI) worldwide that since 2015 have gradually developed scholarship and support programs to refugees and scholars at risk though these efforts are not necessarily well identified and reported in a standardized way.

AID TO POST-SECONDARY EDUCATION

In 2016, total aid to post-secondary education increased by 7% to reach US\$4.9 billion, a level last disbursed in 2009. There is a much larger concentration of donors at this level, with Germany (US\$1.236 billion) and France (US\$880 million) dominating disbursements in 2014-2016 (...). Countries that do not feature among the top donors in basic and secondary education, such as Austria and the Netherlands, appear among the top donors in post-secondary education (...). More of the aid to post-secondary education is allocated to middle income countries than to low income countries: low income countries received 13% of the total aid to post-secondary education in 2016, and their share has been declining since 2010.

UNESCO, Policy Paper 36, *Aid to Education: a Return to Grow?* May 2018

It goes without saying that the subsector of higher education in emergencies and conflict-affected societies is a hybrid, very complex one since, on the one hand it still struggles to be included in the humanitarian aid and, on the other hand, from an official development assistance perspective it remains hostage to the discussion about the amounts disbursed for refugee education. Within the OECD framework of the ongoing DAC work of updating the humanitarian assistance codes and including one for education in emergencies, it is crucial that higher education is part of it.

Funding to higher education in emergencies and conflict affected-societies remains inadequate and not well targeted. The limited information available shows that this sub-sector: 1. is underfunded; 2. It remains outside main education strategies or policy frameworks aimed at leaving no one behind; 3. It lacks appropriate databases, financial tracking and reporting.

To increase the resources available several ways should be explored further in parallel: donors could prioritize higher education in emergencies within the humanitarian aid; tap more into development aid budgets for higher education for refugees and conflict-affected countries; multilateral development banks could play a more active role in financing higher education emergency responses beyond the humanitarian aid architecture; the World Bank, for instance, could use its various financing tools (for instance the Global Concessional Financing Facility for middle income countries or the IDA 18 Sub-Regional Window for refugees and host communities could be allocated for higher education since education is within the facility’s scope); other multilateral mechanisms could be also used to expand opportunities in the subsector of higher education – such as the G7 pledge of US\$2.9 billion for education for women and girls in crisis and conflict situations; individual donors and the academic community as such should also be mobilized and engaged in these efforts.

HIGHLIGHTS

- ◆ Higher education in emergencies is dramatically under-funded, receiving low shares of humanitarian aid and unclear development aid support.
- ◆ Costs to provide higher education to refugees, forcibly displaced students and in conflict-affected countries are extremely diverse and, in general, the cost of tertiary education is rising globally, in particular in crisis contexts.
- ◆ High or prohibitive costs are identified by refugees as the number one barrier to access to higher education and a main obstacle to equity.
- ◆ The need for extra resources is crystal clear. The priority focus should be put on targeting untapped

resources, new potential donors and new blended financing strategies.

- ◆ The most promising additional sources to help leverage seem to be (1) official development assistance (ODA), especially by developing further the triple nexus humanitarian-development sustaining peace approach; (2) multilateral development banks such as the World Bank, EU institutions, etc. can play a much more relevant role in unleashing the transformative power of higher education in crises contexts; (3) the private sector, which has the capacity to make massive impact investments in funds to support qualified refugees and students in forced mobility; (4) the introduction of an academic solidarity levy that would bring together the global academic community to support higher education in emergencies.
- ◆ A financing facility for higher education in emergencies and conflict-affected societies should be considered both as a provider of quick education funding in a crisis and as a multi-year funding window that fits the reality of mobile populations, and protracted crisis situations.

4.3. BENEFITS

Higher education is instrumental in fostering growth, reducing poverty and boosting shared prosperity. A highly-skilled workforce, with a solid post-secondary education, is a prerequisite for innovation and growth: well-educated people are more employable, earn higher wages, and cope better with economic shocks.

Higher education benefits not just the individual, but society as well. Graduates of higher education are more environmentally conscious, have healthier habits, and have a higher level of civic participation. Also, increased tax revenues from higher earnings, healthier children, and reduced family size all build stronger nations. In short, higher education institutions prepare individuals not only by providing them with adequate and relevant job skills, but also by preparing them to be active members of their communities and societies.

The economic returns for higher education graduates are the highest in the entire educational system – an estimated 17 percent increase in earnings as compared with 10 percent for primary and 7 percent for secondary education.

Last Updated: Oct 05, 2017, World Bank website

This section provides a rough calculation of potential benefits from investing in higher education for refugees, forcibly displaced students and for youth across crisis-affected countries.

There is a consensus view that the economic growth of a country depends on the level of education of its population. This issue has been studied since the middle of the 20th century by several economists. By the 21st century, Sapir (An Agenda for a Growing Europe, 2000) and Camdessus (Vers une nouvelle croissance pour la France, 2004) argued that the lower economic growth in the European Union countries compared to United States was due to a lower investment in higher education (1.1% of GDP, as opposed to the United States that invested on average 3% of GDP).

There are many ways in which education can impact growth rates and how higher education can produce a wide range of social and economic benefits such as “benefits from research and technological innovation, and externalities such as improved health, welfare, community regeneration, social cohesion and culture” (Maureen Woodhall, Funding Higher Education: the contribution of economic thinking to debate and policy development, 2007).

Economists at the World Bank – notably Psacharopoulos and Patrinos – played an important role throughout the 1980s and 90s studying and publicizing rate of return estimates to investments in basic education and higher education. Interestingly, in their policy recommendations, they initially argued for more investment in basic education backed up by references to rates of return, but since 2002 the World Bank seems to have corrected this approach, shifting from rate of return estimates to considering externalities of higher education that “are crucial for knowledge-driven economic and social development”

(Constructing Knowledge Societies: New Challenges for Tertiary Education, 2002).

In a more recent paper – Return to Investment in Education: a decennial review of the global literature (2018) – Psacharopoulos and Patrinos revisit rate of return estimates but draw the conclusion that the average of private and social returns of tertiary school are 12.4 per cent in high-income countries and 10.6 per cent in Sub-Saharan countries. But in developing countries, the social rate of return – 16.4 per cent – is much higher than in high-income countries.

Table 13A: Private and social returns of investment in education

	Private		Social	
	Secondary	Tertiary	Secondary	Tertiary
Average	13.2%	12.4%	10.2%	10.6%
Developing countries	–	–	10.2%	16.4%

Source: Psacharopoulos and Patrinos (2018, World Bank, Table 5, p. 45)

In many ways, the impact of refugees and forcibly displaced students who achieve higher education is similar to the impact of skilled immigrants. Accordingly, studies on the effects of skilled immigrants on the US economy can provide us with some highlights on the potential benefits of giving refugees a higher education. Research has identified the enablers of effects such as innovation, patents granted and patents commercialized (see Jennifer Hunt and Gauthier-Loiselle, “How Much Does Immigration Boost Innovation?” American Economic Journal: Macroeconomics 2 (2010) and Peri, Shih and Sparber, “STEM Workers, H-1B Visas, and Productivity in US Cities”, Journal of Labor Economics on July 1, 2015).

In particular, Hunt and Gauthier-Loiselle underline that “the fact that immigrants increase patenting per capita shows that their presence in the United States provides a previously uncharacterized benefit to natives, assuming the immigrants would have been less innovative or less able to commercialize their innovation elsewhere or that US natives benefit more from innovation and commercialization in the

United States than abroad.” Peri, Shih and Sparber show “a 1 percentage point increase in the foreign STEM share of a city’s total employment increased the wage growth of native college-educated labor by about 7-8 percentage points and the wage growth of non-college-educated natives by 3-4 percentage points. We find insignificant effects on the employment of those two groups. These results indicate that STEM workers spur economic growth by increasing productivity, especially that of college-educated workers.”

Furthermore, investing in refugees and forced displaced people education brings economic growth as well as social achievements. According to the OECD (“The Road to Integration: Education and Migration”, 2019), the key benefits of investing in refugees’ education are better labor market performance, better levels of health and engagement in the society.

The last point to be made regards the specific situation of conflict-affected societies and war-torn countries. Protecting and rebuilding their human capital should be a priority of the international community since the first day of any crisis. In these fragile and vulnerable contexts, social returns to education are quite high – and much higher than the usual estimates – taking into account all externalities at stake and the framework of recovery, rebuilding and sustaining peace.

“In emergency situations, through to recovery, quality education is considered to provide physical, psychosocial, and cognitive protection that can sustain and save lives, contributing directly to social, economic, and political stability of societies” (Fragile and Conflict-Affected Situations, World Bank, 2019). However, in spite of the recognition of education’s life-sustaining and life-saving role as well as of the importance of fostering education resilience, little if no space is given to higher education within the framework of education resilience approaches.

Developing a matrix to estimate the social return of investing in higher education in emergencies and crisis situations would be extremely useful assuming that “investments in tertiary education generate major external benefits that are crucial for knowledge-driven economic and social development”, something that a war-torn country greatly needs in order to be able to recover and rebuild.

5

WAYS FORWARD

5.1. BRIDGING THE GAPS

In the previous sections, we flagged and identified a number of gaps and challenges that hinder increased access to quality higher education in emergencies and protracted crisis, notably the new UNHCR goal of having 15% of college-eligible refugees enrolled in tertiary or connected higher education programs by 2030. In the next three sections, we aim at summarizing these gaps and identifying some measures that will be critical to paving the way towards achieving progress.

The first challenge is related to the uneven focus on primary and secondary education as compared to tertiary education in emergencies. Collective education efforts to strengthen coherence and coordination – both internally and through global structures – among the various initiatives aiming at providing basic education for children and youth in crisis situations paid off, and shaped a general framework for action. The Global Partnerships for Education, the Global Education Cluster, the Education Cannot Wait Fund, the Inter-Agency Network for Education in Emergencies (INEE), the Global Coalition to Protect Education from Attack, the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector are all important and very relevant initiatives in the education in emergencies sector but they all exclude higher education from their field of action. The misconception of tertiary education being a

luxury, the scarce attention it has received so far, and the absence of any coordination between the few existing actions result in a huge neglected field that still lacks a broader and coherent, aligned and resilient framework.

The lack of cooperation and communication between initiatives also leads to a shortcoming of common methodologies and baselines to measure the impact of these initiatives and to monitor the overall progress made in the sector of higher education in emergencies. In addition, due to the lack of common benchmarks and indicators set by key stakeholders (such as policy-makers and international organizations) to measure progress, different initiatives report on different aspects and in different ways. For example, they might include only some of the following important information related to: the amount of available funds, the types of scholarships provided (fees-only, fees and living expenses, all-costs covered), the eligibility criteria, the numbers of students supported per year, the rate of graduation of their students, feedback on students' academic and professional activities post-scholarship, to name a few.

A lack of best practices and reporting standardization leads to insufficient data to support policy, capacity building and concrete action to expand the quantity and improve the quality in the provision of higher education in crisis situations and conflict-affected societies.

To sum up, moving forward towards achieving progress will require addressing and bridging a number of gaps, such as:

- 1) the “mindset gap”. This will require a more comprehensive understanding of education as a continuum, from primary through to higher education, including secondary and technical and vocational education and training (TVET). In particular, such understanding may help highlight the need to focus beyond basic education since, for instance, countries coming out of conflict have a serious need for advanced skills acquired through tertiary education
- 2) the “strategic vision gap”. This will require an overarching framework for the unique, multi-layered importance of delivering higher education in emergencies in a systemic and comprehensive way to protect and rebuild human capital and provide the ability of human beings and their communities and the institutions that serve them to recover, succeed, and undergo positive transformation in the face of adversity.
- 3) the “financing gap”. This will require investing further in innovative financing tools and effective cost management, as well as in research that can provide a stronger evidence-base to calculate returns to higher education in emergencies and conflict-affected societies.
- 4) the “co-ownership, collaborative gap”. All stakeholders (humanitarian and development actors) need to mobilize and work together on shared objectives, notably at country level in order to reinforce local delivery, ownership and accountability.
- 5) the “policy and leadership gap”. This will require stakeholders to embrace a global level framework and a system of monitoring results able to promote coordination and collaborative actions among all stakeholders at all levels of education across humanitarian and development sectors.
- 6) the “academic constituency gap”. This will require the full involvement of the academic community as the central and main constituency that is responsible for providing quality higher education opportunities in crisis situations.

7) the “data gap”. This will require more investment in data collection, analysis and research that can build the evidence base in order to gain an in-depth understanding of the specific situation of higher education in conflict-affected countries as well as of the whole range of inter-connected issues.

8) the “gender gap” in education at all levels in and outside of emergencies to underpin the achievement of SDG 5 (Gender Equality) for all women and girls, particularly for those currently in crisis situations.

As exchange programs, partnerships and academic mobility are globally on the rise, there is an untapped would-be capacity for collaboration and cooperation to support higher education in emergencies and include forced mobility in this wider framework. It is hence essential to place all providers of higher education (universities, polytechnics, colleges, centers, higher education systems and other private providers) at the core of the solution. In addition, innovative models and sources of financing will be needed to attract a wide range of investors that goes beyond just humanitarian or/and development funding. This will be key to eliminate competition between funding for delivering education in emergencies and funding for delivering life-saving aid or meeting other basic needs in times of conflict or crisis. In section 5.3 we will present a new initiative that aims at coordinating the response to these challenges and providing the needed platform to increase awareness, policy exchange and tangible cooperation on higher education in emergencies and conflict-affected societies: the Rapid Response Mechanism for Higher Education in Emergencies (RRM).

5.2. ACHIEVING A TERTIARY ENROLMENT RATE OF 15% IN 2030

As the UNCHR has announced the goal to achieve 15 per of refugee enrolment in higher education by 2030, it is crucial to figure out what it means in

numbers and as a roadmap to achieve this target. It is also important to perform a similar exercise for the wider group of students caught in conflict which includes notably forcibly displaced people. In both cases, the group under review is made up of people who are displaced within their own countries (IDPs) or across borders (refugees) of official age for higher education.

TARGET: 15% BY 2030 FOR REFUGEES

The goal for 2030 is to achieve enrolment of 15% of college-eligible refugees in tertiary or connected higher education programs in host and third countries (...)

Raising the level of refugee participation in higher education from 3% to 15% over the next ten years represents an ambitious but feasible goal.

UNHCR, Refugee education 2030, 2019

Data released by the UNHCR shows that in 2018 the refugee population with access to higher education increased from 1% to 3%. There are not that many details available on how this global improvement on access to higher education was achieved, and there is no evidence for methodological changes. However, it is likely that this increase is linked to the Syrian case since, on the one hand, it has the largest refugee population variation between 2016 and 2018 (share of 7% in the total variation of 18%) and, on the other hand, Syria is the country with the highest enrolment rate in higher education over the total population (4%).

In fact, UNHCR indicated that the 3% enrolment was estimated on the basis of the following criteria: 1) tertiary enrolment rates of Syrian refugees in the five main host countries in the Middle East and North Africa region (Lebanon, Iraq, Turkey, Egypt and Jordan); 2) global DAFI enrolment; 3) global connected learning enrolment; 4) other known enrolment.

In any case, after collecting all relevant information provided by UNHCR and other sources, the following elements seem relevant:

- ▶ in 2018, there were a total of 87,833 higher education students which represents 3 per cent enrolment (Stepping Up, Refugee Education in crisis, 2019)
- ▶ in 2018, DAFI program: 6.866 scholarships (share of 7.8% over the total enrolment)
- ▶ in 2018, Connected Learning Programs (UNHCR Consortium): 7500 participants
- ▶ EU-funded programs in the context of the Syrian crisis (MADAD Fund website) for the period 2016-2019: 4502 scholarships (share of 5.1 over the total enrolment).

Now, to raise the refugee enrolment in higher education to 15 per cent by 2030 an extra effort has to be made in order to reach out **439.165 refugees in 10 years' time** (taking 2018 as a baseline). This means that **each year 35.133 new students** should be enrolled in higher education. Unless all options to boost access to tertiary education are explored and expanded it will be hard to reach this goal.

“The UNHCR has recently announced the objective of providing 15% of refugees with access to tertiary education by 2030 against the current 3%. This objective should be firmly supported in particular because globally the percentage of young people who have access to higher education today is around 37%. However the scale of the challenge and the additional efforts to be made to achieve this goal cannot be underestimated.

President Jorge Sampaio, International Workshop on Higher Education in Emergencies, Lisbon, Calouste Gulbenkian Foundation, 20 January 2020

Refugees (UNHCR) mandate (million)	refugees of official age for tertiary education (thousand)	3% enrolled (thousand)	15% enrolled (thousand)
20	2977	88	439

Table 14A – Estimations to achieve the UNHCR goal for refugees

TARGET: 15% BY 2030 FOR REFUGEES IN 37 CONFLICT-AFFECTED COUNTRIES

If we now focus only on refugees of the 37 conflict-affected countries under review, as expected, estimates are lower than UNHCR figures. To make these estimates the methodology used consisted of taking the number of persons of official age for higher education over the total population (Table 1A of the Annex) and applying this share to the total refugee population of the set of countries under consideration (Table 4A of the Annex). As a result, the estimate of refugees of official age for tertiary education is **1 710 thousand**. Among these refugees, if only **51 thousand** are currently enrolled in tertiary education (3%), the goal is to have **256 thousand** refugees enrolled (15%). So, if we consider only the refugee population of the set of the 37 conflict-affected countries, the target for 2030 is to offer tertiary education to **205 thousand** additional refugees.

Refugees -set of 37 countries (thousand)	refugees of official age for tertiary education (thousand)	3% enrolled (thousand)	15% enrolled (thousand)
17	1710	51	256

Table 15A – Estimations to achieve the UNHCR goal for refugees in 37 conflict-affected countries

TARGET: 15% BY 2030 FOR STUDENTS CAUGHT IN CONFLICT

In order to estimate how many forced displaced persons are of official age for tertiary education the methodology used was the following: the number of persons of official age for tertiary education was divided by the total population (table 1A of Annex); this share was applied to the number of forcibly displaced persons considering the 37 conflict-affected countries (58 million - Table 4A of the Annex). The estimate is was a total of 5.3 million forcibly displaced persons of official age for tertiary education.

From these 5.3 million forcibly displaced persons, we assumed as a working hypothesis that 3% are enrolled in tertiary education (the same rate as for refugees thought it is unlikely). This means that the best estimate for forcibly displaced persons enrolled in tertiary education is **164 thousand people**¹. This means that **820 thousand people have to be enrolled by 2030 to reach the target of 15%** for forcibly displaced enrolled. These results are summarized in the next table (Table 16A).

Forced displaced population set of 37 countries (million)	Forced displaced population of official age for tertiary education (million)	3% enrolled (thousand)	15% enrolled (thousand)
58	5.3	164	820

Table 16A – Estimations to achieve the UNHCR goal for forced displaced population in 37 conflict affected countries.

The most acute situations are in Syria, Colombia, Afghanistan, Democratic Republic of Congo and South Sudan. In these countries alone, reaching 15% of forced displaced persons with access to tertiary education would be equivalent to enrolling 405 thousand people, two times higher than what would be needed for all other countries (see table 12A, of the Annex).

To reach the 2030 goal, the number of people to enroll additionally in tertiary education is **656 thousand**. This number compares with the figure under section 4.1. (1 539 thousand potential students) and the two numbers differ because the Gross Enrollment Ratio of countries of origin is larger than the target proposed by UNHCR (15%).

A ROAD MAP TO ACHIEVE 15% BY 2030

To reach the goal of achieving 15% by 2030 and create a roadmap there are a number of questions that have to be addressed such as costs and funding, on the one hand, and available solutions, on the other hand.

¹ This estimation was obtained by the proportion of the population of official age for tertiary education (see table 1A, in annex, 4th column) and the total population (table 1A, in annex, 2nd column), by country, times the total number of forcibly displaced people (table 3, in annex, column 6) by country.

Regarding the first set of issues – costs and funding considerations – from the analysis of table 9A below, one might expect that the way to lower the costs of investing in education would be to enroll students in forced mobility in higher education systems in Bangladesh, Egypt, Pakistan or Sudan (among others). However, it is also expected that education systems in these countries would not have the capacity to absorb such a big number of new students. Furthermore, it is likely that these countries would not be able to host new influxes of refugees or forcibly displaced students.

Another conclusion that can be easily drawn is that in some countries such as the United States and the United Kingdom higher education is so expensive that it would be challenging to cover such costs for a large number of students.

Country	Tuition/Fees (BA degree, USD)	Living and other costs (USD)	Total Costs (USD)	Average DAFI scholarship (share)	Tuition/Fees
Australia	13 153	15 179	29 918	NA	44%
Bangladesh	NA	326	326	2 015	NA
Brazil	5 246	2 420	8 344	NA	63%
Canada	7 350	7 409	15 943	NA	46%
Colombia	1 631	284	2 036	NA	80%
Egypt	0	496	496	2 081	0%
Ethiopia	485	935	1 436	549	34%
European Union-28	923	10 510	11 433	NA	8%
Germany	68	10 899	10 966	NA	1%
Iran	NA	NA	1 906	1 189	NA
Jordan	NA	NA	1 074	7 626	NA
Lebanon	NA	NA	1 959	3 698	NA
Mexico	1 921	1 179	3 320	NA	58%
Pakistan	NA	NA	804	1 549	NA
Portugal	926	8 776	9 702	NA	10%
South Africa	1 656	2 341	4 188	6 815	40%
Spain	1 171	9 848	11 019	NA	11%
Sudan	NA	NA	829	948	NA
Turkey	798	1 114	2 012	3 043	40%
Uganda	769	2 264	3 048	1 691	25%
United Kingdom	10 832	12 360	23 192	NA	47%
United States	21 003	12 696	33 699	NA	62%

Source: for more detail see methodological notes

Table 9A: Costs per tertiary student, per year (updated to 2017 prices, in USD).

Regarding now the second question on possible solutions to increase to 15% the enrolment of forcibly displaced students – in the next table, the share of each host country (only those referred in Table 9A of the Annex) over the total refugees hosted is presented. If the forcibly displaced students of official age for tertiary education were hosted by these countries respecting the current share, the result would be as follows (including the underlying costs):

Country	% of displaced people hosted (USD)	Students to be hosted and enrolled (thousand)	Total Costs (USD)
Australia	0.35%	2.3	71.6M USD
Bangladesh	3.39%	22.3	32.8M USD
Brazil	0.54%	3.5	33.7M USD
Canada	0.58%	3.8	65.6M USD
Colombia	28.2%	185	588M USD
Egypt	1.05%	6.9	11.4M USD
Ethiopia	7.17%	47	122M USD
Germany	5.14%	33.7	409M USD
Iran	3.56%	23.4	71.4M USD
Jordan	2.67%	17.5	38.9M USD
Lebanon	3.71%	24.3	75.5M USD
Mexico	0.07%	0.46	2.07M USD
Pakistan	6.74%	44.2	86.3M USD
Portugal	0.01%	0.04	0.44M USD
South Africa	1.02%	6.68	35.7M USD
Spain	0.20%	1.29	15.7M USD
Sudan	12.1%	79.3	157M USD
Turkey	13.8%	90.5	286M USD
Uganda	5.73%	37.6	158M USD
United Kingdom	0.59%	3.87	94.3M USD
United States	3.38%	22.2	773M USD
Total	100%	656	3 128M USD

Source: Global trends: forced displacement in 2017 (UNHCR, 2017) and author's own calculations

Table 17A - Estimations for costs of allocating all the students in countries according to the share of forcibly displaced people received (baseline: 2017 USD).

This option has many disadvantages and doesn't seem very realistic. Firstly because it would overload major host countries that are already dealing with substantial barriers to economic and sustainable development, thus making particularly challenging

to them to mobilize sufficient resources to respond to the needs of an increasing population. Furthermore higher education systems in these countries are overwhelmed because a rise in domestic demand. The situation is especially acute for low-income countries which host the most refugees. Secondly because it doesn't take into consideration commitments made by countries worldwide to expand the scope and the size of resettlement and complementary pathways that open up opportunities for third country solutions which are very appropriate in the context of higher education. Thirdly because it doesn't take into consideration the role of new stakeholders notably of higher education institutions and providers as burden and responsibility-sharing players to better protect and assist refugee and other forcibly displaced students in new resettlement countries and complementary pathways educational programs that can include learning connected opportunities, a topic that is not addressed in this study.

However, table 17A provides useful information to work out a more realistic but a less conservative scenario that will combine a number of different options such as increasing access to higher education in countries of first asylum through enhancing capacity building and financial support to local higher education systems, expanding complementary pathways, scaling up academic exchange programs between countries of first asylum and third countries etc.

In the next table we present a possible roadmap to reach the 15% target for the tertiary education for forcibly displaced students by 2030:

Year enrolled	Increase of student to be	Total % of student enrolled	Total students to be costs (thousands)	Total cumulative
2019	–	3%	164	–
2020	0.5pp	3.5%	191	730M USD
2021	0.5pp	4%	219	834M USD
2022	1pp	5%	273	1 043M USD
2023	1pp	6%	328	1 251M USD
2024	1pp	7%	383	1 459M USD
2025	1pp	8%	437	1 668M USD
2026	1pp	9%	492	1 877M USD
2027	1.5pp	10.5%	574	2 190M USD
2028	1.5pp	12%	656	2 503M USD
2029	1.5pp	13.5%	738	2 815M USD
2030	1.5pp	15%	820m	3 128M USD

Source: author's own calculations and UNHCR database

Table 18A - A road map to reach 15% of forcibly displaced people enrolled in tertiary education, at the relevant age (baseline: 2017 USD).

