



Education GRF Pledge Analysis

Q2 2022



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Approach

Purpose: To provide a broad understanding of pledges against the Global Framework for Refugee Education to support the review/update of the Framework in the run-up to the 2023 GRF and to provide a picture of education pledges beyond the basic information captured through the GCR platform. The analysis presented in this document is meant to provide a general understanding of pledge support.

Methodology:

Education pledges submitted to the Global Compact on Refugees (GCR) Digital Platform have been coded against the outcomes and cross-cutting considerations of the Global Framework for Refugee Education, categorisations available through the GCR submission and update form, as well as additional education categorisations (listed in the box in the bottom right of this page). A total of 224 education-related pledges have been analysed. New pledges from December 2021 onwards are not included.

Pledges analysed are those categorised as Education pledges on the GCR Platform. The analysis is based on partial information, limited to the following available sources: the [GCR pledge database](#) & updates, updates from Alliance members and the [Education Co-sponsorship Alliance Brief 2020](#).

Pledge coding data was shared internally within the Education Section and with different Education Alliance members for further validation. Interpretation of available information and categorisations chosen by submitting entities can be subjective in nature and should be recognised as such.

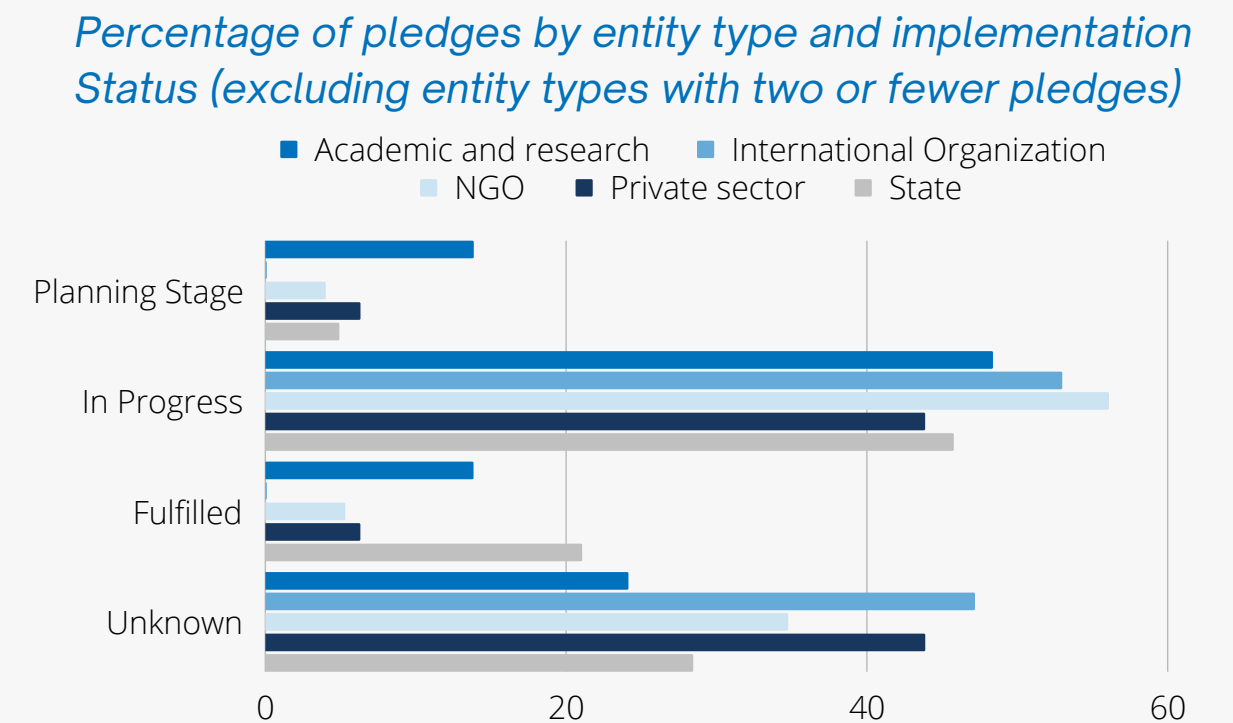
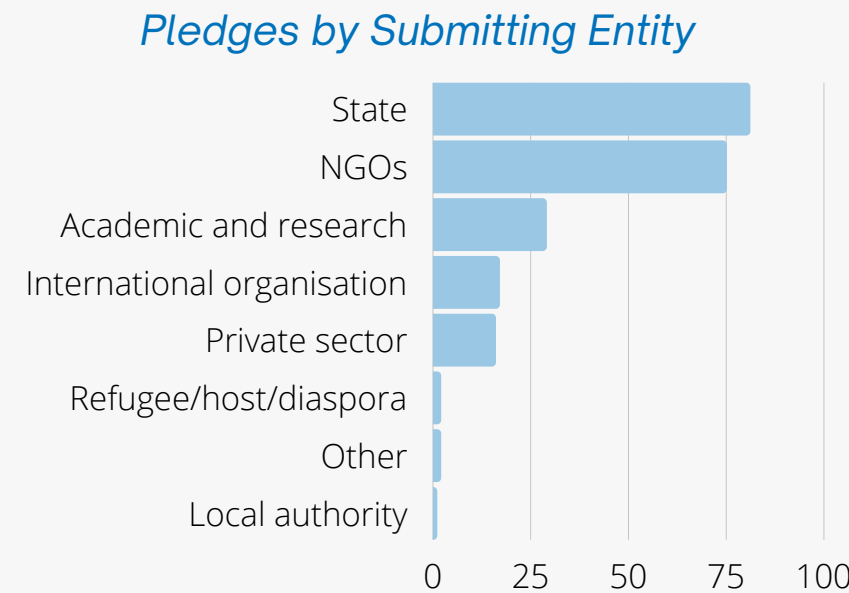
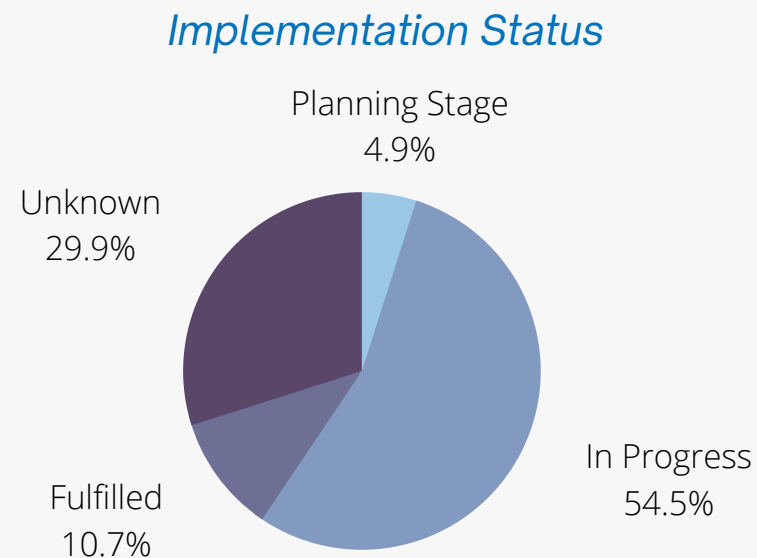
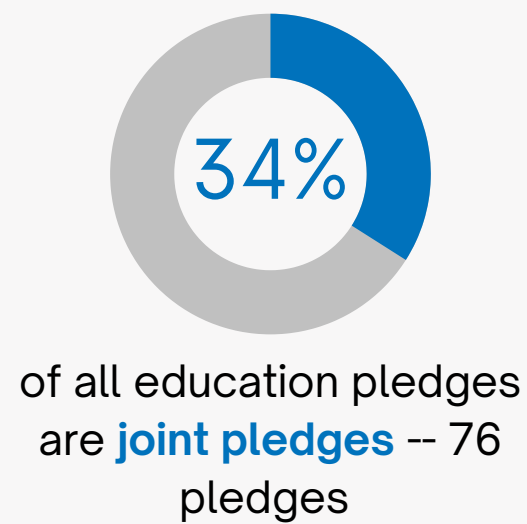
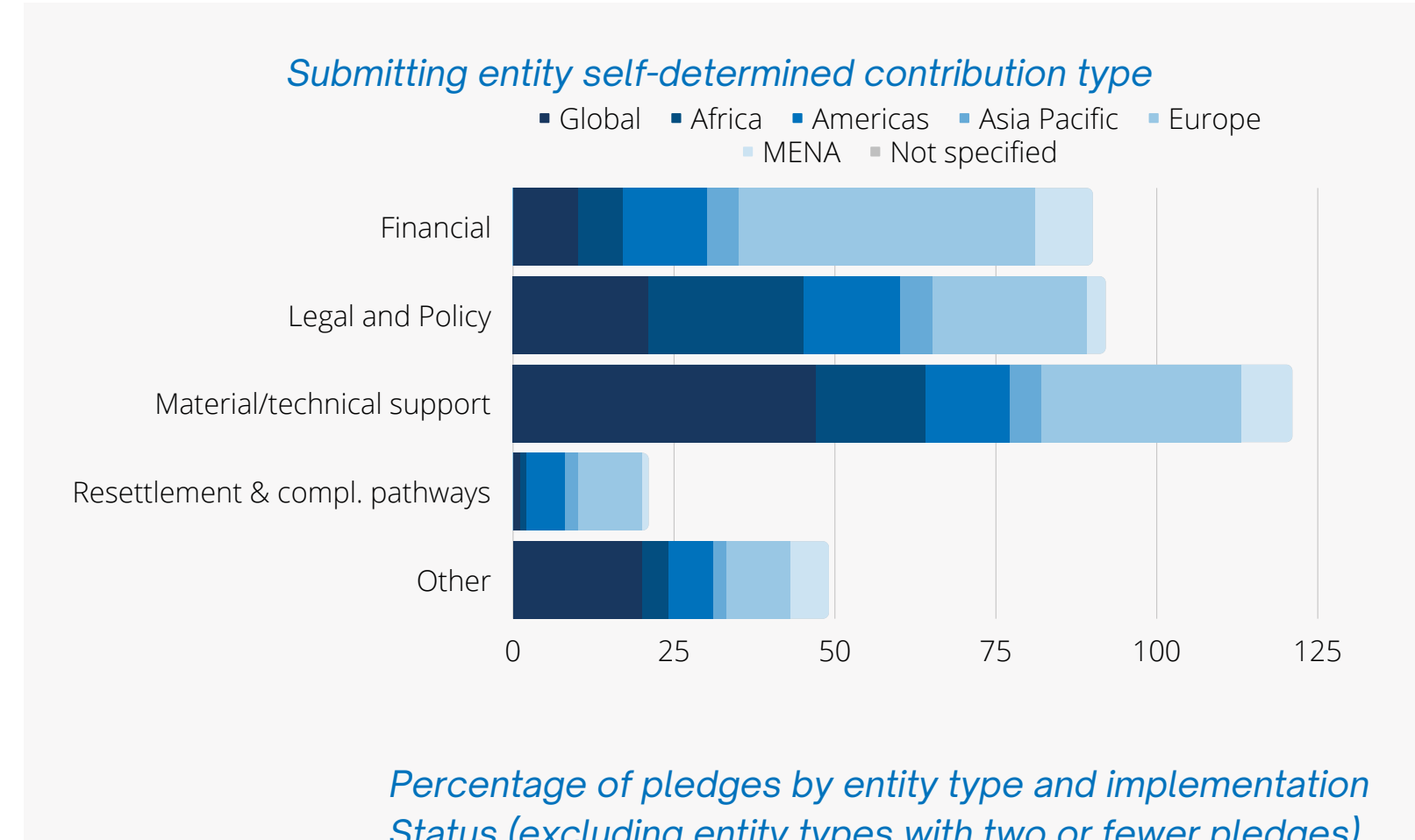
Coding:

- Themes and sub-themes coding include: categorizations from the GCR submission form (where subsequent coding has been applied based on submitting entity determinations), categorizations stemming from the Global Framework for Refugee Education as well as further categorizations based on Framework outcomes, outcome areas and calls to action; and additional categorizations (as noted in the 'additional categorizations' box).
- Content analysis of submitted pledge descriptions and updates has been undertaken through conceptual analysis to determine key word and explicit themes, for which efforts were made to limit bias through further validation through the UNHCR headquarters Education Section and various Alliance members.
- Pledges are coded against all themes/sub-themes that apply, including multiple areas within the same theme and sub-theme.
- Pledges incorrectly assigned to the education theme on the GCR platform have been excluded from the analysis, as well as Sports 4 Development pledges currently coded as education, and duplicate pledges.
- 'Outcome area' refers to the six outcome areas outlined in the Global Framework for Refugee Education.
- For pledges categorized as 'joint pledges', only the submitting entities are included as pledging entities.

Additional categorizations: accelerated education; adult education; advocacy; alternative pathways; complementary pathways; coordination; infrastructure; language learning; lifelong learning; non-formal education; psychosocial support; recognition of prior learning/qualifications; refugee engagement/led; research and knowledge sharing; scholarships; social-emotional learning; sexual and reproductive health and rights; student engagement; teacher capacity development

Education Pledge Submissions

- 224 education-specific pledges -- accounting for **11.2% of all GRF pledges**.
- **33.9% of education pledges are 'joint pledges'** (76), but this analysis accounts for only the submitting entity as the assessed type of entity.
- **79.6% of education pledges (178) are singularly education in focus**, while 21.4% (46) are multi-focal (e.g. education and protection).
- From all education pledges, 81 are State pledges, 75 are NGOs, 29 are academic and research, 17 are international organisations, 16 are private sector, 2 are refugee/host/diaspora, 2 are other (Connected Learning in Crisis Consortium and Refuge Egypt), and 1 is from a local authority.
- **65.4% of fulfilled pledges have been submitted by States**, while States account for only a third of all pledges.
- **Academic and research institutions and States have the highest pledge status reporting rates** (75.9% and 71.6%, respectively), excluding entity types with under two pledges.
- The implementation status of **nearly half of international organisation pledges is 'unknown'** (47.1%, or 8 of 17 pledges), followed by the private sector with 43.8% unknown, NGOs with 34.7%, States with 28.4%, and academic and research with 24.1%.