It is worthwhile noting that the results of tables 17A and 18A include an average travel cost (1148 USD) because we assume that the option for complementary pathways should expand in order to achieve the 15% enrollment target by 2030.

As suggested in the table 18-A above on the occasion of the next GRF (2023) it is proposed to reach the double of the current enrolment rate (6%) and in 2027 for the 3rd GRF the aim is to achieve more than 10%. As a footnote it should be mentioned that progress in higher education enrolment also requires more incentives more incentives to support secondary school students so that a larger number of tertiary students can be captured. According to UNHCR (Stepping Up, refugee education in crisis, 2018) only 24% of young refugees have access to secondary education at the relevant age (compared to 84% worldwide), so work has to be done at this level to improve enrolment and attainment rates at secondary and tertiary levels.

5.3. A SYSTEMIC SOLUTION FOR A SYSTEMIC CHALLENGE: SETTING UP A RAPID RESPONSE MECHANISM FOR HIGHER EDUCATION IN EMERGENCIES (RRM)

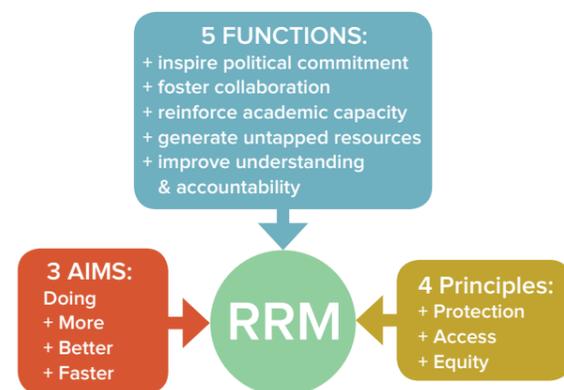
In the previous sections, we identified and presented a number of gaps and challenges that impinge on a true advance in the sector of higher education in emergencies. A long-term, comprehensive, systemic and sustainable approach is needed to achieve the goal of eliminating these gaps and challenges, and ultimately, leaving no one behind.

In this section the project of setting up Rapid Response Mechanism for Higher Education in Emergencies and Conflict-Affected Societies (RRM) is featured. The RRM is a multi-stakeholders initiative in the making aimed at providing more, better and faster academic opportunities for students in crisis settings, who are either in vulnerable situations or face humanitarian emergencies created by wars, conflicts and natural disasters.

The RRM proposes a transformative, collaborative tool to promote a common vision of the role of higher education in emergencies and conflict-affected societies. This vision is based on four core principles: (1) Protection – making sure that the educational opportunities provided offer a safe, protective and healing environment to crisis-affected students; (2) Access – ensuring that crisis-affected students are provided with quality higher education opportunities to complete their studies; (3) Equity – ensuring access is provided to the most vulnerable students, notably to young women; (4) Empowering individuals and communities – making sure that higher education equips societies with the advances needed to assume genuine ownership of their recovery process.

To fulfil this vision, the RRM will (1) provide a platform to strengthen academic capacity to respond to crises at national, regional and global level, (2) foster collaborative responses across a variety of partners and stake-holders, (3) generate untapped resources, (4) improve understanding and accountability by, for instance, raising accurate and aggregated data on the status quo of higher education in emergencies; and (5) inspire and galvanize the commitment of

governments and donors to put higher education at the center of policy discussions during humanitarian crises.



GENESIS OF THE RRM

Developed in the context of the international response to the recent global refugee crisis, the RRM is in line with three main international goal-setting events: 1) The World Humanitarian Forum (May 2016) in which governments and other international actors agreed on new ways of working in order to transcend humanitarian development divides and deliver collective outcomes to “reduce the suffering of millions of people, and address and reduce humanitarian need, risk and vulnerability”, 2) the High-Level Meeting of the General Assembly on Large Movements of Refugees and Migrants (September 2016) expressed in the New York Declaration, in particular in its paragraph 82, in which all member States recognized for the very first time the power of higher education to build resilience in emergencies and foster post-conflict and post-disaster recovery and rebuilding of societies, and 3) the 2030 Agenda for Sustainable Development, in particular with the SDGs 4 (Quality Education), 5 (Gender Equality) and 16 (Peace, Justice and Strong Institutions).

The RRM builds upon lessons learned and best practices from a successful pilot program – the Emergency Scholarship Program for Syrians Students –, aimed at providing access to higher education in safe haven countries throughout the world. This Program, launched in 2013 by the Global Platform for Syrian Students (GP4SYS), is a non-profit

international multi-stakeholders initiative, chaired by Jorge Sampaio, former President of Portugal. Since 2014 the GP4SYS has already awarded more than 550 annual scholarships to Syrian students in 12 countries, most of them in Portugal. Until now, 5 students have completed PhD degrees, 73 Master’s degrees and 10 students graduated with a bachelor’s degree.

Further to the Emergency Scholarship Program for Syrians Students, the GP4SYS also aims to forge collective will and mobilize concerted action aimed at boosting higher education opportunities in emergencies at large and placing this issue on the international agenda. In this framework, GP4SYS has been involved in a consistent way in global advocacy for higher education in emergencies since its launch. In April 2018, at an international conference co-organized with the Portuguese Government, the GP4SYS presented its new project to set up a Rapid Response Mechanism for Higher Education in Emergencies (RRM) as a way to address higher education needs of students caught in crisis through a systemic and sustainable solution.

HIGHER EDUCATION IN EMERGENCIES MATTERS

How do people manage to survive and build resilience to wars and conflicts that go on for years? How do refugees and forcibly displaced do to endure hardship and roll with the punches when they spend 18 years in average in camps?

As all humans, they need to restore a sense of routine and normality to bounce back and build hope for the future. They need to figure out paths for their future and create a sense of purpose in life. As all parents worldwide, refugees want jobs to make a living and give education to their children. If kids go back to school and youth resume their university studies, families start seeing some light at the end of the tunnel even if life around is still alike the dark side of the moon.

Providing higher education opportunities in emergency situations and in conflict affected

societies is not only a matter of realizing rights and granting protection to the critical 18-25 years old youth bracket, but it is also a question of charting a strategic vision for the future of conflict affected societies. Khoulod, a Syrian refugee, once said: “if you build the person, the person will build the community and the community will build the country”.

Yet higher education has long been a neglected sector from a policy, a practitioner and a financial perspective. Very few international agencies have a mandate to address higher education in emergencies and in conflict-affected areas, and those who do so have not played a major role. And even “if throughout the 1990s and 2000s, education in emergencies was increasingly the focus of global attention, higher education has remained at best peripheral to mainstream education in emergencies approaches, and at worst maligned as a subsector competing with basic education and other priorities” (SANSOM MILTON, *Higher Education and post-Conflict Recovery*, 2018)

(...) The New York Declaration, adopted in 2016, represents a true turning point. For the very first time, the international community spelled a clear and compelling vision for the future recognizing the power of higher education to build resilience in emergencies and foster recovery and rebuilding from disasters and conflict (paragraph 82).

Against this backdrop, how can we fast track higher education and make it an independent and self-regulated entry-point of the humanitarian agenda in the future action plan to be included in the Global Compact on Refugees (GCR) building upon the positive experiences available? How can we use the GCR to make inroads regarding higher education for refugees and forcibly displaced students? How can we strengthen the role of higher education as a catalyst for recovery? These are questions to be raised by participants in this debate.

International Conference on Higher Education in Emergencies, April 2018, Booklet – Conference Focus Areas

THE RRR: AN OVERVIEW

Vision

- ▶ As the Education Cannot Wait Fund (ECWF) prioritizes basic education in humanitarian action aiming at fulfilling the educational needs of 75 million children and young people (aged 3-18) in 35 crisis-affected countries, the RRM aims at becoming a unique multilateral, inter-regional framework to increase awareness, policy exchange and tangible cooperation on higher education in emergencies and conflict-affected societies, targeting the 18-32 age bracket. Although at different stages of development – the ECWF is much more advanced and full operational –, with different scopes and approaches, both initiatives seem engaged in reorganizing the field of education in emergencies, the ECWF focusing on primary and secondary levels and the RRM on the tertiary level.
- ▶ Endorsing the 5 functions of the ECWF as defining of its own mission, the RRM's main purpose is to provide a platform to strengthen academic capacity to respond to crises, foster collaborative responses, generate untapped resources, improve understanding and accountability as well as inspire political commitment so that higher education is viewed both by governments and donors as a top priority during crises (www.ecwf.org).
- ▶ The RRM aims at being a unique, informal platform for dialogue and cooperation on higher education in emergencies and conflict-affected societies. Bringing together a variety of partners and stakeholders, the RRM is the main multilateral platform linking the academic community, philanthropies, the private sector, humanitarian and development players and political decision makers at national, regional and global level.
- ▶ The RRM aims to become the most comprehensive partnership for higher education in emergencies and in conflict-affected societies, joining hands across continents.
- ▶ As a coordination mechanism for the provision of higher education opportunities in emergencies and in crisis situations, the RRM relies upon a network of partners and on a global academic consortium,

assuming that higher education institutions (HEIs) should be at the center of any academic emergency response.

- ▶ Given their international and cooperative nature, HEIs are already well equipped to integrate students and scholars from crisis settings. Properly resourced and backed by clear collaboration and political commitment, these institutions can play a crucial role in empowering individuals and communities as well as offering a safe haven for crisis-affected students and academics
- ▶ The RRM is built upon the best practices existing at international level, seeking to help boost the global agenda on education in emergencies and to contribute to reorganizing this field, which has remained loosely defined until recently, with international organizations and other players providing a patchworked assortment of services.

The RRM is...

- ▶ An equal partnership – The RRM offers a platform to enhance understanding and awareness amongst its partners through dialogue and cooperation on topics of mutual interest relating to higher education in emergencies and in conflict-affected societies on the basis of equal partnership, mutual respect and benefit.
- ▶ Informal – The RRM provides an open forum for the academic community, policy makers, officials, foundations, NGOs and the private sector to discuss any issues of common interest in the framework of advancing higher education in emergencies and in conflict-affected societies, complementing the work already being carried out in bilateral and multilateral fora.
- ▶ High-level and people-focused – The RRM provides a platform for dialogue and cooperation not only at the level of senior officials and political decision-makers, but also puts a strong focus on fostering people-to-people contacts among all, including academia, experts, civil society representatives, private sector and youth.
- ▶ Multi-dimensional – The RRM covers the full spectrum of issues relating to higher education

in emergencies and conflict-affected societies and devotes equal attention to rights-based, humanitarian and development approaches, to the various actors involved in the field, to simple and high-tech solutions to promote and facilitate access to quality higher education, innovative blended financing strategies, etc.

- ▶ A clearinghouse and a coordination mechanism for the provision of higher education opportunities in emergencies and crisis situations.
- ▶ Open and evolutionary – The RRM goes with the times, both in terms of issues addressed and solutions suggested and with regard to membership.

A three-pillar structure

- ▶ The RRM is based on three pillars: the Academic Consortium, the Network of Partners and a Financing Facility.
- ▶ The RRM Academic Consortium is made up of universities, polytechnics, colleges, research institutes as well as other higher education institutions (HEI) and providers committed to providing refugees and students on forced mobility with opportunities to pursue their education; the RRM Network of Partners is made up of a wide range of members – international organizations, governments, aid agencies, foundations, NGOs, the private sector and individuals – engaged in supporting the higher education sector in conflict settings; the Financing Facility in support of the RRM is a blended finance initiative comprising an endowment (made up of grants and gifts), the Yes! Fund (made up of YES! – Youth Education Solidarity – gifts raised on a voluntary basis within the academic community by HEIs at local level), impact investment funds (such as the BlueCrow Dynamic Fund I) and resources from social businesses.

In a globalized world, working together across these three pillars makes the RRM an important platform for dialogue and cooperation to promote a common vision of the role that higher education can play in emergencies and conflict-affected societies. A vision that recognizes the ability of higher education in emergencies to provide protection, to enhance resilience and self-reliance and to

empower individuals and communities, acting as a catalyst for recovery and for strengthening fragile states.

- ▶ As an open and informal framework to increase awareness, policy exchange and tangible cooperation, the RRM working together across these three pillars aims at achieving its primary threefold goals: to do more, better and faster in the field of higher education in emergencies and conflict-affected societies.



For details on the Yes! Fund, see Annex 7.1

MAKING THE RRM FULLY OPERATIONAL: SHORT-TERM STRATEGY

The GP4SYS is inviting members of the global academic community (higher education institutions and providers as well as associations of universities and students), international and regional organizations, foundations, NGOs, the private sector to join the RRM project and participate in one-year pilot partnership program.

- ▶ What does it mean?

For all kinds of stake-holders

- ◆ To be part of the core-group of the RRM founders
- ◆ As part of it, to develop close collaboration with the RRM Task Force and other stakeholders in order to monitor the pilot and evaluate it at the end of 2021 before the RRM is upgraded and fully operational.

► What does it require?

- ◆ For HEIs and other higher education providers

Running the pilot will require that each HEIs or higher education provider commits to:

- ◆ Hosting a number of refugees or students from crisis-affected societies (ideally minimum 5 students, 40% at least being female students) and offering them tuition fee waivers during one academic year.
- ◆ Providing these students with a similar scholarship scheme that will allow them to cover living costs and other expenses such as student accommodation. Within the pilot, a few scholarships will be available, in some cases provided by other partners.
- ◆ Raising within each academic community (involving students, professors, staff, services providers) on a voluntary basis the “YES!”(youth education solidarity) gift of at least 1 euro/pound/US\$ once a year, maybe on the occasion of the annual registration, which will be deposited in a specific bank account.
- ◆ Being responsible for managing their YES! accounts at local level and for allocating each account to its own scholarship program for refugee students. They are also strongly encouraged to develop a matching gift program (for instance one-for-one) in order to boost contributions.
- ◆ The amounts raised within the various YES! accounts will be accounted for as if they were a single fund – the “ YES! Fund” – in order to be able to show results of collective action at global level and generate additional traction.
- ◆ Appointing a Focal Point for all issues related to the project who will participate in follow-up web meetings with the RRM Task Force and in the final assessment and recommendations.
- ◆ Sharing with the RRM Task Force best practices and lessons learned in the framework of the integration of these students into academic life. Every partner can raise concerns at any time,

with the possibility for discussion amongst all members on a regular basis. The RRM Task Force can provide solutions for these concerns or suggest measures to mitigate their impact.

- ◆ Deciding on the possible organization of joint activities – namely web activities – involving the academic staff and students to hold broader discussions on topics related to the pilot.
- ◆ Possibly convening joint high-level meetings with governments and other parties concerned. If one party organizes a meeting with external bodies on operations covered by the RRM pilots, the other organization will be invited.
- ◆ Taking measures to enhance the visibility of their co-operation and joint activities within the RRM Platform to the general public. All parties will mutually support each other in their relations with the media and with regard to web contents.
- ◆ For Partners

Running the pilot will require that each partner commits to share its own experience, knowledge and know-how on topics related to higher education in emergencies in order to:

- ◆ foster collaborative responses to crises
- ◆ contribute to strengthening the academic capacity to respond to crises through the development of new tools, common approaches, guidelines and pathways as well as best practices that can be replicated
- ◆ contribute to upholding article 26 of the Universal Declaration of Human Rights and to implementing paragraph 82 of the New York Declaration
- ◆ improve accurate and disaggregated data collection definition, modules and processes
- ◆ improve understanding of crisis situations, higher education needs and early planning for timely action
- ◆ strategize coordinated action in order to align it as much as possible with global priorities, such as the Agenda for Sustainable Development

Goals (namely SDG 4, 5 and 16), the Agenda for Humanity and the Global Compacts

- ◆ explore untapped revenue potentials and make funding available to address the finance gap for education in crisis situations
- ◆ plan, conduct, follow up and monitor advocacy actions in order to inspire political commitment so that higher education is viewed both by governments and donors as a top priority during crises
- ◆ leverage the media.

Each partner should appoint a Focal Point for all issues related to the project who will participate in follow-up web meetings with the RRM Task Force and in the final assessment and recommendations. Every partner can raise concerns at any time, with the possibility for discussion amongst all members on a regular basis. The RRM Task Force can provide solutions for these concerns or suggest measures to mitigate their impact.

Partners might decide to organize some joint activities – namely web activities –to hold broader discussions on topics related to the pilot.

Partners might want to convene joint high-level meetings with governments and other parties concerned. If one party organizes a meeting with external bodies on operations covered by the RRM pilot, the other organization will be invited.

Partners will take measures to enhance the visibility of their co-operation and joint activities within the RRM Platform to the general public. All parties will mutually support each other in their relations with the media and with regard to web contents.

► What does the RRM platform offer?

- ◆ The RRM is a unique platform for dialogue and cooperation on higher education in emergencies bringing together a wide range of partners.
- ◆ It aims at creating the right ecosystem that allows HEIs and other higher education providers to do more, better and faster in times of crisis.

- ◆ During the pilot, the RRM will foster collaborative responses, strengthen academic capacity to respond to crises, mobilize extra resources, promote a better understanding of humanitarian crises and higher education needs and inspire political commitment at international and regional level so that higher education is viewed both by governments and donors as a top priority during crises.
- ◆ At the end of the pilot, the RRM will conduct an assessment of the experience and in collaboration with partners will issue recommendations for the full operational phase that will start in 2022.
- ◆ The RRM will have no dedicated secretariat at least during the one-year pilot experience. The GP4SYS will stand in for the RRM secretariat over this period. Furthermore, an informal group of coordinators – the RRM Task Force – will be set up. It will consist of up to 7 members. Together they will assist the Network of Partners and the Academic Consortium and will be responsible for the advancement of the RRM.

Priority objectives for the Pilot

The one year pilot aims at bringing together a core group of partners working together with a number of HEIs and other higher education providers around the world in order to do.

MORE

- Increase the number of academic opportunities available to students in emergency situations and in crisis-affected societies
- Provide the RRM with a global scope by increasing the number of HEIs and other higher education providers involved in the RRM as well as the network of partners in particular international and regional organizations

BETTER

- Develop new tools to reinforce academic capacity to respond to crises, notably to facilitate access and ensure equity
- Develop new complementary pathways aimed at empowering individuals and communities to assume genuine ownership of the recovery process in

FASTER

- Once an emergency is declared, adopt and implement a new emergency program within 6 to 9 months
- Develop a specific fast track to provide academic assistance to students and scholars at high risk within emergency responses to crises

5.4. REFLECTIONS AND RECOMMENDATIONS

This section summarizes the main findings and contributions of this Report with a forward-looking perspective. Mapping out the sector of higher education in emergencies and identifying the main gaps hindering the access to higher education by crisis-affected students is not just an exercise as an end in itself. Furthermore it aims at showing that people caught in crisis – those living in conflict and those who are displaced within their own countries or across borders – are at high risk of being left behind. This is all in breach of the commitment made by all countries to “leave no one behind”.

The added value of this Report is as follows:

- 1) It focuses on higher education, a much neglected and ignored target of the SDGs and humanitarian agenda, showing how much crisis undermines the educational opportunities of young adults of official age for higher education;
- 2) It emphasizes the existing gap between demand and supply of higher education opportunities in emergency and crisis situations and underlines that policy, finance and data are three critical gaps that have to be closed;
- 3) It contributes to planning the road towards making progress and achieving the goal of 15% higher education enrolment among students caught in crisis (refugees and internally displaced students hosted in fragile and conflict-affected countries) by 2030.
- 4) It includes details on the project of setting a rapid response mechanism for higher education in emergencies (RRM) as a systemic solution for the systemic need to provide access to higher education in emergency and conflict situations. A Call to Action invites all relevant stakeholders – governments, the UN and other international and regional organizations, aid agencies, development and humanitarian partners, higher education institutions and the academic community, philanthropies and the private sector to join and support the RRM project in order to scale it up and unlock progress.

Overall, the analysis provided in this Report illustrates an acute need for stakeholders (in particular, humanitarian and development actors as well the academic community) to collaborate and cooperate on common objectives to ensure a structured, organized and effective response to higher education in emergency and crisis situations. Progress at policy, finance and data levels is crucial to deliver more, better and faster opportunities for higher education in the context of crises.

To accelerate progress it is critical to improve data collection, to develop and share common methodologies and baselines. It is crucial to know how crises affect higher education provision and attainment, how crises affect learning outcomes, what is the impact of the various initiatives taken, what are the unmet needs, etc. It is essential to provide policymakers with the data needed to allow them to make better evidence-based decisions. Improving the quality of the available data on refugees, forcibly displaced persons and students in conflict-affected societies will lead to much more accurate estimates of gaps, needs and funding shortfalls in the sector of higher education in emergencies.

In Sections 1 and 2 we took stock of the current situation of the sector of higher education in emergencies – the terrain was mapped out and a number of crucial questions were raised and clarified such as key concepts and terminology, main actors and players, the impact of crises. To fulfil their role in the advancement and reshaping of humanity and modern society as a whole, higher education communities need to be physically secure and free from intimidation, with universities providing a safe haven for teaching, learning and working. When teachers and professors flee due to fear of persecution, there is a subsequent decline in education quality. Along with damages to the physical infrastructures of education institutions, this reduces the capacity of higher education institutions to provide education to young people. Attacks on higher education hinder social and human capital as well as directly impact on economic development.

Planning and coordinating higher education in emergencies is a challenging task. In order to move forward, the variety of stakeholders operating at

various levels, embracing notably the humanitarian and development fields, will need to be brought together in a well-structured and organized manner. At the moment, most initiatives in the sector stand alone. The list of the main providers of higher education in emergencies included in Section 3, whilst comprehensive, is not exhaustive. Rather, it serves as a first point of information on the initiatives dedicated to contributing to the field of higher education in emergencies, since many initiatives happen at institutional level – and as such have a local impact – and including them all would go beyond the scope of this paper.

In Section 4, we attempt to quantitatively assess the need for higher education in emergency and crisis situations in terms of numbers of potential students and the costs involved in ensuring they have access to higher education. It is important to note that the estimates shown are merely a work in progress. The main difficulties encountered were related to the lack of comprehensive and reliable data on higher education in the context of students caught in crisis. However, the current lack of accurate data should not stop stakeholders from taking action on the basis of the best evidence available. The data and figures presented in this paper already illustrate the dimensions of the costs, gaps and benefits of investing in tertiary education in emergencies. They also serve as a call for action to ensure youth across conflict affected countries have access to higher education and can fully participate in society.

The gaps in finance and data are not the only ones threatening the sector of higher education in emergencies. In Section 5 we have included and highlighted additional gaps and challenges that must be eliminated in order to meet the educational needs for tertiary education of students living in conflict or who are forcibly displaced (refugees and IDPs). The new target put forward by UNHCR to increase to 15% access to higher education for refugees by 2030 is discussed and this target enlarged to the broader context of students caught in crisis. In Section 5.3., we present the rapid response mechanism for higher education in emergencies (RRM) as a new architecture for coordinating and scaling up the provision of higher

education in emergency and crisis situations. The RRM, as a common platform for higher education in emergencies and crises, seeks to bring together governments, humanitarian and development actors, HEIs, civil society organizations, philanthropies, the private sector in order to ensure that more, better and faster higher education opportunities are provided to students who are affected by conflict, to those precisely who are most at risk of being left behind.

The key findings of this study have several implications on how we understand the sector of higher education in emergency and crisis situations. They help us to understand how investing in this sector has an impact that goes beyond the life of each student. Investment in tertiary education generates major external benefits that are crucial for knowledge-driven economic and social development not to mention rebuilding war-torn societies. Based on what we observe in the present, we can predict what the costs and numbers will be in the future if we do not take action now to reduce the gaps preventing refugees and forcibly displaced persons from accessing higher education and from becoming active, fully contributing members of our society.

Key highlights

- ◆ Everyone has the right to education and those affected by emergencies and conflicts are no exception. In crisis situations, quality education provides protection to children and youth, contributes to self-reliance and acts as a catalyst for recovery. In post-crisis settings it builds a stronger foundation to consolidate peace and prevent a relapse into conflict.
- ◆ Higher education unleashes innovation and entrepreneurial skills that are important for economic activity and job creation – elements critical for stability during times of reconstruction and for longer term sustainable development. Furthermore, higher education is a powerful driver for resilience, empowerment and integration in host societies.
- ◆ Since 2000 the field of education in emergencies has emerged as integral to the global education

movement and many initiatives have been launched to halt the number of children and youth out of school due to conflict, disasters, displacements, epidemics and natural disasters.

- ◆ However, higher education has remained largely neglected and excluded from the sector of education in emergencies, seen by many as a luxury.
- ◆ As a consequence, youth across conflict-affected societies – living in conflict and those who are displaced within their own countries or across borders – are the most at risk of being left behind.
- ◆ This gap is mirrored by figures: according to UNHCR, only 3% of refugee youths attend university compared with a global average of 37%.
- ◆ Analysis further show that of the approximately 121 million young adults of official age for higher education in 37 conflict-affected societies, 5.3 million are refugees, IDPs or people of concern.
- ◆ To reach the target of providing 15% of them with higher education opportunities by 2030 (2017 used as the baseline) this means that 820.000 students have to be enrolled in tertiary education in 10 years' time.
- ◆ Focusing only on refugees under the UNHCR mandate, to achieve the 15% target, some 440.000 refugees have to be enrolled in tertiary education by 2030 according to data provided by the UN agency.
- ◆ To achieve these goals, progress has to be made in a consistent way. Increased action, based on understanding the scale of the challenges ahead and the current gaps and opportunities, is needed to catalyze new commitments from all stakeholders.
- ◆ With the number of conflicts increasing since 2000 and displacement on an upward trend, it is necessary to prioritize further action and scale up efforts to do more, better and faster.
- ◆ The upcoming GRFs in 2023, 2027 and 2031 are critical defining moments of the roadmap to achieve 15% enrolment by 2030.

Recommendations

- ◆ Shaping an appropriate framework for the provision of higher education to vulnerable refugees and internally displaced people in order to advance global action on higher education in emergency and crisis situations is a necessary and urgent step to be taken.
- ◆ As part of this framework, setting up a common platform for dialogue and cooperation among all relevant stakeholders that will ensure greater coherence, coordination and evidence-based interventions and prioritization.
- ◆ This common platform should include a rapid response mechanism for higher education in emergencies as well as a full spectrum of short, medium and longer-term higher education programs.
- ◆ As higher education in emergencies is dramatically under-funded, receiving low shares of humanitarian aid and unclear development aid support, urgent attention is needed to address the finance gap for higher education in crisis.
- ◆ Costs to provide higher education to refugees and other forcibly displaced students are extremely diverse and, in general, the cost of tertiary education is rising globally, in particular in crisis contexts. Financial issues are considered by refugees as the number one barrier to access and a main obstacle to equity. Therefore, scholarships for refugees in their host country and abroad should consider the full cost of tuition and living – including the potential economic impact on the student's family when they are studying full time and unavailable to work.
- ◆ The need for extra resources is evident. The priority focus should be put on targeting new potential donors, new funding resources and new blended financing strategies, such as: (1) official development assistance (ODA), especially by including higher education in emergencies in the new updated ODA codes and by increasing ODA in fragile settings outside humanitarian assistance; (2) financing institutions should be invited to come up with multi-year, flexible financing with less earmarking and adaptable to often changing

contexts;(3) the private sector, which has the capacity to make massive impact investments in funds to support qualified refugees and students in forced mobility; (4) the introduction of a voluntary academic solidarity gift that would bring together the global academic community to support higher education in emergencies – the so-called Yes!Fund.

- ◆ As concrete steps to accelerating progress, the following is suggested for immediate action:
 - ▶ to set up a group of friends within the UN system to drive further commitment and action by national governments;
 - ▶ to engage further with key international players – such as the World Bank, the UN family and the European Union – to scale up interventions and partnerships that drive policy changes, improve data collection and scale up financing tools available to fragile and conflict-affected countries and to actions that meet higher education needs of vulnerable refugees and internally displaced people;
 - ▶ to engage further with civil society, philanthropies and the private sector to support efforts to improve capacity building opportunities, social skills and scholarship programs for students and scholars in conflict affected societies;
 - ▶ to actively promote expansion of complementary pathways for higher education;
 - ▶ to mobilize the academic community to come together to contribute to ensuring the provision of higher education to students caught in crises (refugees or forcibly displaced at large) with the target of achieving a 15% enrolment rate by 2030;
 - ▶ to set up an academic task force to map out best practices and work out practical solutions for the elimination of existing barriers and obstacles that refugees face when acceding to higher education.

6

CALL TO ACTION



LISBON CALL TO ACTION

1. Everyone has the right to education and those affected by emergencies and protracted conflicts are no exception. In crisis situations, quality education provides protection to children and youth, contributes to self-reliance and acts as a catalyst for recovery. In post-crisis settings it builds a stronger foundation to consolidate peace and prevent a relapse into conflict. Higher education unleashes innovation and entrepreneurial skills that are important for economic activity and job creation – elements critical for stability during times of reconstruction and for longer term sustainable development. Furthermore, higher education is a powerful driver for resilience, empowerment and integration in host societies.
 - ▶ As a consequence, young people across conflict-affected societies – living in conflict and those who are displaced within their own countries or across borders – are the most at risk of being left behind.
2. Since 2000 the field of education in emergencies has emerged as integral to the global education movement and many initiatives have been launched to halt the number of children and youth out of school due to conflict, disasters, displacements, epidemics and natural disasters.
3. However, higher education has remained largely neglected and excluded from the sector of education in emergencies, seen by many as a luxury. This gap is mirrored by figures: according to UNHCR, only 3% of young refugees attend university compared with a global average of 37%.
 - ▶ With the number of conflicts increasing since 2000 and displacement on an upward trend, it is necessary to prioritize further action and scale up efforts to do more, better and faster in the provision of higher education opportunities to young people across conflict-affected societies.
 - ▶ To reach the target of providing 15% of them with higher education opportunities by 2030 (2017 used as a baseline) this means that 820,000 students have to be enrolled at tertiary education in 10 years' time.
4. Analysis further shows that of approximately 121 million young adults of official age for higher education in 37 conflict-affected societies, 5.3 million are refugees, IDPs or people of concern.

- ▶ Focusing only on refugees under the UNHCR mandate, to achieve the 15% target some 440,000 refugees have to be enrolled in tertiary education by 2030 according to data provided by the UN agency.
- ▶ To achieve these goals, progress has to be made in a consistent and sustained way. Increased commitment and action, based on understanding of the scale of the challenges ahead and of the current gaps and opportunities, is needed.
- ▶ The upcoming GRFs in 2023, 2027 and 2031 are critical defining moments of the roadmap to achieve 15% enrolment by 2030.

Against this backdrop, we call upon all relevant stakeholders – higher education institutions and providers, international organizations, governments, aid agencies, foundations, NGOs, the private sector and individuals – to come together and join the Rapid Response Mechanism for Higher Education in Emergencies (RRM).

Under the umbrella of this project, over a one-year pilot, the following actions will be undertaken:

- ◆ Shaping an appropriate framework for the provision of higher education to vulnerable refugees and internally displaced people in order to advance global action on higher education in emergency and crisis situations is a necessary and urgent step to be taken.
- ◆ As part of this framework, setting up a common platform for dialogue and cooperation among all relevant stakeholders that will ensure greater coherence, coordination and evidence-based interventions and prioritization.
- ◆ This common platform will include a rapid response mechanism for higher education in emergencies as well as a full spectrum of short, medium and longer term higher education programs.
- ◆ Addressing the funding shortfalls. The priority focus will be to target new potential donors, new funding resources and new blended financing strategies, such as: (1) official development assistance (ODA), especially by including higher education in emergencies in the new updated ODA codes and by increasing ODA in fragile

settings outside humanitarian assistance; (2) financing institutions should be invited to come up with multi-year, flexible financing with less earmarking and adaptable to often changing contexts; (3) the private sector, which has the capacity to make massive impact investments in funds to support qualified refugees and students in forced mobility; (4) the introduction of a voluntary academic solidarity gift that would bring together the global academic community to support higher education in emergencies – the so-called Yes!Fund.

As concrete steps to accelerating progress, the following is suggested for immediate action:

- ◆ to set up a group of friends within the UN system to drive further commitment and action by national governments;
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- ◆ to engage further with civil society, philanthropies and the private sector to support efforts to improve capacity building opportunities, social skills and scholarship programs for students and scholars in conflict affected societies;
- ◆ to actively promote expansion of complementary pathways for higher education
- ◆ to mobilize the academic community to come together to contribute to ensuring the provision of higher education to students caught in crises (refugees or forcibly displaced at large) with the target of achieving a 15% enrolment rate by 2030;
- ◆ to set up an academic task force to map out best practices and work out practical solutions for the elimination of existing barriers and obstacles that refugees face when acceding to higher education.

7
ANNEXES

7.1. THE YES! FUND – AN OVERVIEW

THE YES! FUND
A NEW FUNDING LEG OF THE
RAPID RESPONSE MECHANISM FOR HIGHER EDUCATION IN EMERGENCIES



THE CRISIS
70.8 million
forcibly displaced worldwide



THE CAUSE

37 ONGOING
CONFLICTS



THE DREAM

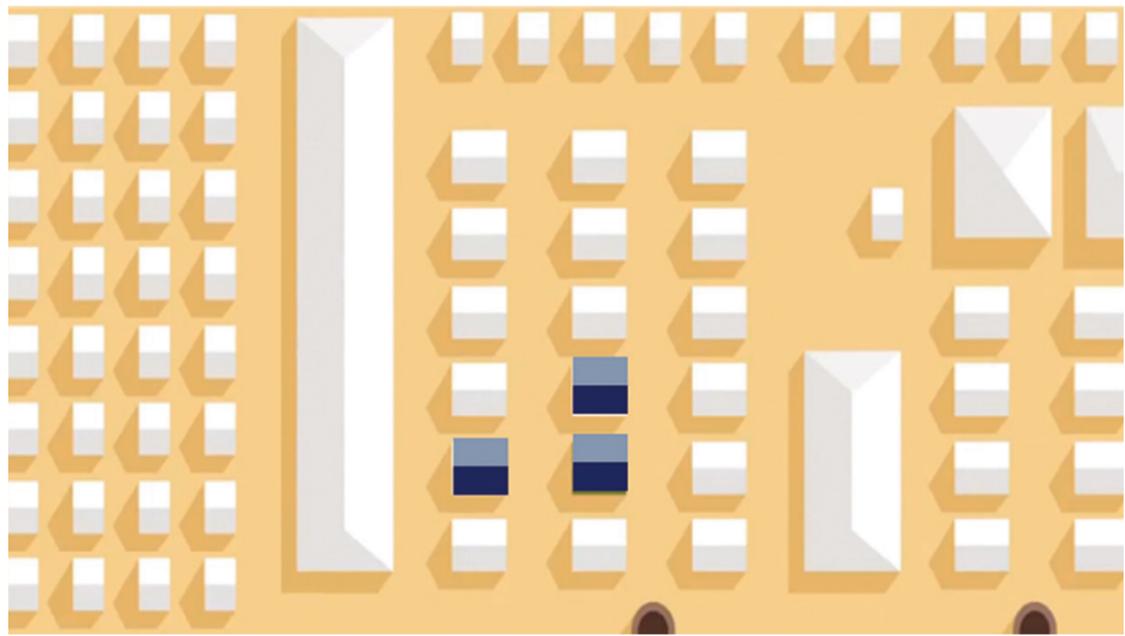


THE EMERGENCY



THE REALITY

Only 3% refugees have access to higher education



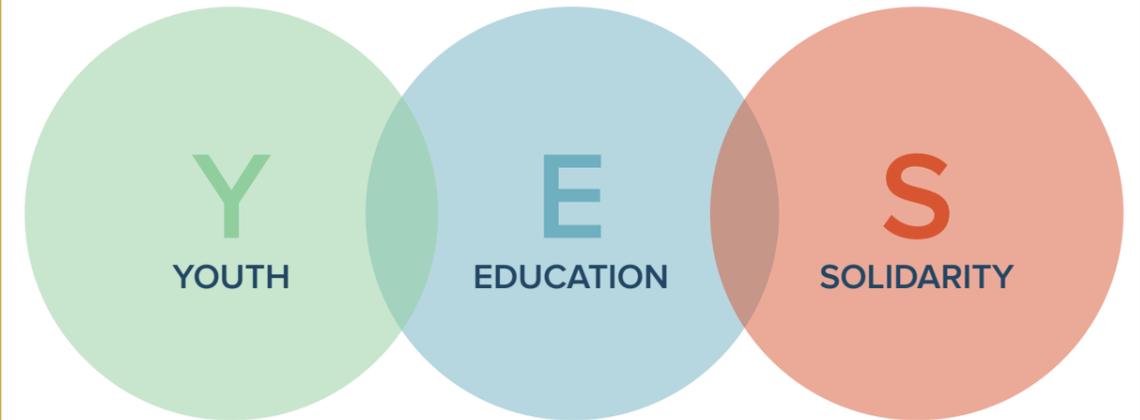
THE RRM – A GAME CHANGER



THE CATALYST



THE YES! FUND STANDS FOR

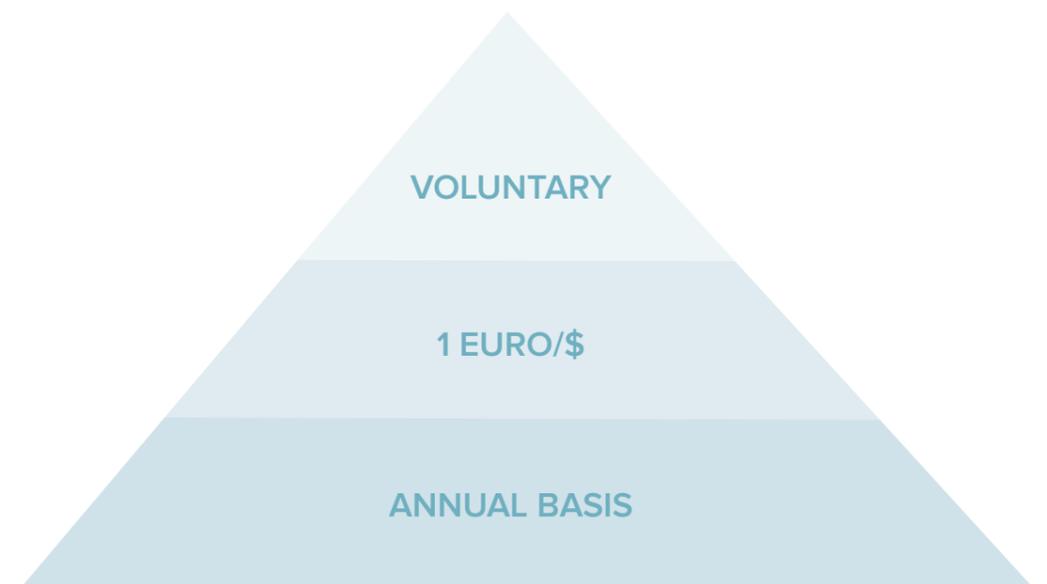


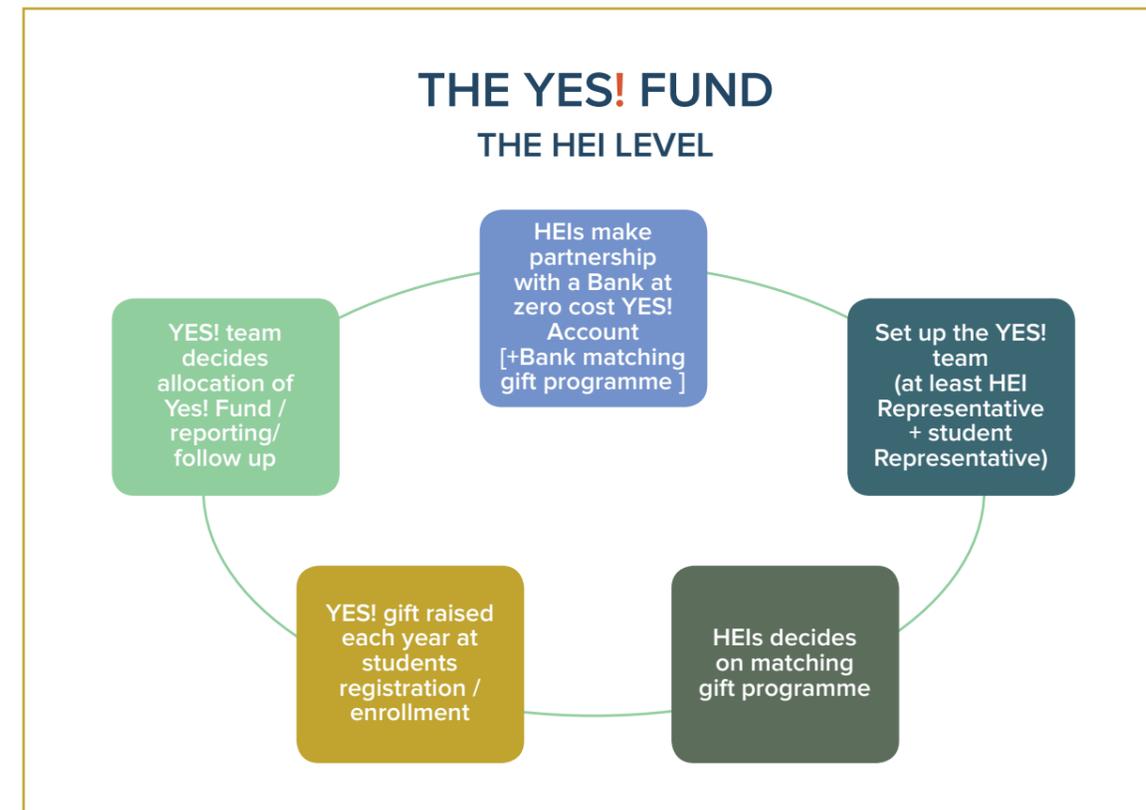
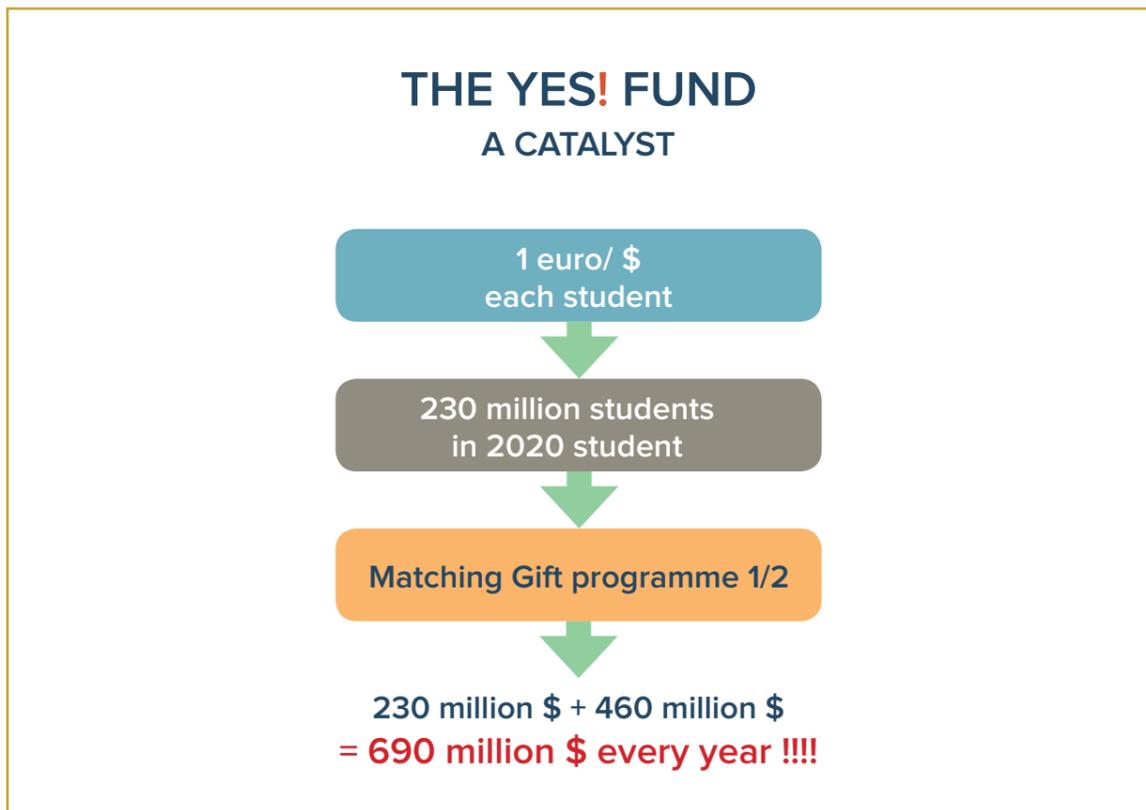
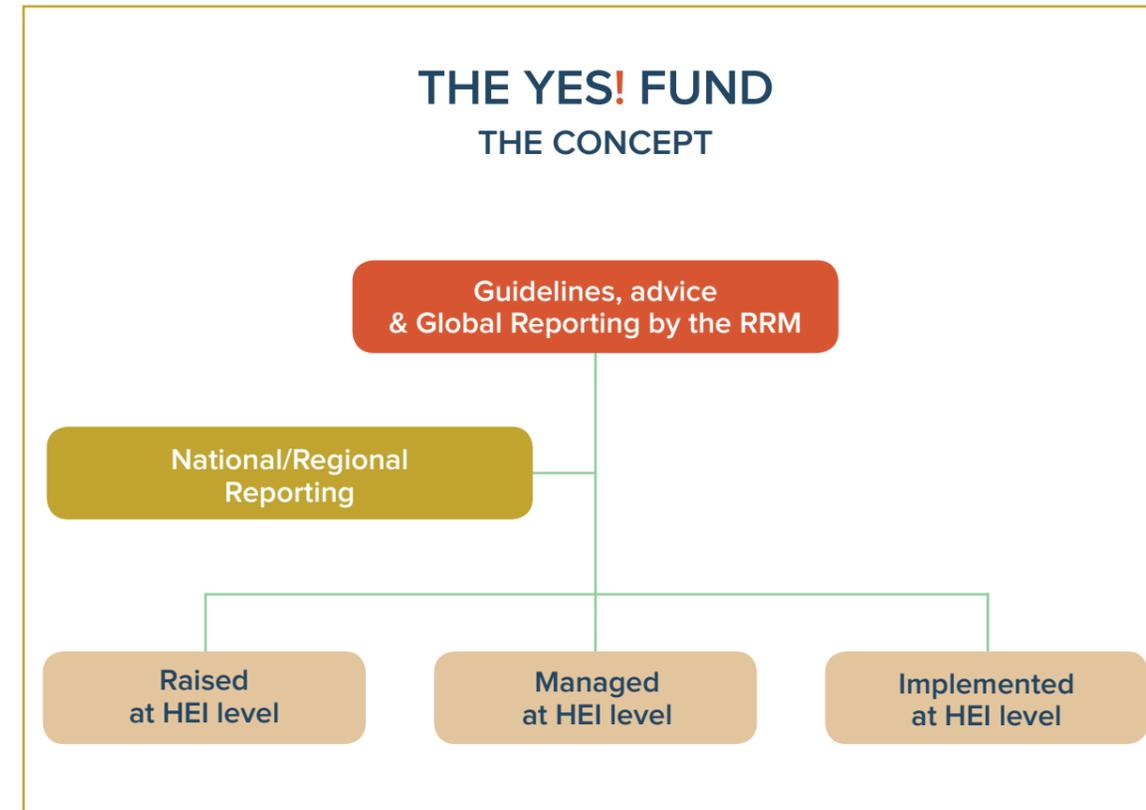
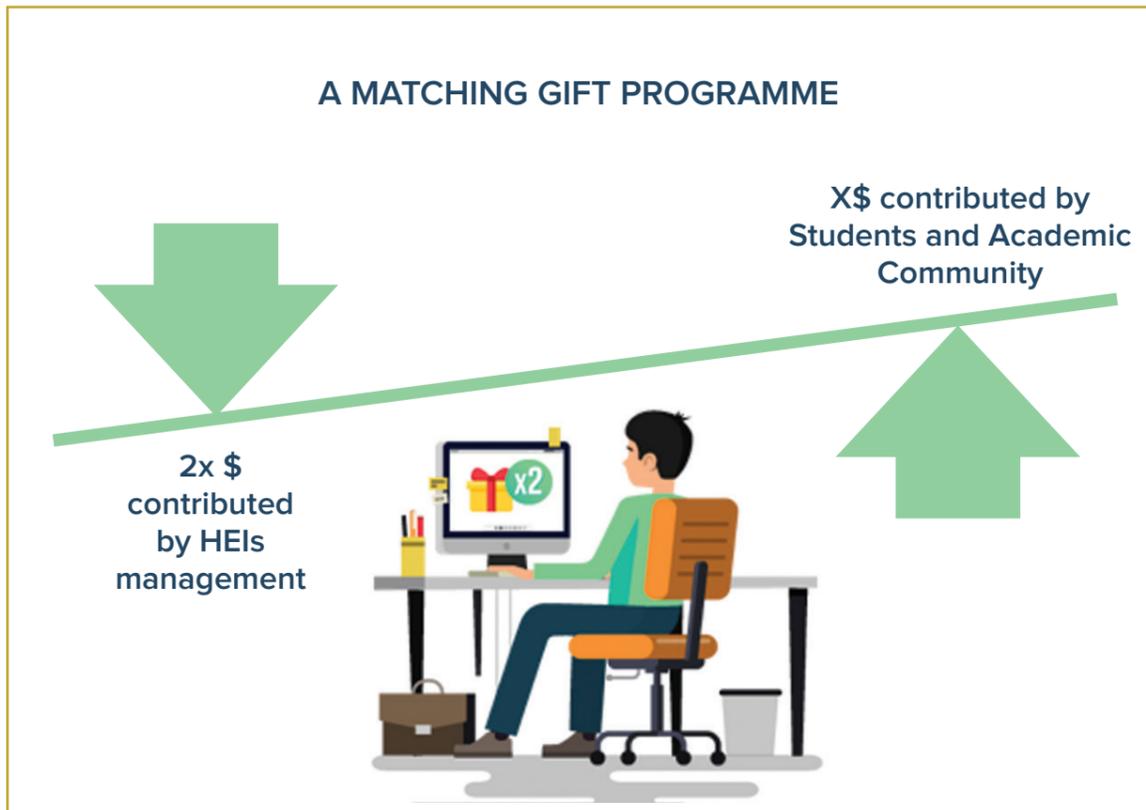
YES! FUND