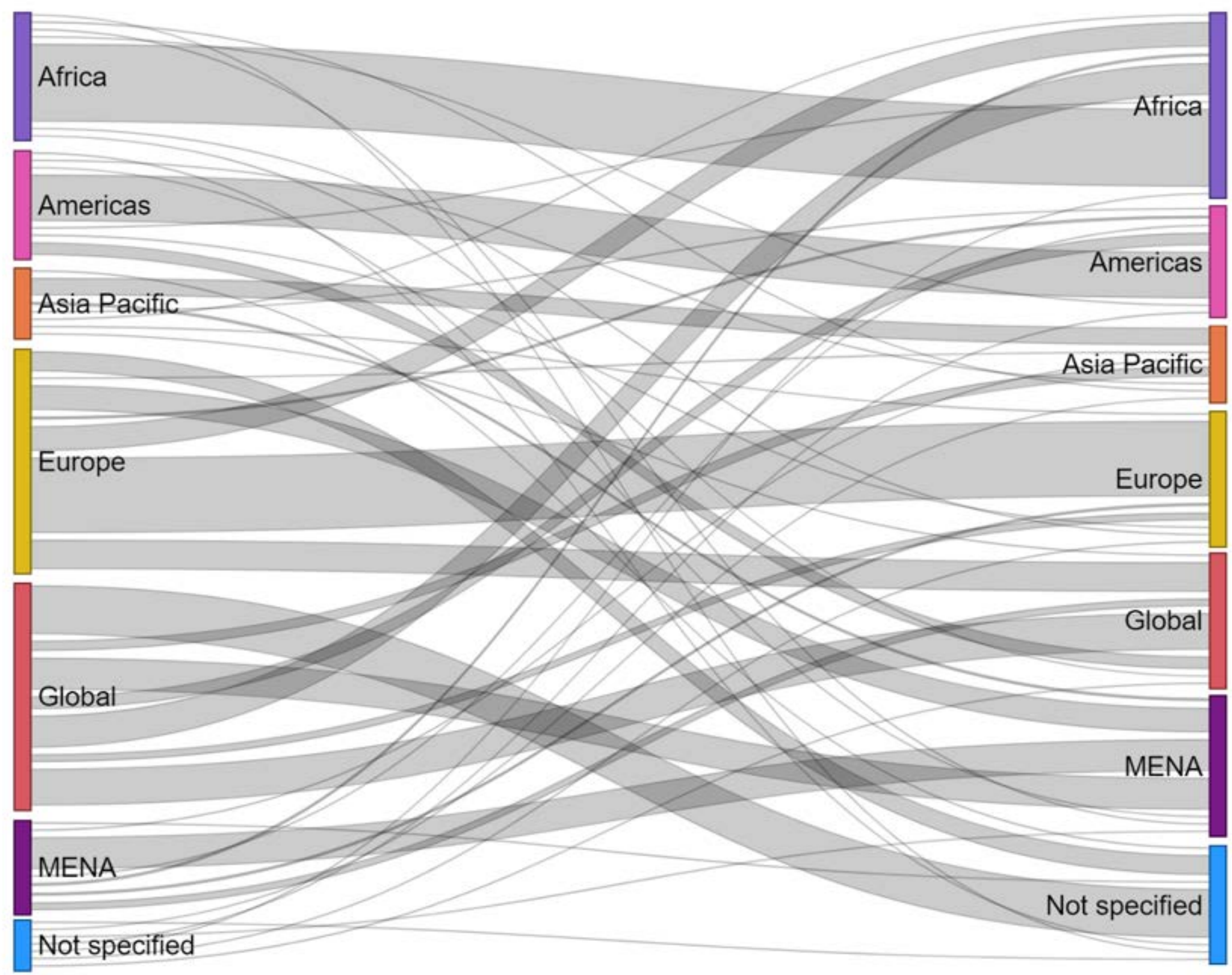


By Receiving and Submitting Region

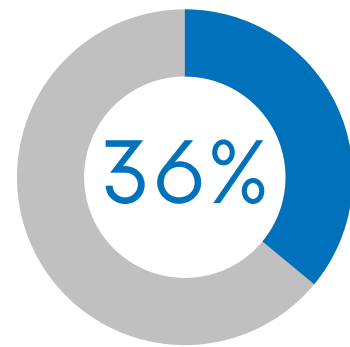
Africa is the region receiving the greatest number of total pledges (28.6%), followed by MENA (18.8%), Europe (17.4%), Americas (12.9%) and Asia Pacific (6.3%). while **nearly 1 in 5 pledges are global in reach (17.4%)** and the remaining 14.3% are not specified. Across all pledges, 10.3% are multiregional in implementation.

In comparison. **Europe is the region submitting the highest number of pledges (29.5%),** followed by Africa (15.2%), Americas (12.1%), MENA (8.9%) and Asia Pacific (4.9%), while roughly **1 in 4 submitting entities (26.8%) are global in nature.**

Three pledges do not specify the submitting region, while two pledges do not specify the receiving region.