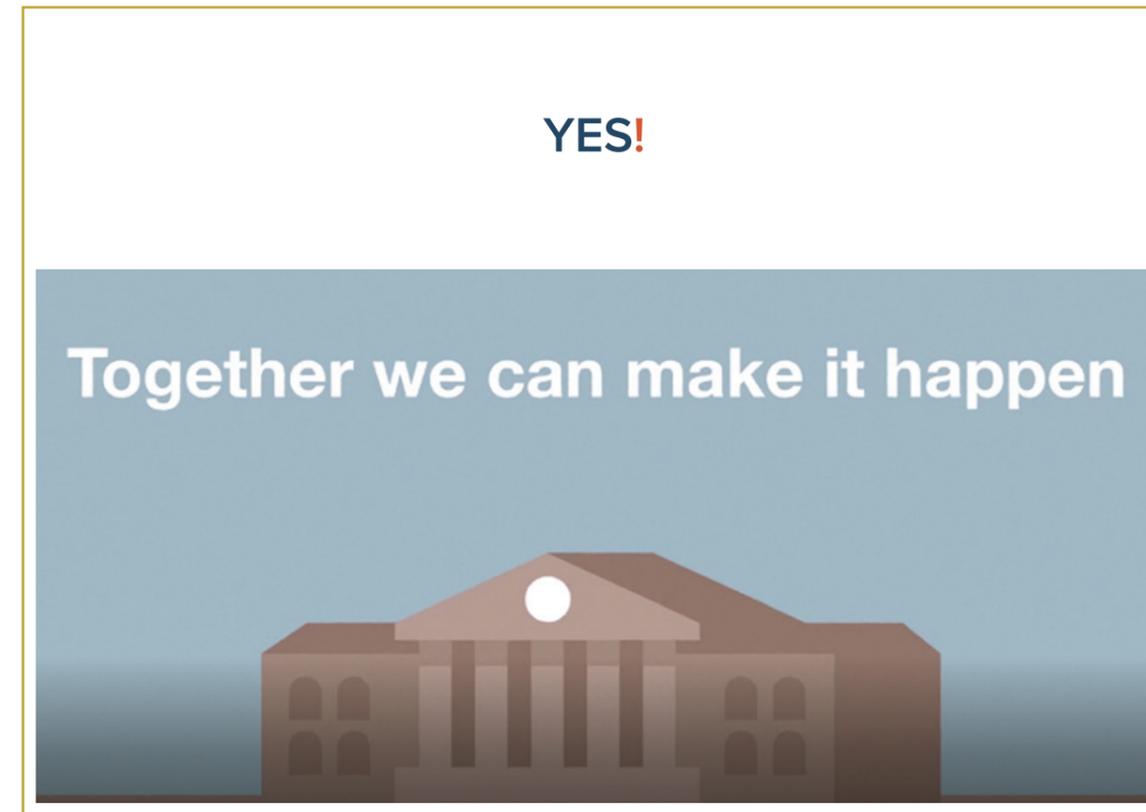
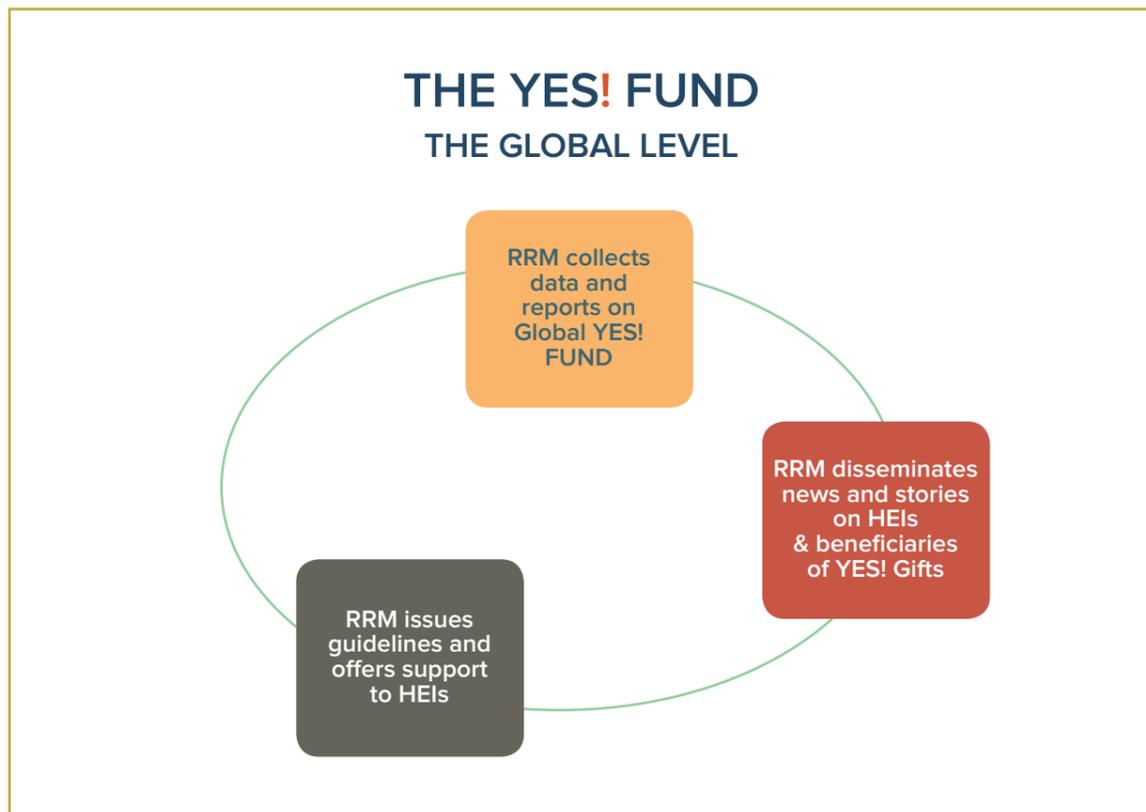
 A graphic on a yellow background. At the top, the words 'YES!' and 'FUND' are written in large, bold, black letters. Below the text are eight stylized, diverse faces of students, arranged in two rows of four. Each face has a green '1€' symbol below it. At the bottom of the graphic, there is a small block of text:

There are 70,8 million of refugees across the world. Only 3% have access to higher education. There are 230 million higher education students in the world. 1€/year from each student means 230 million euros annually. Education is emerging. And this fund too. More info at your Students' Union.

THE YES! GIFT







7.2. LIST OF CONFLICT-AFFECTED COUNTRIES

Though many competing definitions are in circulation, a total of 37 countries of concern to the international community are currently affected by emergencies and crises, on the basis of data from UNHCR, OCHA, UNESCO, World Bank, OECD and ECWF.

In this Report, the following countries were considered:

Conflict-affected countries				
Afghanistan	Djibouti	North Korea	Nigeria	Turkey
Cameroon	Egypt	Lebanon	Philippines	Uganda
Central African Republic (CAR)	Eritrea	Liberia	Sierra Leone	Ukraine
Chad	Ethiopia	Malawi	Somalia	Yemen
Colombia	Guinea	Mali	South Sudan	Venezuela
Democratic Republic of the Congo (DRC)	Iraq	Myanmar	Sudan	Libya
	Jordan	Nepal	Syria (Syrian Arab Republic)	Palestine
	Kenya	Niger		

7.3. CURRENT EMERGENCIES – A SNAPSHOT

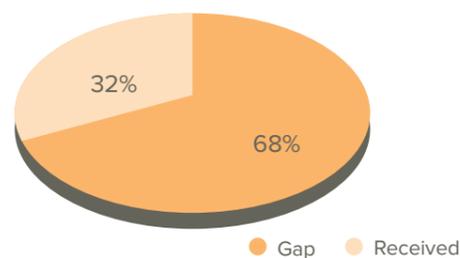
A) BURUNDI (SITUATION)

The political unrest in Burundi started in 2015, when the former president, Pierre Nkurunziza, announced he would run for the 2015 presidential elections. This announcement led to a number of protests which took place all over the capital, Bujumbura. In 2016, confrontations between the government and the protesters increased in brutality and there have been many reports of “disappearances, abductions, torture, rape, and arbitrary arrests”¹.

Since April 2015, due the economic recess and political struggles, many people fled Burundi. The four main destinations are Tanzania (162,823, nearly 49,9% of the total number of refugees²), Rwanda (72,932 refugees; 22,3%), Democratic Republic of Congo (46,069 refugees; 14,1%) and Uganda (44,611 refugees; 13,7%). In addition to the population above, there are some 13,800 Burundian refugees and asylum seekers in Kenya, 7,800 in Mozambique, 8,300 in Malawi, 9,200 in South Africa and 6,000 in Zambia, who are assisted within the respective country-level programs.

The total number of refugees to 31 October 2019 is 326,435. OCHA projects 1.74 million people in need for 2020 due to food insecurity, health crises including risk of cross-border transmission of Ebola as well as scheduled elections. The OCHA Humanitarian Response Plan HRP 2020 will require \$104 million³.

Regional RRP Financial Information – 2019



Sources:

- <https://data2.unhcr.org/en/situations/burundi>
- <http://www.unhcr.org/burundi-situation.html>
- Global Humanitarian Overview (GHO) 2020 <https://www.unocha.org/global-humanitarian-overview-2020>

B) IRAQ (EMERGENCY)

Since US troops pulled out in December 2011, and with the emergence of ISIS as a major actor in the region, beginning in January 2014, Iraq has been facing serious trouble in maintaining political stability in the region.

The UNHCR reports that by the end of October 2018, more than 4 million displaced people returned home despite around 2 million IDPs spread across over 2,000 temporary settlements, as well as other non-camp accommodation (e.g. host families, rented) throughout Iraq. Indeed, only 0,48 million of displaced peoples are in camps while 1,5 million are out of camps.

Forcibly displaced people are returning home slowly but many families cannot return without significant protection because many intercommunal, political and societal tensions persist⁵.

A recent report of UNHCR⁶ indicates that nearly 6.7 million people in need of humanitarian assistance, of which 3.3 million are children (under 18) and 3.3 million are women and girls. People in need include 1,98 million IDPs; 4 million returnees; 390,000 vulnerable residents in host communities as well as 250,000 Syrian refugees. It is estimated that around 4.5 people in Iraq need specialized protection services.

The last estimation of total funds needed to face the Iraqi crisis is 569 million US dollars.

Sources:

- HNO – Humanitarian Needs Overview 2019 – Nov 2018 <https://data2.unhcr.org/en/documents/download/67416>
- <http://www.unhcr.org/iraq-emergency.html>
- https://data2.unhcr.org/en/situations/iraq_cccm
- Global Humanitarian Overview (GHO) 2020 <https://www.unocha.org/global-humanitarian-overview-2020>

C) DEMOCRATIC REPUBLIC OF CONGO (DRC, EMERGENCY)

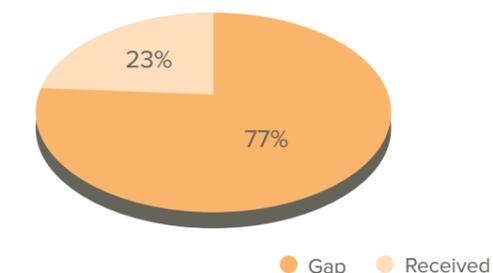
In addition to the economic recession, the DRC is currently experiencing multiple conflicts between many armed groups and government security forces. The elections in 2019 marked a first step to peaceful transition⁷. However, the Congolese refugee population is among the ten largest in the world and is home to the largest IDP population in Africa with 5.01 million displaced people, including around 940,000 in 2019.

According to UNHCR’s record of 31 of October 2019, 890,044 DRC refugees from the DRC⁸ are hosted in neighboring African countries such as Uganda (389,276, which is nearly 43.7% of all refugees), Burundi (84,469; 9.5%), Rwanda (76,366; 8.6%), Tanzania (72,771; 8.3%) and South Africa (59,480; 6.7%). Moreover, there are over 537,238 refugees and 10,165 asylum-seekers based in the DRC (as of 31 May 2019) from other countries⁹ within the DRC’s territory. OCHA¹⁰ estimates a total of 15,9 million people in need from 2015 to 2020 because of food insecurity, unstable security situation and health epidemics (especially Ebola). The World Health Organization estimated around 37,402 deaths from infectious diseases in 2019.

The funding appeal led by UNHCR asked for US\$ 743M requirements for 2019, however only 14 per cent of funding required has been funded, as at

September 2018. The 2020 HRP estimates that US\$ 500 will be needed to target 2.6 million from a total of 4.8 million people in need.

Interagency RRRP requirements



Sources:

- <http://www.unhcr.org/dr-congo-emergency.html>
- <https://data2.unhcr.org/en/situations/drc>
- The Democratic Republic of Congo Regional Refugee Response Plan (RRRP) 2019-2020 – <https://data2.unhcr.org/en/documents/details/67237>
- OCHA, Global Humanitarian Overview 2020 <https://www.unocha.org/global-humanitarian-overview-2020>

D) SOUTH SUDAN (EMERGENCY)

South Sudan has been tormented by a deadly civil war. Reports indicate that to this date up to 400,000 people have been killed in conflicts between government forces and rebels since 2013. The Revitalized Agreement on the Resolution of the Conflict in the Republic of South Sudan in September 2018 should mark the path towards peace. However, food insecurity, conflict and insecurity, as well as the risk of natural disasters might keep South Sudan in the continent’s largest refugee crisis in 2020¹¹. The rainfalls in 2019 affected close to 1 million people.

¹ <https://www.hrw.org/world-report/2017/country-chapters/burundi>

² Source: https://data2.unhcr.org/en/situations/burundi#_ga=2.23398264.378051268.1520873778.2031302951.1520352566 (UNHCR and Burundi’s government).

³ Global Humanitarian Overview (GHO) 2020 (available at <https://www.unocha.org/globalhumanitarian-overview-2020>)

⁴ Check: https://data2.unhcr.org/en/situations/iraq_cccm

⁵ Global Humanitarian Overview (GHO) 2020 (available at <https://www.unocha.org/globalhumanitarian-overview-2020>)

⁶ 2019 Iraq Humanitarian Needs Overview, Published: 16 December 2018 <https://data2.unhcr.org/en/documents/details/67416>

⁷ Check: OCHA, Global Humanitarian Overview 2020 (available at: <https://www.unocha.org/global-humanitarian-overview-2020>)

⁸ Check: <https://data2.unhcr.org/en/situations/drc>

⁹ According to UNHCR, the DRC hosts over 537,000 refugees, 62% are children, from neighbouring countries, primarily from Rwanda, the Central African Republic, South Sudan and Burundi.

¹⁰ Global Humanitarian Overview 2020 (available at: <https://www.unocha.org/globalhumanitarian-overview-2020>)

¹¹ OCHA, Global Humanitarian Overview 2020 (<https://www.unocha.org/global-humanitarian-overview-2020>)

Until 31 October 2019, the number of refugees and asylum-seekers reported by UNHRC was 2,201,724¹², 63% being children of the South Sudanese refugee population. Host countries of South Sudan refugees are Sudan, Uganda, Ethiopia, Kenya and DRC.

The UNHCR's South Sudan Regional Refugee Plan 2019 indicates a number of 3,9 million persons of concern (South Sudanese refugees in the region; South Sudanese IDPs and refugees in South Sudan)¹³ and OCHA/IOM refer to 1,5 million South Sudanese IDPs¹⁴.

The UNHRC response plan made an appeal for financial aid in the amount of 1,365,963,860 USD¹⁵ in 2019. This financial aid would be divided between the six neighboring countries¹⁶ around South Sudan that are receiving the South Sudanese refugees and would cover many essential areas such as food security, protection, education, health & nutrition, WASH and others. The aid received until 3 December 2019 only represents 32% (441,247,962 USD).

Sources:

- UNHRC's South Sudan Regional Refugee Plan 2018 <https://data2.unhcr.org/en/documents/download/61894>
- UNHRC's document South Sudan Regional Refugee Plan 2019 <https://data2.unhcr.org/en/documents/download/72142>
- https://data2.unhcr.org/ensituations/southsudan#_ga=2.87874840.1870760691.1575469001.1279598676.1574160654
- IOM South Sudan Monthly Update: October 2019 <https://southsudan.iom.int/media-and-reports/humanitarian-updates/iom-south-sudan-monthly-update-october-2019>

¹² https://data2.unhcr.org/en/situations/southsudan#_ga=2.87874840.1870760691.1575469001.1279598676.1574160654

¹³ According to the UNHRC's document South Sudan Regional Refugee Plan 2019 (available at <https://data2.unhcr.org/en/documents/download/72142>)

¹⁴ IOM South Sudan Monthly Update: October 2019 <https://southsudan.iom.int/media-and-reports/humanitarian-updates/iom-south-sudan-monthly-update-october-2019>

¹⁵ 1,529,771,346 USD.

¹⁶ Central African Republic (CAR), Democratic Republic of Congo (DRC), Ethiopia, Kenya, Sudan and Uganda.

¹⁷ See: International Protection Considerations with Regard to People Fleeing the Syrian Arab Republic Update V, November 2017 (available at <http://www.refworld.org/pdfid/59f365034.pdf>).

¹⁸ <https://www.unhcr.org/syria-emergency.html>

¹⁹ See: https://data2.unhcr.org/en/situations/syria#_ga=2.223858971.1870760691.1575469001.1279598676.1574160654 (last update in 21 November 2019).

²⁰ OCHA, Global Humanitarian Overview 2020 (<https://www.unocha.org/global-humanitarianoverview-2020>)

²¹ See *Regional Refugee & Resilience Plan (3RP) Regional Strategic Overview 2019/2020*: <https://data2.unhcr.org/en/documents/download/67235>

²² Available at: <http://www.fao.org/emergencies/resources/documents/resources-detail/en/c/1207750/>

²³ Source: <https://www.iom.int/news/ioms-2019-humanitarian-appeal-syria-usd-207-millionconflict-enters-ninth-year>

E) SYRIA (EMERGENCY)

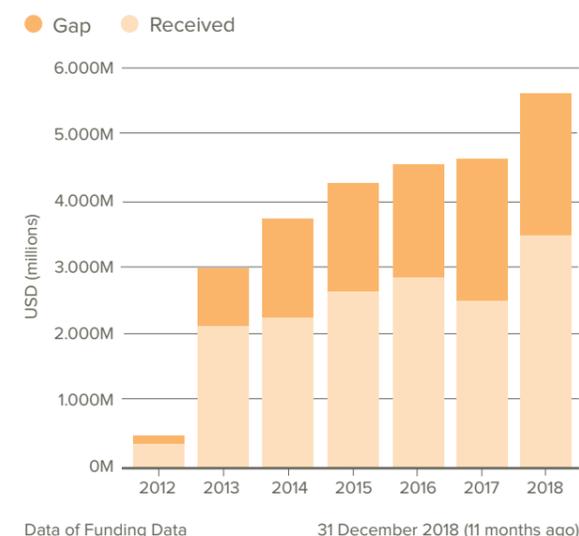
A recent UNHRC report refers that from the beginning of civil war until now, the number of casualties is between 109,000-500,000 people¹⁷. In addition, as stated by UNHRC¹⁸, there are 13,1 million people in need in Syria, 70% being women or children. There are 6,6 million IDPs, 2,98 million in hard-to-reach and besieged areas and 5,660,187 (7%) officially registered Syrian refugees¹⁹. 70% of Syrian refugees live in poverty, high levels of unemployment and severely limited access to basic services, such as education, persist. This is also the case with many of the host communities in neighboring countries²⁰.

Most of the refugees in bordering countries are living in urban areas; only 279,732 are in refugee camps. Those outside refugee camps are living below the poverty line. The five main neighboring countries hosting most of the Syrian refugees are Turkey (3,687,244 million), Lebanon (918,974), Jordan (654,266), Iraq (234,831) and Egypt (129,159). The UNHRC formulated a Syrian Regional Refugee Response for 2018, with an initial appeal for financial aid for 2019 of \$5,534,138,004²¹, including 979 million for the education sector. This plan targets the Syrian refugee communities (the 5.6 million refugees and the 3,989,110 directly targeted members of impacted communities).

According to the Food and Agricultural Organization (Syria Crisis – Situation Report September 2019)²², in Syria, 6,5 million of people are suffering food insecurity and facing a large food consumption gap. The International Organization for Migration (IOM) is appealing²³ to the international community for USD 207 million to continue its lifesaving assistance to

support more than 1,8 million people in Syria and neighboring countries in 2019.

Funding Requirements



Sources:

- See *Regional Refugee & Resilience Plan (3RP) Regional Strategic Overview 2019/2020*

Northwest Syria: a new humanitarian disaster

"The humanitarian situation for people in northwest Syria is at the most critical points due to ongoing hostilities, harsh winter conditions, and existing needs that were already severe. From 9 to 12 February, some 142,000 more people were displaced, bringing the total number of displaced individuals to more than 800,000 people since 1 December. The massive scale and rapidity of this displacement compounds the previously existing needs in northwest Syria. Since late January, intensive airstrikes and shelling continued to affect communities in the Idlib area, including western Aleppo governorate. Ground fighting between non-state armed groups (NSAGs) and Government of Syria (GoS) forces and its allies rapidly extended to include a larger geographic area, affecting many population centres, such as Saraqab and its vicinity (...). While communities in proximity of the frontlines are almost deserted as

people flee to safer areas, those who are left behind generally have existing vulnerabilities and face greater risks due to their inability to evacuate. As a result of this rapid escalation, civilians from towns and villages, which until this point had received displaced people such as Sarmin, Atareb, Teftnaz, Bennsh, Kelly, Ariha and Idlib city, began to flee further north, to areas close to the Turkish-Syrian border in northwest Idlib and to northern Aleppo governorate. (...) Of the more than 800,000 individuals who have been displaced since 1 December, more than 550,000 moved within the Idlib area, mostly to Dana, Maaret Tamsrin and Idlib sub-districts, which are densely populated with displaced people who had been displaced previously. More than 250,000 have moved to areas in northern Aleppo governorate including Afrin, A'zaz, Jandairis and Al Bab. Since last week, movement to northern Aleppo governorate reportedly increased, indicating that more people are seeking to reach safety and services in these areas.

Given the high number of people who fled their homes in the past two months and the rapidity of the population movement, humanitarian needs in northwest Syria are increasing exponentially. Shelter, non-food items, food and protection assistance continue to be the most pressing needs, with 93 per cent of the newly displaced individuals identifying shelter as a main need. As of 13 February, the CCCM Cluster reported that 36 percent of the newly displaced people are staying in rented houses or with host families, while 17 percent of people moved to camps. Another 12 percent of the newly displaced people are reported to seek shelter in individual tents, while 15 percent of them are in unfinished buildings. Some 82,000 people are reportedly in open areas, including under trees. These dire conditions are further exacerbated by harsh winter weather across northwest.

Women and children – who represent 81 percent of the newly displaced people – are again among those who suffer the most. Of more than 800,000 people who have been displaced in northwest Syria from 1 December 2019 to 12 February 2020, more than 60 percent are children. As families and communities continue to be displaced, many of them for multiple times within the space of two months, their resilience has rapidly eroded, which aggravates existing vulnerabilities. Local sources and NGO partners alerted that several young children

who are extremely vulnerable to the cold reportedly passed away due to the harsh conditions. As a result of hostilities and displacement, the provision of humanitarian assistance is severely hampered” (OCHA, Syria Report 2020).

F) NIGERIA (EMERGENCY)

The actual crisis in Nigeria is directly related to the action of the militant Islamist group called Boko Haram, which has been operating in the northeast of Nigeria for ten years. The conflict between Boko Haram and the Nigerian government (and allied) forces has resulted in the death of 20,000 people²⁴. Nigeria entered in a spiral of violence and brutality, with suicide bombings and massacres, which has greatly intensified until now, generating a vast wave of refugees and IDPs. The crisis remains one of the most severe in the world with 7.1 million individuals in need of humanitarian assistance, of which more than 80% are women and children²⁵. A number that is rising because of resurgence in violence by non-State armed groups in 2019. Moreover, at the beginning of 2019, 6.2 million people in Nigeria were facing acute hunger²⁶.

Around 1.8 million people are internally displaced (Humanitarian Response Plan for Nigeria 2019-2021)²⁷. As stated by the UNHRC²⁸, as of 31 October 2019, there are 240,377 refugees spread around three countries in the Lake Chad Basin: Niger (119,541 – 49.7%); Cameroon (108,678 – 45.2%); and Chad (12,158 – 5.1%). Boko Haram attacks in 2018 continued to cause refugee influxes to neighboring countries. However, there are around 2,569,065 IDPs in the Lake Chad Basin (updated 30 Nov 2019), 78.6% from Nigeria (94% displaced by the insurgency in the northeast), 10.5% from Cameroon, 6.6% from Chad and 4.3% from Niger²⁹.

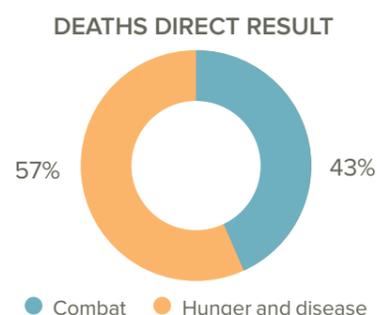
The UNHRC’s Nigeria Regional Refugee Response Plan (January-December 2019) financial aid appeal is of 136,545,154 million USD³⁰ and is focused on implementing solutions directed towards access to asylum and protection, civil registration and documentation for refugees and several other supporting activities. Until 21 November 2019, the Nigeria RRRP has received only 40% of the aid requested³¹.

Sources:

- <http://data2.unhcr.org/en/situations/nigeriasituation>
- <http://www.unocha.org/nigeria/about-ocha-nigeria/about-crisis>
- <https://www.iom.int/press-room/situation-reports>
- <https://www.unocha.org/global-humanitarian-overview-202>

G) YEMEN (EMERGENCY)

Since the times of the Arab Spring, Yemen has been living in a political turmoil with several internal conflicts. The revolts started in 2011, passing through many violent episodes and resulting in the start of civil war in 2015. Since 2015, nearly 250,000 Yemeni people have died as a direct result of combat, hunger and disease. According to OCHA, September 2019 was one of the deadliest months in Yemen with scores of civilians killed in attacks³², with an average of 13 people/day.



²⁴ According to United Nations Office for the Coordination of Humanitarian Affairs (available at <http://www.unocha.org/nigeria/about-ocha-nigeria/about-crisis>).

²⁵ OCHA, Global Humanitarian Overview 2020 (available at <https://www.unocha.org/globalhumanitarian-overview-2020>)

²⁶ 2019 Global Report on Food Crises (available at https://ec.europa.eu/knowledge4policy/publication/global-report-food-crises-2019_en)

²⁷ IOM NORTH-EAST NIGERIA UPDATE January – June 2019: https://www.iom.int/sites/default/files/situation_reports/file/iom_northeast_nigeria_update_jan_to_jun_2019.pdf

²⁸ See: http://data2.unhcr.org/en/situations/nigeriasituation#_ga=2.258269256.378051268.1520873778-2031302951.1520352566

²⁹ Source: https://data2.unhcr.org/en/situations/nigeriasituation#_ga=2.20888248.1870760691.1575469001.1279598676.1574160654

³⁰ Regional Refugee Response Plan 2019 – 2020. Source: <https://data2.unhcr.org/en/documents/download/67364>

³¹ See: <http://data2.unhcr.org/en/situations/nigeriasituation>

Yemen is the world’s worst humanitarian crisis and it is fighting the worst cholera outbreak in recorded history. It is expected that the number of people in need of humanitarian aid remains close to the 2019 levels of 80% of the population, 24 million people³³. However, at least 5.1 million people have limited access to humanitarian assistance, giving authorities restrictions in 75 districts.

As stated by the OCHA Yemen Humanitarian Update Covering 29 August – 27 October 2019 | Issue 12 [EN/AR]³⁴, there are now in Yemen 2,014,026 IDPs (of which 89% have been displaced for more than a year). Up to 9 February 2018, 190,352 people fled the country, while in the opposite direction, the influx of people seeking refuge in Yemen comes to nearly 280,692 people³⁵. As of 27 October 2019, 70% of funding requested for the Yemen Response Humanitarian Plan for 2019 was funded.

Sources:

- <https://reliefweb.int/report/yemen/yemen-unhcr-update-1-14-february-2018>
- <http://www.unhcr.org/yemen-emergency.html>
- <http://www.ohchr.org/EN/Countries/MENARRegion/Pages/YemenReport2017.a>
- <http://data.unhcr.org/yemen/regional.php>
- Global Humanitarian Overview 2020 – <https://www.unocha.org/global-humanitarian-overview-2020>

H) ROHINGYA (EMERGENCY)

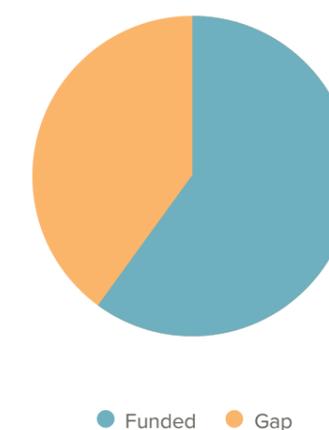
The Rohingya are a stateless Muslim minority in Myanmar. The latest exodus began on 25 August 2017, when violence broke out in Myanmar’s Rakhine State, driving more than 742,000 to seek refuge in Bangladesh. Most arrived in the first three months of the crisis. An estimated 12,000 reached Bangladesh during the first half of 2018. The vast majority reaching

Bangladesh are women and children, and more than 40 per cent are under age 12. Many others are elderly people requiring additional aid and protection. They have nothing and need everything.

Primary safety concerns in the camps are the risk of kidnapping (boys 48% and girls 44%) followed by human trafficking³⁶. According to the 2019 Joint Response Plan for Rohingya Humanitarian Crisis over 1.2 million people are in need of humanitarian assistance. The UNHRC estimates that between August 2017 and 31 October 2019 744,400 refugees arrived in Bangladesh from Myanmar, making the refugee population 914,998 people in Bangladesh³⁷.

The financial appeal for the response in 2019 is 307,600,000 USD, 60% (185 million USD) funded as of 31 October 2019³⁸. The 2019 Joint Response Plan for Rohingya Humanitarian Crisis is set to offer a comprehensive programme aimed at delivering protection, providing life-saving assistance and fostering social cohesion.

UNHCR Financial Appeal in 2019



³² <https://reliefweb.int/report/yemen/yemen-humanitarian-update-covering-29-august-27-october-2019-issue-12-enar>

³³ Global Humanitarian Overview 2020 <https://www.unocha.org/globalhumanitarianoverview-2020>

³⁴ https://reliefweb.int/sites/reliefweb.int/files/resources/Yemen_Humanitarian_Update_12_FINAL_0.pdf

³⁵ Check: <http://www.unhcr.org/yemen-emergency.html>

³⁶ Cox’s Bazar Settlement and Protection Profiling: Round 5 Report July 2019 (available at <https://data2.unhcr.org/en/documents/download/72651>)

³⁷ UNHCR Bangladesh - Operational Update External - 31 October 2019 (#45) (available at <https://data2.unhcr.org/en/documents/download/72444>)

³⁸ https://data2.unhcr.org/en/situations/myanmar_refugees

Sources:

- <https://www.unhcr.org/rohingya-emergency.html>
- https://data2.unhcr.org/en/situations/myanmar_refugees
- Bangladesh: UNHCR Camp Settlement and Protection Profiling (Report) - Round 5 - July 2019 <https://data2.unhcr.org/en/documents/details/72651>
- <http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=22>
- <https://data2.unhcr.org/en/documents/details/62484>
- https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/2019_jrp_for_rohingya_humanitarian_crisis_compressed.pdf
- Cox's Bazar Settlement and Protection Profiling: Round 5 Report July 2019 <https://data2.unhcr.org/en/documents/download/72651>

I) VENEZUELA

The Global Humanitarian Overview 2020 refers to 4,5 million Venezuelan refugees and migrants and 7,1 million people in need, making this displacement among the world's biggest recent displacement crises. The outflow of Venezuelans is estimated to increase in 2020 and possibly surpass 5 million people by the end of 2020³⁹.

Migrants in need are opting for alternative legal forms of remaining and registering as refugees in host countries such as Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Mexico, Panama, Peru and the southern Caribbean. According to official data available, around 2 million residence permits and other forms of regular status have been granted in Latin American and the Caribbean countries since 2015⁴⁰.

The UNHCR estimates that the total funds needed in 2019 to face the Venezuela emergency is US\$158,2 million but the total financial breakdown of the Regional Refugee and Migrant Response Plan for Refugees and Migrants from Venezuela is \$ 737,611,378.

The RMRP, directly involving IOM and UNHCR and targeting 2,2 million refugees, is an inter-agency response with a package of interventions based on common analysis, available assessments of the situation, and the comparative advantages of 95 partners involved in the operational response in 16 countries. One of the RMRP objectives is to "ensure refugees and migrants have access to lifelong learning and education, social security and health".

Sources:

- <https://www.unhcr.org/venezuela-emergency.html>
- Regional Refugee and Migrant Response Plan for Refugees and Migrants from Venezuela (January–December 2019) (available at <https://data2.unhcr.org/es/documents/download/67282>)
- OCHA Venezuela Humanitarian Response Plan (HRP) (available at <https://www.unocha.org/venezuela/about-venezuela>)
- OCHA, Global Humanitarian Overview 2020 (<https://www.unocha.org/global-humanitarian-overview-2020>)
- Migration and Refugee Venezuelan Crisis: IOM Regional Response Overview | July 2019 (available at https://www.iom.int/sites/default/files/situation_reports/file/venitrep-iom_regionalresponseoverview-july2019.pdf)

J) DISPLACEMENT IN CENTRAL AMERICA

Socio-economic instability and poverty, violence, threats, extortion, recruitment into gangs or prostitution, as well as human rights violations, such as sexual and gender-based violence (SGBV), are forcing families to leave their homes in Central America. In 2020, migration from Central America is expected to continue given the impact of climate change and new patterns affecting food production⁴¹.

Worldwide, the UNHCR registered around 387,000 refugees and asylum-seekers from Nicaragua, El Salvador, Guatemala and Honduras, a figure that is increasing at an annual rate of 24 per cent. According to government figures, there are over 318,000

internally displaced people in Honduras and El Salvador, 88,000 asylum-seekers from Nicaragua worldwide and over 62,000 asylum-seekers in Mexico⁴².

The UNHCR estimates a need requirement of US\$91.5 million in 2019 to provide attention and protection to internally displaced people, asylum-seekers, refugees and deportees from North of Central America (NCA) and Nicaragua.

Sources:

- <https://www.unhcr.org/displacement-in-central-america.html>
- OCHA, Global Humanitarian Overview 2020 (<https://www.unocha.org/global-humanitarian-overview-2020>)
- UNHCR, Expanding operations in Central America 2019 – <https://reliefweb.int/sites/reliefweb.int/files/resources/2019%20Expanding%20Operations%20in%20Central%20America%20%28February%202019%29.pdf>

K) LIBYA

According to IOM since the beginning of the clashes there are around 300.000 IDPs, including 8% minors, 450.000 returnees and 650.000 migrants⁴³. Recorded deaths in the Mediterranean Route as for 30 October 2019 are 695 according to Libyan Coast Guard Security and Libyan Red Cross.

According to OCHA figures, as a result of persisting political instability, conflict and insecurity, the breakdown of the rule of law, a deteriorating public sector and a dysfunctional economy, around 823.000 persons are in need of humanitarian assistance (including IDPs, returnees, non-displaced conflict-affected people and host communities, and refugees and migrants). UNICEF refers to 241.000 children in need.

Around 3,300 refugees and migrants in detention centers are at risk in conflict areas according to the revised version in July 2019 of the 2019 Libya Humanitarian Response Plan. OCHA Humanitarian Response Plan funding requirements are 202 million \$, of which only 40% was funded as of 6 November 2019⁴⁴.

Sources:

- <https://www.unhcr.org/venezuela-emergency.html>
- IOM Libya Update | 16 - 30 November 2019 (available at https://www.iom.int/sites/default/files/situation_reports/file/iom_libya_update_16-30_november_2019.pdf)
- OCHA Libya: Humanitarian Dashboard (January - September 2019) (available at https://reliefweb.int/sites/reliefweb.int/files/resources/20191105_Humanitarian-Dashboard_%28Jan-Sep%29_0.pdf)
- OCHA Libya: Humanitarian Dashboard (January - September 2019) (available at https://reliefweb.int/sites/reliefweb.int/files/resources/20191105_Humanitarian-Dashboard_%28Jan-Sep%29_0.pdf)
- 2019 Libya Humanitarian Response Plan – Prioritized Revision (July 2019) (available at <https://reliefweb.int/report/libya/2019-libya-humanitarian-response-plan-prioritized-revision-july-2019>)

L) MEDITERRANEAN SITUATION

The UNHCR registered a total number of 114,719 sea arrivals as of 06 Dec 2019, including refugees and migrants arriving by sea to Italy, Greece, Spain, Cyprus and Malta. A smaller number compared to the 141,472 arrivals in 2018. Last figures estimate a number of 1,221 deaths and missing persons in 2019 as of 5 December 2019. Greece and Spain were the countries receiving the highest number of migrants and refugees by land or sea in 2018 and 2019⁴⁵. In 2019, 27,245 people submitted resettlement to Europe⁴⁶.

³⁹ OCHA, Global Humanitarian Overview 2020 (<https://www.unocha.org/global-humanitarianoverview-2020>)

⁴⁰ Migration and Refugee Venezuelan Crisis: IOM Regional Response Overview | July 2019 (available at https://www.iom.int/sites/default/files/situation_reports/file/venitrep-iom_regionalresponseoverview-july2019.pdf)

⁴¹ OCHA, Global Humanitarian Overview 2020 (<https://www.unocha.org/global-humanitarianoverview-2020>)

⁴² Check at: <https://www.unhcr.org/displacement-in-central-america.html>

⁴³ Migration and Refugee Venezuelan Crisis: IOM Regional Response Overview | July 2019 (available at https://www.iom.int/sites/default/files/situation_reports/file/venitrep-iom_regionalresponseoverview-july2019.pdf)

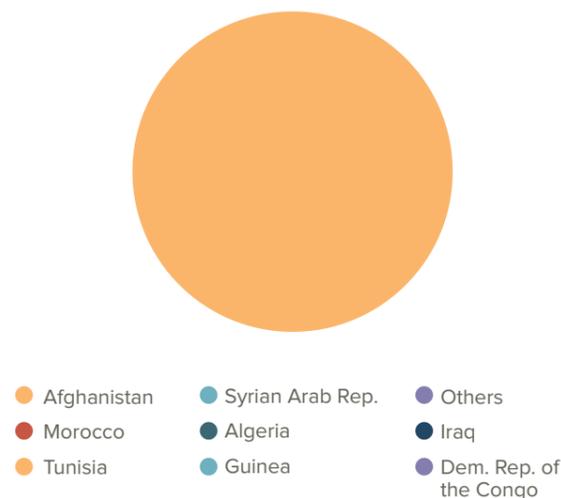
⁴⁴ OCHA Libya: Humanitarian Dashboard (January - September 2019) (available at https://reliefweb.int/sites/reliefweb.int/files/resources/20191105_Humanitarian-Dashboard_%28Jan-Sep%29_0.pdf)

⁴⁵ Desperate Journeys - January - September 2019 <https://data2.unhcr.org/en/documents/download/71703>

⁴⁶ Resettlement to Europe - September 2019 <https://data2.unhcr.org/en/documents/download/72698>

In 2019, the largest number of refugees and migrants, mostly from Afghanistan and Syria – some 46,100 people as of 30 September – arrived by sea to Europe after crossing from Turkey to Greece. Figures are far below the 309,900 who reached Greece during the summer of 2015. Yet the humanitarian situation in Greece – notably on the five Aegean islands of Lesbos, Chios, Samos, Kos, and Leros – remains alarming and requires emergency measures.

common nationalities of Mediterranean sea and land arrivals from January 2019



- Sources:
- https://data2.unhcr.org/en/situations/mediterranean#_ga=2.214367511.1870760691.1575469001-1279598676.1574160654
 - Desperate Journeys - January - September 2019 <https://data2.unhcr.org/en/documents/download/71703>
 - Resettlement to Europe - September 2019 <https://data2.unhcr.org/en/documents/download/72698>

M) AFGHANISTAN

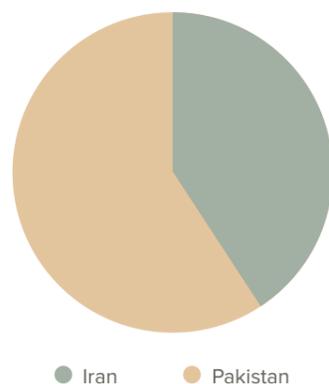
Afghanistan is the largest protracted refugee population in Asia and the second in the world according to UNHCR. Up to 96% of Afghan

refugees have lived in Pakistan and Iran for over three decades. Conflict and insecurity provoked 372,000 new forced internal displacements in 2019, and 500,000 are expected to take place in 2020. According to the Baseline Mobility Assessment tool, 4,549,566 former IDPs have returned to their homes between 2012 and 2019 as of June 2019. As of 31 October 2019, UNHCR registered 7,089 refugees voluntarily returning to Afghanistan (5,301 from Pakistan, 1,719 from Iran and 69 from other countries).

The ongoing conflict, increased level of poverty (almost 80% of the population lives on less than \$1,90 per day) and vulnerability to climate change, especially in terms of flood and drought, has greatly increased the number of people in need of protection and humanitarian assistance, a total of 6,3 million in 2019, 6,6 million estimated in 2020⁴⁷. For example, in 2019, drought impacted 5.2 million people. Therefore, hunger and malnutrition increased the emergency level. At the beginning of 2019, 10,6 million people in Afghanistan were facing acute hunger.

The Humanitarian Response Plan for Afghanistan from 2015 to 2020 requires US\$ 732.6 million to target 7,1 million people with emergency, protection or recovery assistance. However, humanitarian aid is frequently blocked by non-state armed groups (NSAG)⁴⁸. Children and women are increasingly at risk from conflict and violence.

AFGHAN REFUGEES
2.391.986 IN 2019 (UNHCR)



⁴⁷ Global Humanitarian Overview 2020 <https://www.unocha.org/global-humanitarianoverview-2020>
⁴⁸ Afghanistan Weekly Humanitarian Update | 25 November to 1 December 2019 (available at <https://www.humanitarianresponse.info/en/operations/afghani>)

Sources:

- <https://www.unhcr.org/afghanistan.html>
- UNHCR Afghanistan Operational Update - October 2019 <https://reliefweb.int/sites/reliefweb.int/files/resources/72650.pdf>
- Afghanistan Weekly Humanitarian Update | 25 November to 1 December 2019 <https://www.humanitarianresponse.info/en/operations/afghanistan/document/afghanistan-weekly-humanitarian-update-25-november-1-december-2019>
- Afghanistan – Baseline Mobility Assessment Summary Results (March–June 2019) <https://displacement.iom.int/reports/afghanistan-%E2%80%94-baseline-mobility-assessment-summary-results-march-%E2%80%94-june-2019>
- Global Humanitarian Overview 2020 - <https://www.unocha.org/global-humanitarian-overview-2020>

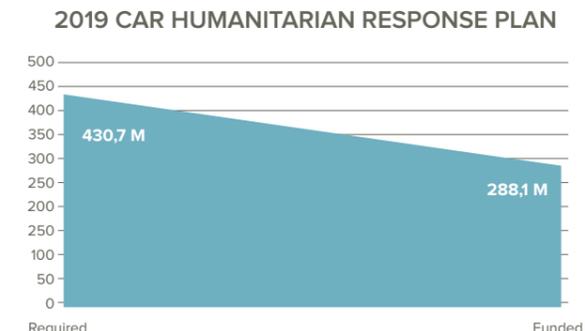
N) CENTRAL AFRICAN REPUBLIC (CAR)

Since December 2013, violence by armed groups forced one quarter of the total population to leave their homes. In 2019, extreme violence targeting civilians increased, as did violation of human rights and humanitarian law. One third of the population is suffering food insecurity, strengthened by rising commodity prices. OCHA projected 2.1 million people in need of food assistance for 2020. According to the Index for Risk Management (INFORM) 2020, CAR ranks as the second country in the world in terms of risk level. Elections scheduled for 2020 and 2021 may deteriorate the level of insecurity. From 2015 to 2020, 2,1 million people were in need of humanitarian assistance.

UNHCR's records, as of 31 October 2019, indicate that 600,000 people were internally displaced and almost 600,000 refugees remain in neighboring Cameroon (49.3%), Chad (15.8%), Democratic Republic of Congo (29.2%), and Republic of the Congo (3.7%), with smaller numbers in Sudan (1,6%) and South Sudan (0,3%). Heavy rainfalls and floods in October – November 2019 forced over 57,000 displacements and increase the level of emergency. 2019 CAR

⁴⁹ <https://fragilestatesindex.org/data/>

Humanitarian Response Plan (HRP) funding requirements are US\$ 430.7 million but only US\$ 288.1 million were funded as of 25 November 2019.



Sources:

- <https://www.unhcr.org/central-african-republic-situation.html>
- https://data2.unhcr.org/fr/situations/car#_ga=2.255791624.1870760691.1575469001-1279598676.1574160654
- UNHCR RCA - Rapport statistique refugies – 31 octobre 2019 - <https://data2.unhcr.org/fr/documents/details/72678>
- Global Humanitarian Overview 2020 <https://www.unocha.org/global-humanitarian-overview-2020>
- RCA: OCHA Funding Overview 26 Nov 2019 https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/ocha_car_funding_update_25_nov2019.pdf

O) SOMALIA

Since the Somali Civil War started in 1991 conflicts and confrontations between Somali Armed Forces and armed rebel groups are still on-going. Only in 2000, following the collapse of the central government, was a transitional government established which contained the conflict until 2005. However, since 2006 the Somali government and the AU-mandated AMISOM peacekeeping force have been fighting the Islamic Courts Union (ICU), splintered today into more radical groups such as Al-Shabaab. Somalia is at the top of the Fragile States Index, with Yemen in the second position in 2019⁴⁹.

According to UNHCR's last records, there is a total number of 742,681 refugees from Somalia as of 31 October 2019 being hosted by countries such as Kenya (34,4%), Yemen (33,7%), Ethiopia (25,1%), Uganda (4,8%), Djibouti (1,6%) and Eritrea (0,3%).

Longstanding armed conflict, human trafficking, natural disasters (namely, drought and flooding) and high rates of poverty and food insecurity are factors that will strongly increase the level of risk and humanitarian needs across Somalia. Indeed, nearly 302,000 people were newly displaced in 2019 due to climatic shocks, conflict and other factors⁵⁰.

Projections in 2020 indicate a surge in humanitarian needs because of forced internal displacements mainly in rural contexts and food insecurity, an estimated 6.3 million people will be food insecure and 1 million children under age 5 are likely to be acutely malnourished⁵¹.

The financial requirement for 2020 will remain about the same as for 2019, at \$1.03 billion.

Sources:

- <https://fragilestatesindex.org/data/>
- <https://data2.unhcr.org/en/situations/horn>
- Global Humanitarian Overview 2020 <https://www.unocha.org/global-humanitarian-overview-2020>
- IOM Strategic Plan 2020 - 2021 <https://www.iom.int/sites/default/files/country/docs/somalia/1-iomsomaliamissionstrategy2019-2021.pdf>

P) OCCUPIED PALESTINIAN TERRITORY (OPT)
– PROTRACTED CRISIS

OPT is in a protracted crisis situation because of the ongoing occupation, the blockade on the Gaza Strip, and continued violations of international law⁵².

UNRWA has registered a total number of 5.545.540 refugees as of 1 February 2019⁵³. The total number of IDPs (as of 31 December 2018) is 238.000 people⁵⁴.

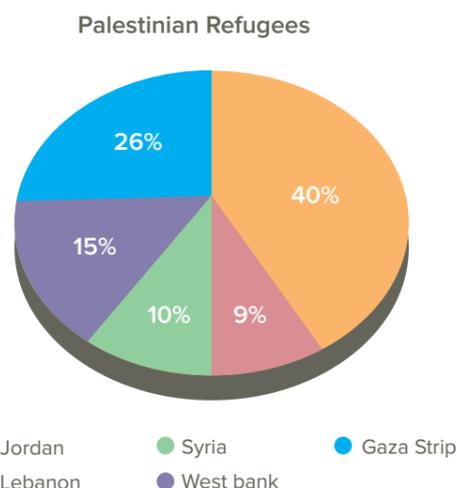
⁵⁰ Global Humanitarian Overview 2020 <https://www.unocha.org/global-humanitarianoverview-2020>

⁵¹ Idem

⁵² Global Humanitarian Overview 2020 <https://www.unocha.org/global-humanitarianoverview-2020>

⁵³ UNRWA in Figures 2018 - 2019 <https://www.unrwa.org/resources/about-unrwa/unrwafigures-2018-2019>

⁵⁴ Check: <http://www.internal-displacement.org/countries/palestine>



The social situation is critical for in 2019 unemployment rose to almost 47 per cent and half of the population lives below the poverty line of \$5.50 per day and an estimated 62 per cent of households are food insecure. During the 2017/2018 academic year the educational sciences faculty enrolment was 1,681 in Jordan and the West Bank.

The UNRWA Programme budget for 2019 is US\$749 million to assist an estimated 2.4 million people requiring humanitarian assistance.

Sources:

- <http://www.internal-displacement.org/countries/palestine>
- <https://www.unrwa.org/resources/about-unrwa/unrwa-figures-2018-2019>
- Global Humanitarian Overview 2020 <https://www.unocha.org/global-humanitarian-overview-2020>

7.4. ESTIMATES: FULL LIST OF TABLES

TABLE 1A
Total population and population across age groups in 2017 (in thousand)

Country	Total Population (thousand)	Population between 15 and 24 (thousand)	Population of official age for tertiary education* (thousand)
Afghanistan	36 296	7 823	3 632
Cameroon	24 566	4 867	2 275
Central African Republic (CAR)	4 596	978	448
Chad	15 017	3 059	1 378
Colombia	48 910	8 680	4 335
Democratic Republic of the Congo (DRC)	81 399	15 416	7 281
Djibouti	944	179	88
Egypt	96 443	16 712	8 288
Eritrea	3 413	619	447
Ethiopia	106 400	23 023	10 322
Guinea	12 068	2 575	1 121
Iraq	37 553	7 531	3 544
Jordan	9 786	1 890	912
Kenya	50 221	10 292	4 907
North Korea	25 430	3 923	1 964
Lebanon	6 082	1 130	572
Liberia	4 702	917	429
Malawi	17 670	3 660	1 740
Mali	18 512	3 577	1 625
Myanmar	53 383	9 692	4 926
Nepal	27 633	6 220	3 202
Niger	21 602	4 123	1 732
Nigeria	190 873	36 344	17 297
Philippines	105 173	20 200	10 118
Sierra Leone	7 488	1 518	710
Somalia	14 589	3 034	1 399
South Sudan	10 911	2 208	1 060
Sudan	40 813	8 271	4 069
Syria (Syrian Arab Republic)	17 096	3 258	1 718
Turkey	81 116	13 288	6 571
Uganda	41 167	8 501	3 852
Ukraine ¹	44 630	5 384	2 571
Yemen	27 835	5 955	2 973
Venezuela	29 402	4 924	2 559
Libya	6 581	1 092	557
Palestine	4 747	1 003	500
Total	1 325 047	251 863	121 123

Source: UNESCO data – accessed on 5 November, 2019

*population of the age group theoretically corresponding to a given level of education as indicated by theoretical entrance age and duration.

¹ For Ukraine, the total population and population between 15 and 24 also not available for 2017 so the population growth rate was applied.

TABLE 2A
Tertiary school age population across sex in 2017

Country	Female population of official age for tertiary education (thousand)	Male population of official age for tertiary education (thousand)
Afghanistan	1 757	1 880
Cameroon	1 134	1 141
Central African Republic (CAR)	223	224
Chad	687	692
Colombia	2 128	2 207
Democratic Republic of the Congo (DRC)	3 633	3 652
Djibouti	41	48
Egypt	4 053	4 235
Eritrea	155	154
Ethiopia	5 094	5 212
Guinea	556	556
Iraq	1 766	1 844
Jordan	452	460
Kenya	2 454	2 452
North Korea	959	1 005
Lebanon	300	280
Liberia	212	216
Malawi	877	859
Mali	804	817
Myanmar	2 471	2 454
Nepal	1 676	1 526
Niger	849	884
Nigeria	8 523	8 774
Philippines	4 930	5 188
Sierra Leone	353	357
Somalia	700	699
South Sudan	527	533
Sudan	2 010	2 068
Syria (Syrian Arab Republic)	816	866
Turkey	3 234	3 338
Uganda	1 983	1 869
Ukraine	1 253	1 318
Yemen	1 463	1 510
Venezuela	1 216	1 249
Libya	274	190
Palestine	245	255
Total	59 807	61 316

Source: UNESCO data – accessed on 5 November, 2019

TABLE 3A
Number of students enrolled in tertiary education in 2017

Country	Gross enrolment ratio	Total students enrolled (thousand)	Female students enrolled (thousand)	Male students enrolled (thousand)
Afghanistan	10%	352	86	266
Cameroon	13%	290	159	131
Central African Republic (CAR)	3%	13	10	4
Chad	3%	42	10	35
Colombia	56%	2 446	1 25	1 152
Democratic Republic of the Congo (DRC)	7%	481	308	173
Djibouti	8%	7	4	3
Egypt	35%	2 914	1 402	1 513
Eritrea	3%	14	5	9
Ethiopia	8%	837	555	282
Guinea	12%	130	90	40
Iraq	40%	1 419	756	664
Jordan	31%	284	150	134
Kenya	11%	563	239	324
North Korea	28%	554	191	363
Lebanon	38%	221	137	84
Liberia	12%	51	19	32
Malawi	7%	121	54	66
Mali	6%	89	26	63
Myanmar	16%	771	458	313
Nepal	12%	371	195	176
Niger	4%	65	21	44
Nigeria	13%	2 207	1 199	1 008
Philippines	35%	3 589	1 993	1 597
Sierra Leone	12%	82	57	25
Somalia	8%	113	76	37
South Sudan	8%	86	57	28
Sudan	17%	688	343	345
Syria (Syrian Arab Republic)	42%	729	376	353
Turkey*	17%	1 143	3 086	3 185
Uganda	5%	186	81	105
Ukraine	83%	1 667	866	802
Yemen	45%	1 326	873	453
Venezuela	56%	1 444	634	810
Libya	32%	179	113	66
Palestine	44%	218	133	85
Total		25 698	13 472	12 225

Source: UNESCO data – accessed on 5 November, 2019; * for Turkey, the GER was obtained from <https://www.ceicdata.com/en/turkey/education-statistics?page=2>; for more detail see methodological notes.

TABLE 3B
Total Enrolment Rate, 2017

Country	Total	Female	Male
Afghanistan	0.97%	0.24%	0.73%
Cameroon	1.18%	0.65%	0.53%
Central African Republic (CAR)	0.29%	0.21%	0.08%
Chad	0.30%	0.23%	0.07%
Colombia	5.00%	2.65%	2.35%
Democratic Republic of the Congo (DRC)	0.59%	0.38%	0.21%
Djibouti	0.76%	0.47%	0.29%
Egypt	3.02%	1.45%	1.57%
Eritrea	0.41%	0.16%	0.26%
Ethiopia	0.79%	0.52%	0.26%
Guinea	1.07%	0.75%	0.33%
Haiti	5.74%	3.70%	2.04%
Iraq	3.78%	2.01%	1.77%
Jordan	2.90%	1.54%	1.37%
Kenya	1.12%	0.48%	0.64%
Korea Dem Rep (Democratic People's Republic of Korea)	2.18%	0.75%	1.43%
Lebanon	3.64%	2.26%	1.38%
Liberia	1.09%	0.41%	0.67%
Malawi	0.68%	0.31%	0.37%
Mali	0.48%	0.14%	0.34%
Myanmar	1.44%	0.86%	0.59%
Nepal	1.34%	0.71%	0.64%
Niger	0.30%	0.10%	0.20%
Nigeria	1.16%	0.63%	0.53%
Philippines	3.41%	1.89%	1.52%
Sierra Leone	1.10%	0.76%	0.33%
Somalia	0.78%	0.52%	0.25%
South Sudan	0.79%	0.53%	0.26%
Sudan	1.69%	0.84%	0.85%
Syria (Syrian Arab Republic)	4.26%	2.20%	2.06%
Turkey	7.73%	3.80%	3.93%
Uganda	0.45%	0.20%	0.26%
Ukraine	3.74%	1.94%	1.80%
Yemen	4.76%	3.14%	1.63%
Venezuela*	4.91%	2.16%	2.75%
Libya*	2.72%	1.72%	1.00%
Palestine	4.60%	2.80%	1.80%

TABLE 4B
Number of forcibly displaced people for 2017

Country	Refugees (thousand)	IDP (thousand)	Asylumseekers (thousand)	Others of concern (thousand)	Total
Afghanistan	2 624	1 837	334	448	5 243
Cameroon	11.1	222	24.6	0.02	257
Central African Republic (CAR)	545	689	13	21.4	1 269
Chad	16.3	100	3.1	37.3	157
Colombia	192	7 678	32.5		7 902
Democratic Republic of the Congo (DRC)	6 201	4 351	136	10.6	5 119
Djibouti	2.8		1.3		3.1
Egypt	22.1		15	0.04	36.7
Eritrea	486		78.3	0.14	565
Ethiopia	87.5	1 078	134	4.3	1 304
Guinea	20.3		34.6		54.9
Iraq	363	2 616	273	11.2	3 262
Jordan	2.1		3.5	0.06	5.7
Kenya	8.6		5.7	0.02	13.3
North Korea	1.1		0.59		1.8
Lebanon	5.3		9.3		14.6
Liberia	6.1		3.4	0.15	9.6
Malawi	0.43		3.2		3.6
Mali	150	33.2	15	0.37	204
Myanmar	1 157	353	41.1	0.11	1 551
Nepal	8.4		13.2	0.38	22
Niger	1.4	129	2.4	14.8	148
Nigeria	239	1 704	91.9	0.02	2 035
Philippines	0.45	312	8.1	80	401
Sierra Leone	4.5		6.3	0.38	11.1
Somalia	986	2 117	58.3	0.23	3 162
South Sudan	2 440	1 904	6.5	10	4 360
Sudan	695	1 997	52.2	0.02	2 744
Syria (Syrian Arab Republic)	6 309	6 150	147	8.6	12 614
Turkey	61		33.8	0.01	95.2
Uganda	6.4		10.2	180	197
Ukraine	140	1 800	37.7	0.005	1 977
Yemen	23.6	2 014	24.6	0.01	2 062
Venezuela	9.3		148	346	503
Libya	11.2	181	6.9	0.005	199
Palestine	99.6		8.9	1.6	110
Subtotal	17 354	37 269	1 816	1 175	57 725
Total	19 942	39 119	3 091	1 596	66 543

TABLE 5A
estimation of potential students (scenario 1)

Country	Total	Female	Male
Afghanistan	25 438	6 231	19 207
Cameroon	131	72	59
Central African Republic (CAR)	1 586	1 154	432
Chad	49	38	11
Colombia	9 584	5 072	4 512
Democratic Republic of the Congo (DRC)	3 667	2 346	1 321
Djibouti	13	8	5
Egypt	668	321	347
Eritrea	2 004	758	1 246
Ethiopia	688	456	232
Guinea	218	152	67
Iraq	13 705	7 295	6 410
Jordan	62	33	29
Kenya	85	36	49
North Korea	26	9	17
Lebanon	194	120	73
Liberia	66	25	41
Malawi	3	1	2
Mali	726	211	515
Myanmar	16 714	9 930	6 784
Nepal	113	59	54
Niger	4	1	3
Nigeria	2 764	1 501	1 262
Philippines	15	9	7
Sierra Leone	49	34	15
Somalia	7 667	5 153	2 514
South Sudan	19 209	12 837	6 373
Sudan	11 716	5 837	5 879
Syria (Syrian Arab Republic)	268 842	138 592	130 250
Turkey	865	360	505
Uganda	29	13	16
Ukraine	5 215	2 708	2 507
Yemen	1 122	739	383
Venezuela	456	200	255
Libya	305	192	112
Palestine	4 581	2 790	1 791
Total	398 577	205 294	193 283

Source: UNHCR data and author's own calculations for more detail see methodological notes

TABLE 6A
estimation of potential students (scenario 2)

Country	Total	Female	Male
Afghanistan	43 245	10 593	32 652
Cameroon	2 750	1 511	1 239
Central African Republic (CAR)	3 587	2 611	977
Chad	347	268	79
Colombia	393 594	208 284	185 310
Democratic Republic of the Congo (DRC)	29 367	18 788	10 579
Djibouti	13	8	5
Egypt	668	321	347
Eritrea	2 004	758	1 246
Ethiopia	9 167	6 079	3 088
Guinea	218	152	67
Haiti	1 632	1 052	579
Iraq	112 595	59 936	52 659
Jordan	62	33	29
Kenya	85	36	49
North Korea	26	9	17
Lebanon	194	120	73
Liberia	66	25	41
Malawi	3	1	2
Mali	910	265	646
Myanmar	21 816	12 961	8 855
Nepal	113	59	54
Niger	390	125	265
Nigeria	22 469	12 206	10 263
Philippines	10 662	5 919	4 742
Sierra Leone	49	34	15
Somalia	24 120	16 211	7 908
South Sudan	34 199	22 853	11 346
Sudan	45 402	22 620	22 782
Syria (Syrian Arab Republic)	530 923	273 699	257 224
Turkey	865	360	505
Uganda	29	13	16
Ukraine	72 459	37 621	34 838
Yemen	97 070	63 940	33 131
Venezuela	456	200	255
Libya	5 217	3 296	1 921
Palestine	4 581	2 790	1 791
Total	1 469 722	784 706	685 016

Source: UNHCR data and author's own calculations; for more detail see methodological notes

TABLE 7A
estimation of potential students (scenario 3)

Country	Total	Female	Male
Afghanistan	50 826	12 450	38 375
Cameroon	3 041	1 671	1 370
Central African Republic (CAR)	3 688	2 683	1 004
Chad	468	361	107
Colombia	395 219	209 144	186 075
Democratic Republic of the Congo (DRC)	30 233	19 342	10 891
Djibouti	23	14	9
Egypt	1 111	534	577
Eritrea	2 327	880	1 447
Ethiopia	10 252	6 799	3 453
Guinea	590	410	180
Haiti	6 273	4 045	2 228
Iraq	123 326	65 648	57 678
Jordan	165	88	78
Kenya	149	63	86
North Korea	38	13	25
Lebanon	532	330	202
Liberia	104	40	65
Malawi	25	11	13
Mali	985	286	699
Myanmar	22 411	13 315	9 096
Nepal	295	155	140
Niger	442	142	300
Nigeria	23 532	12 784	10 749
Philippines	13 670	7 590	6 081
Sierra Leone	122	85	37
Somalia	24 575	16 517	8 058
South Sudan	34 329	22 940	11 389
Sudan	46 283	23 059	23 224
Syria (Syrian Arab Republic)	537 543	277 111	260 432
Turkey	1 342	558	784
Uganda	890	388	501
Ukraine	73 867	38 352	35 515
Yemen	98 245	64 713	33 531
Venezuela	24 702	10 850	13 852
Libya	5 403	3 414	1 990
Palestine	5 066	3 085	1 981
Total	1 535 818	815 827	719 992

Source: UNHCR data and author's own calculations; for more detail see methodological notes

TABLE 8A
estimation of potential students (scenario 4)

Country	Total	Female	Male
Afghanistan	194 143	93 915	100 228
Cameroon	8 819	4 395	4 424
Central African Republic (CAR)	45 785	22 751	23 034
Chad	5 321	2 652	2 669
Colombia	259 118	127 207	131 911
Democratic Republic of the Congo (DRC)	169 404	84 534	84 870
Djibouti	106	49	57
Egypt	1 169	572	597
Eritrea	27 387	9 461	17 926
Ethiopia	46 798	23 095	23 703
Guinea	1 887	936	952
Haiti	3 874	1 943	1 930
Iraq	113 931	56 764	57 167
Jordan	197	97	99
Kenya	482	241	241
North Korea	50	25	26
Lebanon	509	267	242
Liberia	324	160	164
Malawi	131	66	65
Mali	6 623	3 277	3 346
Myanmar	52 953	26 566	26 387
Nepal	943	494	449
Niger	4 380	2 146	2 235
Nigeria	68 234	33 623	34 611
Philippines	14 258	6 948	7 310
Sierra Leone	391	194	197
Somalia	112 182	56 109	56 073
South Sudan	156 707	77 927	78 780
Sudan	101 215	50 008	51 208
Syria (Syrian Arab Republic)	469 052	222 906	246 147
Turkey	2 854	1 404	1 449
Uganda	6 806	3 504	3 302
Ukraine	42 137	20 540	21 597
Yemen	81 505	40 115	41 390
Venezuela	16 195	7 692	8 503
Libya	6 236	3 067	3 169
Palestine	4 292	2 105	2 187
Total	2 022 524	985 809	1 036 715

Source: UNHCR data and author's own calculations; for more detail see methodological notes

TABLE 9A
Costs per student, per year (updated to 2017 prices, in USD)

Country	Tuition/Fees (BA degree, USD)	Living and Other costs (USD)	Total Costs	Average DAFI scholarship	Tuition/ Fees (share)
Australia	13 153	15 179	29 918	NA	44%
Bangladesh	NA	326	326	2 015	NA
Brazil	5 246	2 420	8 344	NA	63%
Canada	7 350	7 409	15 943	NA	46%
Colombia	1 631	284	2 036	NA	80%
Egypt	0	496	496	2 081	0%
Ethiopia	485	935	1 436	549	34%
European Union-28	923	10 510	11 433	NA	8%
Germany	68	10 899	10 966	NA	1%
Iran	NA	NA	1 906	1 189	NA
Jordan	NA	NA	1 074	7 626	NA
Lebanon	NA	NA	1 959	3 698	NA
Mexico	1 921	1 179	3 320	NA	58%
Pakistan	NA	NA	804	1 549	NA
Portugal	926	8 776	9 702	NA	10%
South Africa	1 656	2 341	4 188	6 815	40%
Spain	1 171	9 848	11 019	NA	11%
Sudan	NA	NA	829	948	NA
Turkey	798	1 114	2 012	3 043	40%
Uganda	769	2 264	3 048	1 691	25%
United Kingdom	10 832	12 360	23 192	NA	47%
United States	21 003	12 696	33 699	NA	62%

Source: for more detail see methodological notes

TABLE 10.1 A
Matrix of travel costs USD (2017) – part 1

From / To	Australia	Bangladesh	Canada	Colombia	Turkey	Uganda	UK	Germany	Iran	Lebanon
average cost/100km	29.4	23.3	23.9	12.1	6.3	NA	11.1	16.7	10.7	36.9
Afghanistan	2816	576	2385	1709	185	NA	643	819	140	1080
Cameroon	3968	1969	2633	1155	263	NA	610	811	543	1405
CAR	1373	1774	2759	1270	243	NA	645	840	473	1253
Chad	1102	1743	2524	1230	193	NA	534	673	426	986
Colombia	4769	3831	1528	0	712	NA	927	1539	1403	4264
DRC	3525	1871	3019	1292	312	NA	774	1038	562	1648
Djibouti	3141	1211	2849	1544	194	NA	692	873	272	936
Egypt	3658	1384	2375	1359	89	NA	464	534	245	340
Eritrea	3264	1248	2742	1500	168	NA	640	796	254	780
Ethiopia	3163	1287	2900	1523	210	NA	709	560	311	1027
Guinea	4894	2460	1693	806	358	NA	534	895	763	2101
Haiti	4568	3471	718	188	623	NA	794	1349	1234	3845
Iraq	3384	1081	2313	1480	90	NA	531	557	100	269
Jordan	3549	1250	2334	1412	59	NA	460	520	178	134
Kenya	3112	1452	3105	1504	272	NA	494	645	422	862
Korea	2151	913	1947	1755	471	NA	929	1358	691	2871
Lebanon	3592	1253	2243	1394	36	NA	426	468	178	0
Liberia	4576	2492	2350	867	361	NA	969	881	759	2052
Malawi	3027	1710	3388	1464	363	NA	927	1250	583	1926
Mali	4576	2248	2181	937	280	NA	465	657	637	1605
Myanmar	2855	141	2648	2037	377	NA	949	1302	460	2203
Nepal	2346	189	2523	1892	290	NA	807	1079	314	1694
Niger	4220	1972	2342	1091	222	NA	477	622	516	1218
Nigeria	4099	2040	2545	1105	165	NA	580	483	565	1442
Philippines	1303	819	2662	2097	553	NA	1202	1718	768	3263
Sierra Leone	4676	2525	2271	834	362	NA	581	534	770	2076
Somalia	4676	1199	2271	834	362	NA	581	859	770	2076
South Sudan	3402	1526	2869	1407	225	NA	686	880	391	1120
Sudan	3513	1494	2712	1382	185	NA	613	769	344	887
Syria	3521	1182	2125	1398	49	NA	391	487	150	31
Turkey	4260	1261	1951	1340	0	NA	314	340	181	261
Uganda	3647	1563	2723	1430	276	NA	715	1012	468	1383
Ukraine	4378	1353	1725	1284	75	NA	236	201	250	696
Yemen	3622	1038	2619	1553	185	NA	620	823	253	826
Venezuela	4541	3686	949	124	633	NA	829	1404	1256	3869
Libya	3919	1692	1823	423	706	NA	1060	1735	1358	4158
Palestine	4113	1277	2143	1392	58	NA	399	483	166	87

Source: kiwi.com and author's own calculations

TABLE 10.2A
Matrix of travel costs in USD (2017) – part 2

From / To	Ethiopia	Jordan	Pakistan	Portugal	USA	Egypt	Brazil	Mexico	South Africa	Spain	Sudan
average cost/100km	NA	21.1	23.7	6.5	11.5	15.9	16.3	10.8	7.3	7.1	NA
Afghanistan	NA	627	101	428	770	572	2219	1458	485	445	NA
Cameroon	NA	863	1526	267	1274	461	1221	1310	316	307	NA
CAR	NA	984	1347	308	1363	393	1364	1384	300	325	NA
Chad	NA	516	1278	247	1266	281	1376	1313	272	258	NA
Colombia	NA	2465	3443	489	485	1785	527	340	794	568	NA
DRC	NA	870	1501	376	1459	565	1328	1472	214	386	NA
Djibouti	NA	459	815	387	1500	329	1763	1567	373	395	NA
Egypt	NA	142	892	247	1262	0	1634	1346	285	237	NA
Eritrea	NA	367	818	347	1444	253	1728	1515	391	351	NA
Ethiopia	NA	540	1055	376	1325	243	1620	1554	292	385	NA
Guinea	NA	1195	2163	232	810	822	767	990	434	253	NA
Haiti	NA	2221	3115	418	265	1621	760	303	863	488	NA
Iraq	NA	100	578	311	1280	226	1856	1396	536	304	NA
Jordan	NA	0	751	267	1265	107	1736	1356	501	258	NA
Kenya	NA	444	1122	420	1577	488	1629	1601	271	438	NA
Korea	NA	1682	1254	665	1189	1370	2791	1272	964	694	NA
Lebanon	NA	77	749	260	1226	146	1742	1337	526	249	NA
Liberia	NA	1150	2030	234	1063	764	851	1049	388	273	NA
Malawi	NA	1023	1452	478	1656	709	1509	1652	163	508	NA
Mali	NA	908	1768	188	1033	589	1033	1064	440	221	NA
Myanmar	NA	2047	665	643	1533	1038	2695	1630	704	665	NA
Nepal	NA	972	343	551	1463	826	2484	1582	604	565	NA
Niger	NA	606	1495	196	1149	404	1219	1192	209	216	NA
Nigeria	NA	487	1585	240	1224	483	1169	1239	327	259	NA
Philippines	NA	2600	1350	789	1519	1499	3151	1477	894	825	NA
Sierra Leone	NA	1169	2057	220	1024	780	831	1015	413	260	NA
Somalia	NA	1169	2057	445	1024	780	831	1015	413	461	NA
South Sudan	NA	1132	1124	362	1455	352	1545	1505	308	375	NA
Sudan	NA	1015	1056	312	1390	246	1555	1451	349	315	NA
Syria	NA	37	802	265	1085	97	1705	1344	482	255	NA
Turkey	NA	121	856	233	1004	175	1692	1267	530	218	NA
Uganda	NA	745	1331	391	1342	525	1469	1543	213	408	NA
Ukraine	NA	443	924	218	901	360	1724	1166	614	203	NA
Yemen	NA	427	839	376	1315	333	1744	1557	354	381	NA
Venezuela	NA	2228	3206	423	381	1617	586	387	431	495	NA
Libya	NA	2368	3480	178	805	1704	142	708	605	161	NA
Palestine	NA	15	836	264	1092	67	1680	1339	467	254	NA

Source: kiwi.com and author's own calculations

TABLE 11A
GDP per capita improvements (1000\$ invested in four-year degree)

Country	Estimated coefficient	GDP per capita (2010 USD)
Afghanistan	0.02	564
Cameroon	0.02	1 498
Central African Republic (CAR)	0.02	385
Chad	0.02	813
Colombia	0.02	7 698
Democratic Republic of the Congo (DRC)	0.02	419
Djibouti	0.02	1 343
Egypt	0.02	2 907
Eritrea	0.02	716
Ethiopia	0.02	570
Guinea	0.02	943
Haiti	0.02	730
Iraq	0.04	5 511
Jordan	0.02	3 237
Kenya	0.02	1 202
North Korea	0.02	26 762
Lebanon	0.02	6 250
Liberia	0.02	541
Malawi	0.02	517
Mali	0.02	778
Myanmar	0.02	1 572
Nepal	0.02	812
Niger	0.02	399
Nigeria	0.02	2 396
Philippines	0.02	3 022
Sierra Leone	0.02	474
Somalia	0.02	499
South Sudan	0.02	692
Sudan	0.02	1 856
Syria (Syrian Arab Republic)	0.02	2 033
Turkey	0.04	15 027
Uganda	0.02	710
Ukraine	0.02	3 110
Yemen	0.02	668
Venezuela	0.02	14 025
Libya	0.04	7 529
Palestine	0.04	34 789

Source: Boustan, Hoxby and Vandenbussche (2009) and author's own calculations

TABLE 12A
How many people to enroll in higher education by 2030 and how much does it cost (in USD, 2017)

From/to:	People to be enrolled	EU	USA	Portugal	In neighboring countries
Syria	152 125	1813 M USD	5291 M USD	1516 M USD	313 M USD
Colombia	84 038	1090 M USD	2872 M USD	856 M USD	171 M USD
Afghanistan	62 965	785 M USD	1931 M USD	553 M USD	167 M USD
Dem. Rep. of the Congo	54 942	771 M USD	2152 M USD	637 M USD	50 M USD
South Sudan	50 824	625 M USD	1786 M USD	511 M USD	42 M USD
Iraq	36 951	447 M USD	1263 M USD	369 M USD	52 M USD
Somalia	36 383	443 M USD	1292 M USD	369 M USD	74 M USD
Sudan	32 827	400 M USD	1151 M USD	328 M USD	27 M USD
Yemen	26 434	263 M USD	772 M USD	220 M USD	18 M USD
Nigeria	22 130	323 M USD	925 M USD	266 M USD	50 M USD
Myanmar	17 174	218 M USD	605 M USD	177 M USD	5 M USD
Ethiopia	15 178	182 M USD	520 M USD	148 M USD	12 M USD
Central African Rep.	14 849	182 M USD	531 M USD	152 M USD	21 M USD
Ukraine	13 666	108 M USD	312 M USD	89 M USD	12 M USD
Eritrea	8 882	158 M USD	472 M USD	135 M USD	152 M USD
Venezuela	5 253	67 M USD	179 M USD	53 M USD	11 M USD
Philippines	4 624	60 M USD	162 M USD	48 M USD	5 M USD
Cameroon	2 860	35 M USD	100 M USD	28 M USD	8 M USD
Uganda	2 207	25 M USD	74 M USD	21 M USD	1 M USD
Mali	2 148	27 M USD	77 M USD	22 M USD	6 M USD
Libya	2 023	26 M USD	69 M USD	19 M USD	1 M USD
Chad	1 726	20 M USD	60 M USD	17 M USD	1 M USD
Niger	1 421	17 M USD	49 M USD	14 M USD	1 M USD
Palestine	1 392	16 M USD	48 M USD	13 M USD	0 M USD
Haiti	1 256	16 M USD	42 M USD	12 M USD	4 M USD
Turkey	926	7 M USD	21 M USD	6 M USD	0.8 M USD
Guinea	612	10 M USD	32 M USD	9 M USD	1.9 M USD
Egypt	379	4 M USD	13 M USD	3 M USD	0.2 M USD
Nepal	306	3 M USD	10 M USD	3 M USD	0.2 M USD
Lebanon	165	1 M USD	5 M USD	1 M USD	0.4 M USD
Kenya	156	1 M USD	5 M USD	1 M USD	0.3 M USD
Sierra Leone	127	1 M USD	4 M USD	1 M USD	0.4 M USD
Liberia	105	1 M USD	3 M USD	1 M USD	0.4 M USD
Jordan	64	0,8 M USD	2 M USD	0.6 M USD	0.1 M USD
Malawi	42	0,5 M USD	1,5 M USD	0.4 M USD	0.2 M USD
Djibouti	34	0,4 M USD	1 M USD	0.3 M USD	0.1 M USD
Korea Dem. Rep.	16	0,2 M USD	0,6 M USD	0.2 M USD	0.5 M USD
Total	657 210	8 164 M USD	22 849 M USD	6 614 M USD	1 221 M USD
2 year degree:	16 328	16 328 M USD	45 698 M USD	13 228 M USD	2 442 M USD
3 year degree:	24 492	24 492 M USD	68 547 M USD	19 842 M USD	3 663 M USD

Source: own calculations

TABLE 13A
Private and social returns of investment in education

	Private		Social	
	Secondary	Tertiary	Secondary	Tertiary
Average	13.2%	12.4%	10.2%	10.6%
Developing countries	–	–	10.2%	16.4%

Source: Psacharopoulos and Patrinos (2018, *World Bank, Table 5, p. 45*)

TABLE 14A
Estimations to achieve the UNHCR goal for refugees

Refugees (UNHCR) mandate (million)	refugees of official age for tertiary education (thousand)	3% enrolled (thousand)	15% enrolled (thousand)
20	2977	88	439

TABLE 15A
Estimations to achieve the UNHCR goal for refugees in 37 conflict-affected countries

Refugees -set of 37 countries (million)	refugees of official age for tertiary education (thousand)	3% enrolled (thousand)	15% enrolled (thousand)
17	1710	51	256

TABLE 16A
Estimations to achieve the UNHCR goal for forced displaced population in 37 conflict affected countries

Forced displaced population set of 37 countries (million)	Forced displaced population of official age for tertiary education (thousand)	3% enrolled (thousand)	15% enrolled (thousand)
58	5.3	164	820

TABLE 17A
Estimations for costs of allocating all the students in countries according to the share of forcibly displaced people received (baseline: 2017 USD)

countries	% of displaced people hosted	Students to be hosted and enrolled (thousand)	Total costs
Australia	0.35%	2.3	71.6M USD
Bangladesh	3.39%	22.3	32.8M USD
Brazil	0.54%	3.5	33.7M USD
Canada	0.58%	3.8	65.6M USD
Colombia	28.2%	185	588M USD
Egypt	1.05%	6.9	11.4M USD
Ethiopia	7.17%	47	122M USD
Germany	5.14%	33.7	409M USD
Iran	3.56%	23.4	71.4M USD
Jordan	2.67%	17.5	38.9M USD
Lebanon	3.71%	24.3	75.5M USD
Mexico	0.07%	0.46	2.07M USD
Pakistan	6.74%	44.2	86.3M USD
Portugal	0.01%	0.04	0.44M USD
South Africa	1.02%	6.68	35.7M USD
Spain	0.20%	1.29	15.7M USD
Sudan	12.1%	79.3	157M USD
Turkey	13.8%	90.5	286M USD
Uganda	5.73%	37.6	158M USD
United Kingdom	0.59%	3.87	94.3M USD
United States	3.38%	22.2	773M USD
Total	100%	656	3 128M USD

Source: Global trends: forced displacement in 2017 (UNHCR, 2017) and author's own calculations

TABLE 18A
A road map to reach 15% of forcibly displaced people enrolled in tertiary education, at the relevant age (baseline: 2017 USD)

Year	Increase of students enrolled	Total % of students to be enrolled	Total students to be enrolled (thousand)	Total cumulative costs
2019	–	3%	164	–
2020	0.5pp	3.5%	191	730M USD
2021	0.5pp	4%	219	834M USD
2022	1pp	5%	273	1 043M USD
2023	1pp	6%	328	1 251M USD
2024	1pp	7%	383	1 459M USD
2025	1pp	8%	437	1 668M USD
2026	1pp	9%	492	1 877M USD
2027	1.5pp	10.5%	574	2 190M USD
2028	1.5pp	12%	656	2 503M USD
2029	1.5pp	13.5%	738	2 815M USD
2030	1.5pp	15%	820	3 128M USD

Source: author's own calculations and UNHCR database

METHODOLOGICAL NOTES

Table 1A:

data extracted from UIS Statistics – UNESCO. Data for total population and population aged 15-24 was extracted from this database. For population of an age for tertiary education not all data was available for 2017 so we calculated a growth rate of the population aged 15-24 and applied it to the most recent data on tertiary school age.

Table 2A:

the data presented in table 2A was also extracted from UIS Statistics – UNESCO and when data was not available the same methodology of table 1A was applied – the growth rate in each sex for the population aged 15-24 was calculated and applied to the corresponding school age population.

Table 3A:

Data on number of students enrolled was calculated through the Gross Enrollment Rate ratio (applied to the population of an age for tertiary education) available at UIS Statistics – UNESCO. Most of the data was not available for 2017 so the following criteria were used: 1) average annual growth rate between 2012 and the last period available; 2) more recent available data; 3) when no data was available for a particular country, we used the GER of a neighbor country. For Turkey, there was no available data for GER, so we used the data available at CEIC (World Bank) platform: <https://www.ceicdata.com/en/turkey/education-statistics?page=2>

Table 4A:

Data on number of forcibly displaced people was entirely extracted from Population Statistics by UNHCR (http://popstats.unhcr.org/en/persons_of_concern).

Table 5A:

From table 1A and table 3A total population and enrollment in tertiary education were used to calculate the Total Enrollment Rate (number of tertiary students over total population). The Total Enrollment Rate was applied to the number of refugees.

Table 6A:

The Total Enrollment Rate was applied to the sum of refugees and Internally Displaced People.

Table 7A:

Total Enrollment Rate was applied to total forcibly displaced people (refugees, internally displaced people, asylum-seekers and others of concern).

Table 9A:

Australia: for fees and other costs, average of values given in the studies on “Affordability and Accessibility in Comparative Perspective and Higher Education Finance and Accessibility Project, University at Buffalo Center for Comparative and Global Studies in Education”; **Bangladesh:** data obtained from “Bangladesh Tertiary Education Sector Review study. Skills and Innovation for Growth”; **Brazil:** for tuition and other costs, average of values presented in the studies “Accessibility and Affordability of Tertiary Education in Brazil, Colombia, Mexico and Peru within a Global Context” and “Higher Education Finance and Accessibility Project, University at Buffalo Center for Comparative and Global Studies in Education”; **Canada:** for tuition fees and other costs, average of values presented in the studies “Affordability and Accessibility in Comparative Perspective” and “Higher Education Finance and Accessibility Project, University at Buffalo Center for Comparative and Global Studies in Education”; **Colombia:** Average data available from World Bank for “Initial household funding per tertiary student, US\$” and data from the study “Accessibility and Affordability of Tertiary Education in Brazil, Colombia, Mexico and Peru within a Global Context”; **Egypt:** Egyptian Government estimates for living costs, published in “Services Provided by The Government of Egypt to Syrian Citizens” (UNHCR); **Ethiopia:** values presented in the study: “Higher Education Finance and Accessibility Project, University at Buffalo Center for Comparative and Global Studies”; **European Union-28:** for tuition fees, an average of the tuition fee paid in each of the EU-28 countries was calculated, based on data from “National Student Fee and Support Systems” (European Commission) study, and living costs were computed on the basis of calculations for living costs in Portugal and applying a purchasing power parity (ppp) factor provided by Eurostat; **Germany:** for tuition fees, data was obtained from “National Student Fee

and Support Systems” study, and living costs were computed based on calculations for living costs in Portugal, and applying a purchasing power parity (ppp) factor by Eurostat; **Iran:** figures computed from the deviation of household spending in Pakistan (proximity country) from government spending (World Bank data) applied to Government spending in Iran on tertiary education per student/year (World Bank data); **Jordan:** figures obtained from the deviation of household spending in Ethiopia (country of proximity, methodology described above) from government expenditure (World Bank data) applied to government spending in Jordan on higher education per student/year (World Bank data); **Lebanon:** figures obtained as the deviation of household spending in Ethiopia (country of proximity, methodology described above) from government spending (World Bank data) applied to government spending on higher education in Lebanon per student/year (World Bank data); **Mexico:** for tuition fees and other costs, average of values presented in the studies “Accessibility and Affordability of Tertiary Education in Brazil, Colombia, Mexico and Peru within a Global Context” and “Higher Education Finance and Accessibility Project, University at Buffalo Center for Comparative and Global Studies”; **Pakistan:** Data taken from the study: “Pakistan Social and Living Standard Measurement Survey (PSLM)”; **Portugal:** for tuition fees, data was obtained from the “National Student Fee and Support Systems” study, and the living costs were obtained from a estimation made by the Instituto Superior Técnico da Universidade de Lisboa (<https://aai.tecnico.ulisboa.pt/programas-de-estudo/informacao-util/custo-de-vida-em-e/>); **South Africa:** figures presented in the study: “Higher Education Finance and Accessibility Project, University at Buffalo Center for Comparative and Global Studies”; **Spain:** for tuition fees, data was obtained from “National Student Fee and Support Systems study, and living costs were calculated based on calculations for living costs in Portugal, and applying a purchasing power parity (ppp) factor provided by Eurostat; **Sudan:** figures presented in the study: “The status of the education sector in Sudan” (The World Bank); **Turkey:** Average data available from the World Bank for “Initial household funding per tertiary student, US\$” and data from “Higher Education Finance and Accessibility Project, University at Buffalo Center

for Comparative and Global Studies in Education” study; **Uganda:** average data available from the World Bank for “Initial household funding per tertiary student, US\$” and data from “Higher Education Finance and Accessibility Project, University at Buffalo Center for Comparative and Global Studies in Education”; **United Kingdom:** for tuition fees, data was obtained from “National Student Fee and Support Systems” study, and living costs were computed based on calculations for living costs in Portugal, and applying a purchasing power parity (ppp) factor provided by Eurostat; **United States:** data for tuition fees taken from World Bank for “Initial household funding per tertiary student, US\$” and from the “Higher Education Finance and Accessibility Project, University at Buffalo Center for Comparative and Global Studies in Education” study, and living costs were computed based on the calculations for living costs in Portugal, and applying a purchasing power parity (ppp) factor calculated by Eurostat. For Australia, Bangladesh, Brazil, Canada, Colombia, Egypt, Ethiopia, Iran, Jordan, Lebanon, Mexico, Pakistan, South Africa, Sudan, Turkey and Uganda we have added to the living costs a component associated with health insurance obtained from the World Health Organization website (<https://apps.who.int/nha/database/ViewData/Indicators/en>).

Table 10A:

using the flight price index built by kiwi.com, that is, assuming the average cost per 100 km per country of destination, times the distance between the origin and destination.

Table 11A:

for the estimated coefficient: Boustan, Hoxby and Vandenbussche (2009); for GDP per capita: <https://data.worldbank.org/indicator/NY.GDP.PCAP.KD>.

Table 12A:

for the proximity column, we assumed the following: Syria (Turkey), Colombia (Colombia), Iraq (Turkey), Yemen (Iran), Ukraine (Germany), Afghanistan (Pakistan), Sudan (Sudan), South Sudan (Sudan), Democratic Republic of Congo (Uganda), Venezuela (Colombia), Somalia (Ethiopia), Nigeria (Sudan), Myanmar (Bangladesh), Philippines (Bangladesh), Ethiopia (Ethiopia), Turkey (Turkey), Haiti (Mexico), Libya (Jordan), Palestine (Jordan), Central African

Republic (Sudan), Cameroon (Uganda), Eritrea (Ethiopia), Egypt (Egypt), Mali (Sudan), Uganda (Uganda), Guinea (Egypt), Lebanon (Lebanon), Chad (Sudan), Niger (Sudan), Nepal (Bangladesh), Jordan (Jordan), Kenya (Uganda), Sierra Leone (Egypt), Liberia (Egypt), Korea Democratic Republic (Australia), Malawi (South Africa), Djibouti (Ethiopia).

7.5. GLOSSARY ¹

A

Acute: A crisis in which the events creating the disruption have occurred recently or have recently increased in intensity. This may refer to both the initial phase of a conflict or its worsening impact. In the case of conflict, for example, the commencement of active bombardment or shelling during what may otherwise be characterised as low intensity hostilities constitutes an acute phase. Effects may include increased deaths and injuries, mass displacement and the destruction of schools. In the case of natural disasters, the devastation during the hours and days following an earthquake or flood constitute an acute crisis when affected populations need to be rescued and given critical supplies (water, food, shelter, medical supplies). Acute or protracted crises are not necessarily mutually exclusive. Protracted crises are often punctuated by more acute events².

Adjusted net enrolment ratio (ANER): Enrolment of the official age group for a given level of education either at that level or the levels above, expressed as a percentage of the population in that age group.

Adult educational attainment rate: Number of persons aged 25 and above by the highest level of education attained, expressed as a percentage of the total population in that age group.

Access (to higher education): the right provided to any individual holding a qualification to apply and be considered for admission to a level of higher education.

Admission (to higher-education institutions and programmes): the act of, or system for, allowing qualified applicants to pursue higher education at a given institution and/or in a given programme.

Applicant: (a) an individual submitting to the competent recognition authority a qualification, partial studies, or prior learning for assessment and/or recognition; or (b) an entity acting with consent on behalf of an individual.

Assessment: the evaluation of an applicant's qualifications, partial studies, or prior learning by a competent recognition authority engaged in the evaluation of qualifications.

Age-specific enrolment ratio (ASER): Enrolment of a given age or age group, regardless of the level of education in which pupils or students are enrolled, expressed as a percentage of the population of the same age or age group.

Agenda for Protection: A programme of action comprising six specific goals to strengthen international protection of refugees and asylum-seekers and improve implementation of the Convention relating to the Status of Refugees and its Protocol, agreed by UNHCR and State Parties as part of the Global Consultations on International Protection process. The Agenda was endorsed by the Executive Committee and welcomed by the UN General Assembly in 2002.

Armed Conflict: A dispute involving the use of armed force between two or more parties. International humanitarian law distinguishes between international or non-international armed conflicts. International armed conflict: A war involving two or more States, regardless of whether declaration of war has been

made or whether the parties recognize that there is a state of war. Non-international armed conflict: A conflict in which government forces are fighting with armed insurgents, or armed groups are fighting amongst themselves³.

Assistance: Aid provided to address the physical, material and legal needs of persons of concern. This may include food items, medical supplies, clothing, shelter, seeds and tools, as well as the provision of infrastructure, such as schools and roads. "Humanitarian assistance" refers to assistance provided by humanitarian organizations for humanitarian purposes (i.e., non-political, non-commercial, and non-military purposes).

Asylum: The grant, by a State, of protection on its territory to persons from another State who are fleeing persecution or serious danger. Asylum encompasses a variety of elements, including non-refoulement, permission to remain on the territory of the asylum country, and humane standards of treatment.

Asylum-Seeker: An asylum-seeker is an individual who is seeking international protection. In countries with individualized procedures, an asylum-seeker is someone whose claim has not yet been finally decided on by the country in which he or she has submitted it. Not every asylum-seeker will ultimately be recognized as a refugee, but every refugee is initially an asylum-seeker.

C

Capacity Building: A process by which individuals, institutions and societies develop abilities, individually and collectively, to perform functions, solve problems and set and achieve their goals.

Complementary pathways (UNHCR): Complementary pathways are safe and regulated avenues that complement refugee resettlement and by which refugees may be admitted in a country and have their international protection needs met while they are able to support themselves to potentially reach a sustainable and lasting solution. They do not only offer refugees with alternatives to resorting to irregular means and dangerous onward movement, but they

can also facilitate the acquisition and retention of skills that can help refugees attain a sustainable solution in the future. Complementary pathways for admission may include one or a combination of the following: Humanitarian admission programmes; community sponsorship of refugees; humanitarian visas; education programmes, including private and community or institution-based scholarships, traineeships, and apprenticeship programmes etc.

Completion rate by level: Percentage of children aged three to five years older than the official age of entry into the last grade of an education level who have reached the last grade of that level. For example, the primary attainment rate in a country with a 6-year cycle where the official age of entry into the last grade is 11 years is the percentage of 14- to 16-year-olds who have reached grade 6.

Complex Emergency:* A multifaceted humanitarian crisis in a country, region or society where there is a total or considerable breakdown of authority resulting from internal or external conflict and which requires a multi-sectoral, international response that goes beyond the mandate or capacity of any single agency and/or the ongoing UN country programme. Such emergencies have, in particular, a devastating effect on children and women, and call for a complex range of responses.

Conflict-affected country: For a given year, any country with 1,000 or more battle-related deaths (including fatalities among civilians and military actors) over the preceding 10-year period and/or more than 200 battle related deaths in any one year over the preceding 3-year period, according to the Uppsala Conflict Data Program Battle-Related Deaths Dataset.

Conflict-Sensitive Education: Conflict sensitive education requires an organizational understanding of the interactions between a context of conflict and education programs and policies for the development, planning, and delivery of education services which act to minimize negative impacts and maximize positive impacts of education policies and programming on conflict (such as increased peace, social harmonization, social justice)⁴.

¹ MAIN SOURCES

a) UNHCR MASTER GLOSSARY OF TERMS REV. 1 2006 | <http://www.unhcr.org/protection/resettlement/3d46515d4/unhcr-resettlement-handbook-glossary.html?query=glossary>

b) OCHA Glossary of Terms 2003 | <http://ochaonline.un.org/DocView.asp?DocID=572>

c) UNESCO 2017: Revised & Updated Working Paper on Protecting the right to education for refugees | <http://unesdoc.unesco.org/images/0025/002510/251076E.pdf>

d) Evaluation of UNESCO's Role in Education in Emergencies and Protracted Crises, Evaluation Office, October 2016 | <http://unesdoc.unesco.org/images/0024/002460/246095E.pdf>

² Burde et al 2015

³ UN-OCHA 2003

⁴ INEE n.d.

Country of former habitual residence: the country of reference for those with no nationality⁵.

Country of origin: also referred to as “home country” or “country of citizenship”. It refers to the country left by the asylum seeker or migrant.

Convention on the Elimination of All Forms of Racial Discrimination: Adopted in 1981, article 5V on the right to education and training.

Convention on the Elimination of All Forms of Discrimination against Women: Adopted in 1981, articles 10 and 14.2 on equal rights with men in the field of education, career, access to studies including higher education.

Convention on the Recognition of Qualifications concerning Higher Education in the European Region: (known as the Lisbon Recognition Convention), adopted in 1999, is the key legal instrument for recognition of qualifications across UNESCO’s Europe and North America Region. Article 7 on the recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation. See also Recommendation on the recognition of refugees’ qualifications under the Lisbon recognition Convention and explanatory Memorandum, November 2017.

Convention on the Rights of the Child (CRC): Adopted in 1989, this treaty sets comprehensive standards for the protection of the rights of children. It is underpinned by four guiding principles, one of which is non-discrimination in the application of its standards to all children. Therefore, refugee children come fully within its scope. The other guiding principles are the “best interest” of the child, the right to life, survival and development, and the right to participation. Article 28 on higher education.

Convention Relating to the Status of Refugees: A Convention that establishes the most widely applicable framework for the protection of refugees. The Convention was adopted in July 1951 and entered into force in April 1954. Article 1 of the 1951 Convention limits its scope to “events occurring before 1 January 1951”. This restriction is removed by the 1967 Protocol relating to the Status of Refugees.

As of 1 July 2005, there are 145 States who are parties to the 1951 Convention and/or the 1967 Protocol. Article 22 on education issues

Convention Relating to the Status of Stateless Persons: A Convention that provides the definition of a stateless person and establishes a framework by which a stateless person who is lawfully resident in a State can have legal status. The Convention was adopted in September 1954 and entered into force in June 1960.

D

Disaster: A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources⁶.

Displaced Person / Displacement: The displacement of people refers to the forced movement of people from their locality or environment and occupational activities. It is a form of social change caused by a number of factors, the most common being armed conflict. Natural disasters, famine, development and economic changes may also be a cause of displacement.

In regard to population displacement resulting from development there are typically two types: direct displacement, which leads to actual displacement of people from their locations and indirect displacement, which leads to a loss of livelihood. Forced to leave the home region to which they are attached and for which they have the knowledge to make a living most effectively, displaced populations often become impoverished. The displacement of people as a result of development projects, policies and processes therefore constitutes a social cost for development.

E

Education in Emergencies: ‘Education in emergencies’ refers to the quality learning opportunities for all ages in situations of crisis, including early childhood

development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives⁷.

Emergency Relief: The immediate survival assistance to the victims of crisis and violent conflict. Most relief operations are initiated on short notice and have a short implementation period (project objectives are generally completed within a year). The main purpose of emergency relief is to save lives.

Empowerment: A process/phenomenon that allows people to take greater control over the decisions, assets, policies, processes and institutions that affect their lives.

F

Family Reunification: The process of bringing together families, particularly children and older dependants, with their family or previous care-provider for the purpose of establishing or re-establishing longterm care. [See Family Unity].⁸

Family Unity: The right to family unity and family life is inherent in the universal recognition of the family as the fundamental group unit of society. Respect for the right to family unity requires not only that States refrain from action which would result in family separations, but also that they take measures to maintain the unity of the family and reunite family members who have been separated. In order to uphold family unity in the refugee context, respecting family unity may include granting refugee status to the spouse and dependants of a person who is a refugee so that they are able to enjoy their right to family unity. When spouses and dependants acquire refugee status on this basis, they are said to enjoy “derivative refugee status”. [See Family Reunification].⁹

Forced migration: ‘a general term that refers to the movements of refugees and internally displaced people (those displaced by conflicts) as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development

projects.’ Forced migration is a complex, wide-ranging and pervasive set of phenomena. The study of forced migration is multidisciplinary, international, and multisectoral, incorporating academic, practitioner, agency and local perspectives. There are three separate, although sometimes simultaneous and inter-related, types of forced migration. These three types are categorized according to their causal factors: conflict, development policies and projects, and disasters.

Formal education system: a State Party’s education system, including all officially recognized entities with responsibility for education, as well as public and private education institutions at all levels recognized by a State Party’s competent authorities and authorized thereby to deliver instruction and other education-related services.

Formal learning: learning derived from activities within a structured learning setting, leading to a formal qualification, and provided by an education institution recognized by a State Party’s competent authorities and authorized thereby to deliver such learning activities.

G

Gender Equality: The equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration – recognizing the diversity of different groups of women and men. Gender equality is not a “women’s issue” but should concern and fully engage men as well as women.

Gender Mainstreaming: The process of assessing the implication for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experience an integral part of the design, implementation,

⁵ See Article 1, A.2 and C.6 of the 1951 Geneva Convention.

⁶ UNISDR 2009

⁷ INEE 2010

⁸ Inter-Agency Guiding Principles on Unaccompanied and Separated Children, January 2004

⁹ UNHCR, “Summary Conclusions: Family Unity”, Global Consultations Expert Roundtable, Geneva, Switzerland, November 2001

monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Global Compact for Migration: In adopting the New York Declaration for Refugees and Migrants, the 193 UN Member States recognized the need for a comprehensive approach to human mobility and enhanced cooperation at the global level. The global compact is framed consistent with target 10.7 of the 2030 Agenda for Sustainable Development in which member States committed to cooperate internationally to facilitate safe, orderly and regular migration and its scope is defined in Annex II of the New York Declaration. It is intended to: address all aspects of international migration, including the humanitarian, developmental, human rights-related and other aspects; make an important contribution to global governance and enhance coordination on international migration; present a framework for comprehensive international cooperation on migrants and human mobility; set out a range of actionable commitments, means of implementation and a framework for follow-up and review among Member States regarding international migration in all its dimensions; be guided by the 2030 Agenda for Sustainable Development and the Addis Ababa Action Agenda; and be informed by the Declaration of the 2013 High-Level Dialogue on International Migration and Development. It was adopted in 2018.

Global Compact on Refugees: In 2016's historic New York Declaration for Refugees and Migrants, all 193 Member States of the United Nations agreed that protecting those who are forced to flee and supporting the countries that shelter them are shared international responsibilities that must be borne more equitably and predictably. The Declaration gave UNHCR the task of building upon the Comprehensive Refugee Response Framework, contained in Annex I of the New York Declaration, to develop "a global compact on refugees". UNHCR developed the compact in consultation with governments and other stakeholders, and the High Commissioner proposed the text in his 2018 annual report to the General Assembly. This

compact is a unique opportunity to strengthen the international response to large movements of refugees (both protracted and new situations). The global compact on refugees has two parts: 1) The Comprehensive Refugee Response Framework, as already agreed to by Member States in the New York Declaration; 2) A programme of action that was drawn upon good practices from around the world, and set out specific measures to be taken by UN Member States and others to operationalize the principles of the New York Declaration. It was adopted in 2018.

Global Convention on the Recognition of Qualifications concerning Higher Education: Adopted in 2019 its aims is to establish an international normative instrument on recognition of higher education qualification with a global scope. It seeks to cover good practices for the recognition of qualifications in higher education awarded by a diverse range of providers as well as a common understanding of recognition for enhancing inter-regional mobility. Article 7 concerns de recognition of partial studies and qualifications held by refugees and displaced persons.

Gross Enrolment Ratio: Number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. For the tertiary level, the population used is the 5-year age group starting from the official secondary school graduation age.

H

Higher Education: or tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education. It comprises ISCED levels 5, 6, 7 and 8, which are labelled as short-cycle tertiary education, Bachelor's or equivalent level, Master's or equivalent level, and doctoral or equivalent level, respectively. The content of programs at the tertiary level is more complex and advanced than in lower ISCED levels¹⁰. According to the UNESCO Global Convention Higher education is defined as "all types of study programmes or sets of courses of study at the post-secondary level which are recognized by the competent authorities of a State

Party, or of a constituent unit thereof, as belonging to its higher-education system".

Higher-education programme: a post-secondary programme of study recognized by the competent authority of a State Party, or of a constituent unit thereof, as belonging to its higher-education system and the successful completion of which provides the student with a higher-education qualification.

Higher Education in Emergencies: an emerging new sector within the broad field of education in emergencies that includes not only education of refugees, but also of IDPs, forced displaced persons and persons living in conflict-affected societies and/or fragile settings.

Host Communities:* Communities that host large populations of refugees or internally displaced persons, typically in camps or integrated into households directly.

Host country: also referred to as "country of asylum" or "country of refuge". This is the State that hosts the refugee or asylum seeker and grants him or her the necessary protection¹¹.

Human Capital: A person's skills and abilities.

Human Rights Law: The body of customary international law, human rights instruments and national law that recognizes and protects human rights. Refugee law and human rights law complement each other.

Humanitarian Assistance (Relief): Aid that seeks to save lives and alleviate suffering of a crisis-affected population. Humanitarian assistance must be provided in accordance with the basic humanitarian principles of humanity, impartiality and neutrality. In addition, the UN seeks to provide humanitarian assistance with full respect for the sovereignty of States. Assistance may be divided into three categories – direct assistance, indirect assistance and infrastructure support – which have diminishing degrees of contact with the affected population.¹²

Humanitarian Coordination:* An approach based on the belief that a coherent response to an emergency will maximize its benefits and minimize potential pitfalls. In each country, the coordination of UN humanitarian assistance is entrusted to the UN Resident and Humanitarian Coordinator. OCHA, under the direction of the Emergency Relief Coordinator, is responsible for the coordination of a humanitarian response in the event of a crisis and carries out this role according to approved policies and structures set by the IASC. This coordination involves developing common strategies with partners both within and outside the UN system, identifying overall humanitarian needs, developing a realistic plan of action, monitoring progress and adjusting programmes as necessary, convening coordination forums, mobilizing resources, addressing common problems to humanitarian actors, and administering coordination mechanisms and tools. It does not involve OCHA in the administration of humanitarian assistance.

Human Rights: Agreed international standards that recognize and protect the dignity and integrity of every individual, without any distinction. Human rights form part of customary international law and are stipulated in a variety of national, regional and international legal documents generally referred to as human rights instruments. The most prominent of these are the United Nations Charter, and the UN Bill of Rights, made up of the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Economic and Social Rights.

I

Informal learning: learning which occurs outside the formal education system and which results from daily life activities related to work, family, local community, or leisure.

Internally Displaced Persons (IDPs): Those persons forced or obliged to flee from their homes, "... in particular as a result of or in order to avoid the effects of armed conflicts, situations of generalized

¹¹ Preamble and Article 3 of the 1951 Geneva Convention.

¹² See also InterAgency Standing Committee (IASC) (OCHA, "Glossary of Humanitarian Terms in relation to the Protection of Civilians in Armed Conflict", 2003

violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border”.

Integration: there is no consensus on the definition of immigrant integration in the context of developed countries, and there is no formal definition in international refugee law. According to the United Nations High Commissioner for Refugees, in a developing country context, the term is frequently used when speaking of local integration of refugees as an alternative to voluntary repatriation and resettlement¹³.

International Humanitarian Law (or Law of Armed Conflict): The body of law, regulations and principles that governs situations of international or non-international armed conflict. The core instruments of international humanitarian law are the four Geneva Conventions of 12 August 1949 and their two Additional Protocols of 8 June 1977. Virtually every State is a party to the Geneva Conventions of 1949.

International joint degree: a type of cross-border education degree; a single degree recognized and/or authorized and conferred jointly upon completion of an integrated, coordinated and jointly offered programme, by two or more higher education institutions belonging to more than one country

L

Learning outcomes: a learner’s acquired knowledge and skills upon completion of a learning process

Lifelong learning: a process which refers to all learning activities, whether formal, non-formal, or informal, covers the entire lifespan and has the aim of improving and developing human capacities, knowledge, skills, attitudes and competencies.

Livelihoods: A combination of the resources used and the activities undertaken in order to live. Resources include individual skills (human capital), land (natural

capital), savings (financial capital), equipment (physical capital), as well as formal support groups and informal networks (social capital).

M

Mental Health and Psychosocial Support: A composite term to describe any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorder. Although the terms “mental health” and “psychosocial support” are closely related and overlap, for many aid workers they reflect different, yet complementary, approaches. Aid agencies outside the health sector tend to speak of supporting psychosocial well-being. Health sector agencies tend speak of mental health, yet historically have also used the terms psychosocial rehabilitation and psychosocial treatment to describe non-biological interventions for people with mental disorders.

Migrants (Economic): Persons who leave their countries of origin purely for economic reasons not in any way related to the refugee definition, or in order to seek material improvements in their livelihood. Economic migrants do not fall within the criteria for refugee status and are therefore not entitled to benefit from international protection as refugees.

Millennium Development Goals (MDGs): A set of time-bound and measurable goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women adopted at the UN World Summit in 2000. The Summit’s Millennium Declaration also outlined a wide range of commitments in human rights, good governance and democracy.”¹⁴

N

National: A person recognized to have the status of a legal bond with a State as provided for under law. Some States use the word “nationality” to refer to this legal bond, while other States use the word “citizenship”.

Nationality: The status of being a citizen of a particular nation or country.

New York Declaration for Refugees and Migrants: On September 19, 2016, the United Nations General Assembly adopted a set of commitments to enhance the protection of refugees and migrants. These commitments are known as the New York Declaration for Refugees and Migrants. The New York Declaration reaffirms the importance of the international refugee regime and represents a commitment by Member States to strengthen and enhance mechanisms to protect people on the move. It paves the way for the adoption of two new global compacts in 2018: a global compact on refugees and a global compact for safe, orderly and regular migration.

Non-formal learning: learning achieved within an education or training framework which places an emphasis on working life and which does not belong to the formal education system

Non-traditional learning modes: formal, non-formal and informal mechanisms for the delivery of educational programmes and learning activities not primarily relying on face-to-face interaction between the educator and the learner.

Non-Refoulement: A core principle of international refugee law that prohibits States from returning refugees in any manner whatsoever to countries or territories in which their lives or freedom may be threatened. The principle of non-refoulement is a part of customary international law and is therefore binding on all States, whether or not they are parties to the 1951 Convention.

P

Participatory Approach: An approach to development and/or government in which key stakeholders (and especially the proposed beneficiaries) of a policy or intervention are closely involved in the process of identifying problems and priorities and have

considerable control over the analysis and the planning, implementation and monitoring of solutions.¹⁵

Peacebuilding: Efforts aimed at preventing the outbreak, recurrence or continuation of armed conflict and therefore encompassing a wide range of political, developmental, humanitarian and human rights programmes and mechanisms. These require short and long-term actions tailored to address the particular needs of societies sliding into conflict or emerging from it, and focused on fostering sustainable institutions and processes in areas such as sustainable development, the eradication of poverty and inequalities, transparent and accountable governance, the promotion of democracy, respect for human rights and the rule of law and the promotion of a culture of peace and non-violence.¹⁶

People caught in crisis: refugees and internally displaced persons (IDPs) – due to conflict or disaster – and people living in conflict-affected areas.

Persecution: The core concept of persecution was deliberately not defined in the Convention Relating to the Status of Refugees, suggesting that the drafters intended it to be interpreted in a sufficiently flexible manner so as to encompass ever changing forms of persecution. It is understood to comprise human rights abuses or other serious harm, often, but not always, with a systematic or repetitive element.¹⁷

Persons of Concern to UNHCR: A generic term used to describe all persons whose protection and assistance needs are of interest to UNHCR. They include refugees, asylum-seekers, returnees, stateless persons, and, in many situations, internally displaced persons. UNHCR’s authority to act on behalf of persons of concern other than refugees is based on General Assembly and ECOSOC resolutions and the 1954 and 1961 statelessness conventions. [See also Internally Displaced Persons, Refugee, Returnee and Stateless Person].

Prima Facie Refugees: Persons recognized as refugees, by a State or UNHCR, on the basis of

¹³ In Canada, the term “settlement” is used for the immediate period after arrival when a newcomer orientates, and “integration” is used for the longer-term process of becoming a member of Canadian society. The lack of a firm definition may reflect the subjective character of integration as a process and the way in which an individual can be integrated in one area of the receiving society but not in others. It may also reflect the way in which an individual can simultaneously create and maintain strong links with his or her country of origin, the receiving country and countries of transit. In Europe, for the majority of refugees, integration is the most relevant durable solution. <http://www.unhcr.org/52403d389.html>

¹⁴ UN, “Implementing the Millennium Declaration Factsheet”, October 2002

¹⁵ UNHCR, Handbook for Planning and Implementing Development Assistance for Refugees (DAR) Programmes, January 2005

¹⁶ UN Security Council, “Statement by the President of the Security Council on “Peacebuilding: Towards a Comprehensive Approach”, S/PRST/2001/5, February 2001

¹⁷ UNHCR, “Interpreting Article 1 of the 1951 Convention Relating to the Status of Refugees”, April 2001, paras. 16-17

objective criteria related to the circumstances in their country of origin, which justify a presumption that they meet the criteria of the applicable refugee definition. See also Group-Based Protection Responses.

Primary Education: Primary education provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing, and mathematics, i.e. literacy and numeracy, and to establish a sound foundation for learning and solid understanding of core areas of knowledge and personal development, preparing for lower secondary education. It aims at learning at a basic level of complexity with little if any specialization.¹⁸

Protracted: UNHCR defines a protracted refugee situation as “one in which refugees find themselves in a long-lasting and intractable state of limbo. Their lives may not be at risk, but their basic rights and essential economic, social and psychological needs remain unfulfilled after years in exile. A refugee in this situation is often unable to break free from enforced reliance on external assistance.” Burde et al. 2015 draw from 38 UNHCR’s definition and define a protracted crisis as one in which “the conditions of the crisis have been present for five years or more and for which a large subsection of the population has been affected.”¹⁹

Protection*: A concept that encompasses all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of human rights, refugee and international humanitarian law. Protection involves creating an environment conducive to respect for human beings, preventing and/or alleviating the immediate effects of a specific pattern of abuse, and restoring dignified conditions of life through reparation, restitution and rehabilitation.

Psychosocial Support: See Mental Health and Psychosocial Support.

4Rs (Repatriation, Reintegration, Rehabilitation and Reconstruction): An approach promoted by UNHCR as an overarching framework for institutional

collaboration during repatriation and return in post-conflict situations. It aims to bring together humanitarian and development actors, create a conducive environment in countries of origin to prevent the recurrence of mass outflows, and facilitate sustainable repatriation and reintegration.

Q

Qualification: (a) Higher-education qualification: any degree, diploma, certificate, or award issued by a competent authority and attesting the successful completion of a higher-education programme or the validation of prior learning, where applicable.

(b) Qualification giving access to higher education: any degree, diploma, certificate, or award issued by a competent authority and attesting the successful completion of an education programme or the validation of prior learning, where applicable, and giving the holder of the qualification the right to be considered for admission to higher education.

Qualified applicant: an individual who has fulfilled relevant criteria and is considered eligible to apply for admission to higher education.

Qualifications framework: a system for the classification, publication and organization of quality-assured qualifications according to a set of criteria.

Qualifications Passport for Refugees and Vulnerable Migrants (UNESCO): it is a standardized document that summarizes and presents available information on the applicant’s educational level, work experience and language proficiency, although this document does not constitute a formal recognition or authorization or license to practice a certain profession. The evaluation methodology is a combination of an assessment of available documentation, the considerable experience gained through previous evaluations and the use of a structured interview. Thus, the Qualifications Passport provides credible information that can be relevant in connection with applications for employment, internships, qualification courses and admission to studies.

This document contains three parts: 1) The assessment part contains information which describes the highest achieved qualification(s), subject field, other relevant qualifications, as well as relevant job experience and language proficiency (in cases where it is possible to substantiate it and it might have relevance). 2) The explanatory part contains information about the status of the document and a short description of the pilot project. 3) The third part of the passport contains information about the way ahead and contact information for the right authorities and agencies, which might be of help in the job-seeking process and application for further studies and authorization.

Quality assurance: an ongoing process by which the quality of a higher-education system, institution, or programme is assessed by the competent authority/authorities to assure stakeholders that acceptable educational standards are continuously being maintained and enhanced.

R

Recognition: a formal acknowledgment by a competent recognition authority of the validity and academic level of a foreign education qualification, of partial studies, or of prior learning for the purpose of providing an applicant with outcomes including, but not limited to:

- (a) the right to apply for admission to higher education; and/or
- (b) the possibility to seek employment opportunities

Reconstruction: Developmental interventions which not only seek to build, repair damage or return to the status quo ante, but also address medium- and long-term needs and the need for improvements in policies, programmes, systems and capacities to avert the recurrence of crisis and to reach higher levels of employment and standards of living.

Recovery: A focus on how best to restore the capacity of the government and communities to rebuild and

recover from crisis and to prevent relapses into conflict. In so doing, recovery seeks not only to catalyze sustainable development activities, but also to build upon earlier humanitarian programmes to ensure that their inputs become assets for development.

Refugee: A person who meets the eligibility criteria under the applicable refugee definition, as provided for in international or regional refugee instruments, under UNHCR’s mandate, and/or in national legislation.

Refugee Camp: A plot of land temporarily made available to host refugees fleeing from an armed conflict in temporary homes. UN Agencies, particularly UNHCR, and other humanitarian organizations provide essential services in refugee camps including food, sanitation, health, medicine and education. These camps are ideally located at least 50 km away from the nearest international border to deter camp raids and other attacks on its civilian occupants.

Refugee-like situation: this category includes those “who are stateless or denied protection of the government in their countries of citizenship or habitual residence, but who have not been recognized as refugees”²⁰. Despite not being granted refugee status, they may benefit from UNHCR’s protection and assistance.

Refugee in protracted situations: a refugee in a long-term state of displacement. For UNHCR, a protracted refugee situation is one in which a large number of refugees of the same nationality have been in exile for several years in a given asylum country²¹.

Refugee “sur place”: according to the United Nations High Commissioner for Refugees, the term refers to “persons who were not refugees when they left their countries of origin, but who become refugees at a later date, owing to intervening events. Refugees sur place may owe their fear of persecution to a change in the country of origin, such as through a coup d’état, or to political activities undertaken in the country of refuge”²².

¹⁸ UNESCO-UIS 2012

¹⁹ Burde et al 2015; UNHCR 2004

²⁰ <http://www.migrationpolicy.org/article/refugees-risks-and-challenges-worldwide>

²¹ Global Education Monitoring Report/UNHCR, 2016, No more excuses: Provide education to all forcibly displaced people, Policy Paper 26, p. 2.

²² UNHCR, 2006, Master Glossary of Terms, Status Determination and Protection Information Section, Rev. 1.

Regional recognition conventions: the UNESCO conventions on the recognition of qualifications concerning higher education in each of the UNESCO regions, including the Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States bordering on the Mediterranean.

Registration: The process of identifying and documenting individuals and families of concern to UNHCR by which systematic information is obtained to facilitate protection, programme planning and verification.

Rehabilitation: Actions which enable the affected population to resume more or less “normal” patterns of life. These actions constitute a transitional phase and can [occur] simultaneously with relief activities, as well as further recovery and reconstruction activities.

Reintegration: A process which enables returnees to regain their physical, social, legal and material security needed to maintain life, livelihood and dignity and which eventually leads to the disappearance of any observable distinctions vis-à-vis their compatriots.

Relief: Assistance and/or intervention during or after disaster to meet the life preservation and basic subsistence needs. It can be of emergency or protracted duration²³.

Resettlement: The transfer of refugees from the country in which they have sought refuge to another State that has agreed to admit them. The refugees will usually be granted asylum or some other form of long-term resident rights and, in many cases, will have the opportunity to become naturalized citizens. For this reason, resettlement is a durable solution as well as a tool for the protection of refugees. It is also a practical example of international burden-and responsibility-sharing.

Resilience (For Transformation): Consensus on the meaning of the term resilience has yet to emerge. Nevertheless, resilience can be defined as the ability of children, families, communities, and systems

to withstand, adapt to, and recover from shocks and stresses (e.g. natural disasters, political crises, epidemics, pervasive violence, armed conflict) in ways that support economic and social development, preserve integrity, and do not deepen vulnerability. The concept of resilience for transformation draws attention to the fact that a system can be strong and resilient, but nonetheless lead to violations of children’s rights and negative learning outcomes. The idea is that such a system should be transformed²⁴.

Returnees: Refugees who have returned to their country or community of origin.

Rights-Based Approach: A conceptual framework that integrates the norms, standards and principles of the international human rights system into the policies, programmes and processes of development and humanitarian actors. It focuses on both outcomes and processes and is founded on the principles of participation and empowering individuals and communities to promote change and respect for rights.

S

School Safety: The international framework for school safety (known as the Comprehensive School Safety Framework) aims to: protect children and education workers from death and injury in schools; plan for educational continuity in the face of expected hazards; safeguard education sector investments; strengthen a disaster resilient citizenry through education. Comprehensive school safety is addressed by education policy and practices aligned with disaster management at national, regional, district, and local school-site levels. It rests on three pillars: Safe school facilities; School disaster management; and Risk reduction education²⁵.

Secondary Education: Secondary education is a program of two stages: lower and upper secondary. Lower secondary education (International Standard Classification of Education 2; ISCED) is generally designed to continue the basic programs of the primary level but the teaching is typically more

subject-focused, requiring more specialized teachers for each subject area. The end of this level often coincides with the end of compulsory education. In upper secondary education (ISCED 3), the final stage of secondary education in most countries, instruction is often organized even more along subject lines and teachers typically need a higher or more subject-specific qualification than at ISCED level 2²⁶.

Self-Reliance: The social and economic ability of an individual, a household or a community to meet essential needs (including food, water, shelter, personal safety, health and education) in a sustainable manner and with dignity – developing and strengthening livelihoods of people of concern, and reducing their vulnerability and long-term reliance on humanitarian assistance.

Statelessness: The condition of not being considered as a national by any State under the operation of its law.

Stateless Person: A person who, under national laws, does not have the legal bond of nationality with any State. Article 1 of the 1954 Convention relating to the Status of Stateless Persons indicates that a person not considered a national (or citizen) automatically under the laws of any State, is stateless.

Sustainable Development Goals (SDGs): The Sustainable Development Goals (SDGs) are a collection of 17 global goals set by the United Nations. The broad goals are interrelated though each has its own targets to achieve. The total number of targets is 169. The SDGs cover a broad range of social and economic development issues. These include poverty, hunger, health, education, climate change, gender equality, water, sanitation, energy, environment and social justice. The SDGs are also known as “Transforming our World: the 2030 Agenda for Sustainable Development” or 2030 Agenda in short. The goals were developed to replace the Millennium Development Goals (MDGs) which ended in 2015. Unlike the MDGs, the SDG framework does not distinguish between

“developed” and “developing” nations. Instead, the goals apply to all countries. Paragraph 54 of United Nations General Assembly Resolution A/RES/70/1 of 25 September 2015 contains the goals and targets. The UN-led process involved its 193 Member States and global civil society. The resolution is a broad intergovernmental agreement that acts as the Post-2015 Development Agenda. The SDGs build on the principles agreed upon in Resolution A/RES/66/288, entitled “The Future We Want”.

T

Technical and Vocational Training: Technical and vocational education training (TVET) is designed mainly to provide learners with the practical skills, know-how, and understanding necessary for direct entry into a particular occupation or trade (or class of occupations or trades). Successful completion of such programs normally leads to a labour market-relevant vocational qualification recognized by the national competent authorities, e.g. Ministry of Education, employers’ associations, etc.²⁷.

Tertiary Education: Tertiary education builds on secondary education, providing learning activities in specialized fields of education. It aims at learning at a high level of complexity and specialization. Tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education. It comprises ISCED levels 5, 6, 7 and 8, which are labelled as short-cycle tertiary education, Bachelor’s or equivalent level, Master’s or equivalent level, and doctoral or equivalent level, respectively. The content of programs at the tertiary level is more complex and advanced than in lower ISCED levels²⁸.

U

Unaccompanied Child: A child who has been separated from both parents and other relatives and is not being cared for by an adult who, by law or custom, is responsible for doing so.²⁹

²³ UN Department of Humanitarian Affairs 1992

²⁴ UNESCO, UNESCO-IBE, UNESCO-IIEP, & PEIC 2015

²⁵ GADRRRES, & UNISDR 2014

²⁶ INEE n.d.

²⁷ INEE n.d.

²⁸ UNESCO-UIS 2012

²⁹ Inter-Agency Guiding Principles on Unaccompanied and Separated Children, January 2004

UNHCR Mandate: The role and functions of UNHCR as set forth in the UNHCR Statute and as elaborated in resolutions of the United Nations General Assembly. UNHCR's mandate as declared in its Statute is to provide international protection and seek permanent solutions for refugees. UNHCR has an additional mandate concerning issues of statelessness, as it is given a designated role under Article 11 of the 1961 Convention on the Reduction of Statelessness. The Office has also been requested by the General Assembly to promote the 1954 and 1961 statelessness Conventions, and to help prevent statelessness by providing to States technical and advisory services on nationality legislation and practice.

V

Voluntary Repatriation: The free and voluntary return of refugees to their country of origin in safety and dignity. Voluntary repatriation may be organized, (i.e. when it takes place under the auspices of the concerned States and UNHCR), or spontaneous (i.e. when refugees return by their own means with UNHCR and States having little or no direct involvement in the process of return).

W

Women at Risk: A concept previously primarily seen in UNHCR practice as a resettlement criterion to be used to protect individual refugee women and girls. It is now recognized as a concept with potential as a protection tool in a wider range of situations where forced displacement exposes women and girls to a range of factors which may put them at risk of violations of their rights. These risk factors may be present in the wider protection environment or be a result of individual circumstances.

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