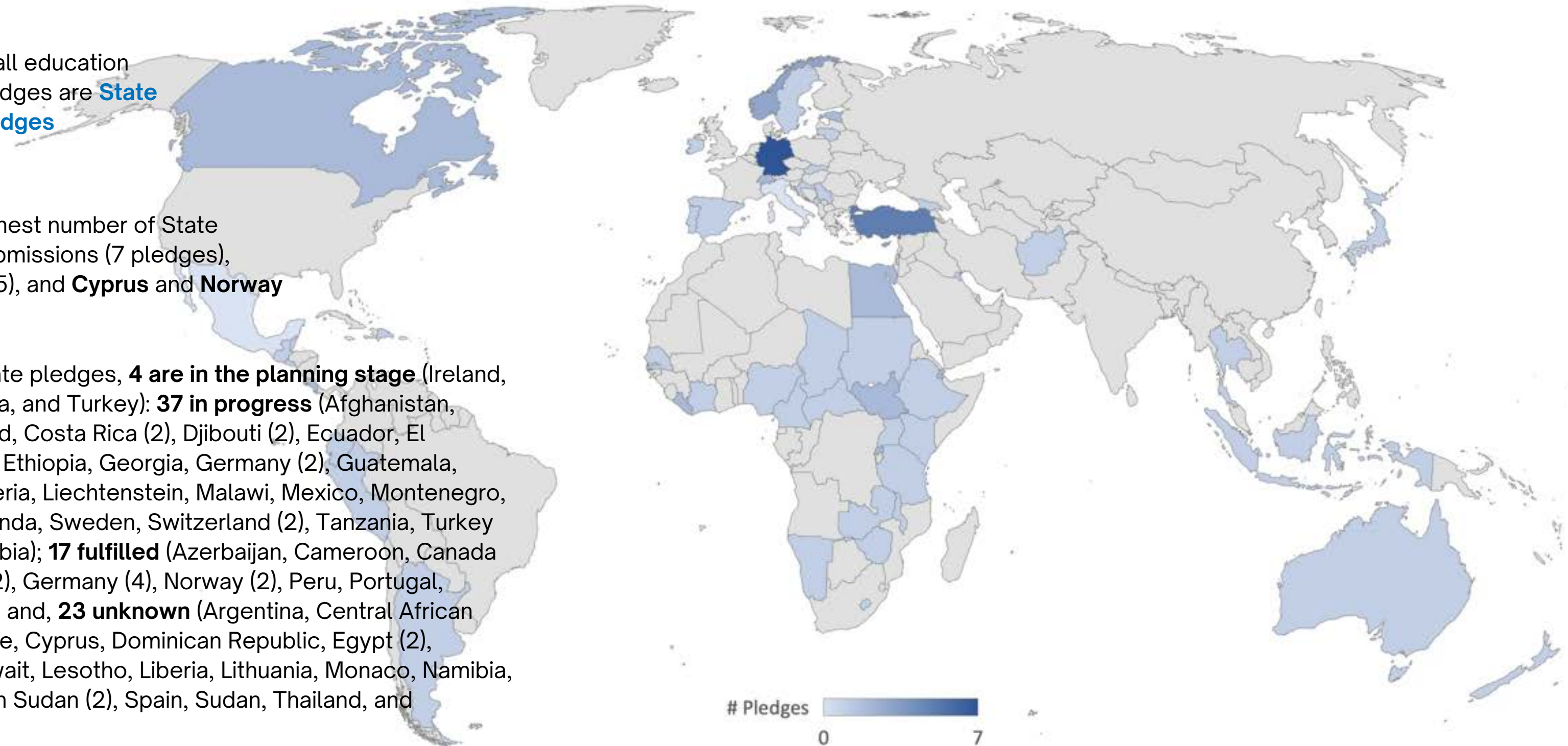
Pledges by Submitting State



of all education pledges are **State pledges**

Germany has the highest number of State education pledge submissions (7 pledges), followed by **Turkey** (5), and **Cyprus** and **Norway** (3 each).

From a total of 81 State pledges, **4 are in the planning stage** (Ireland, New Zealand, Rwanda, and Turkey); **37 in progress** (Afghanistan, Australia, Belize, Chad, Costa Rica (2), Djibouti (2), Ecuador, El Salvador, Estonia (2), Ethiopia, Georgia, Germany (2), Guatemala, Indonesia, Japan, Liberia, Liechtenstein, Malawi, Mexico, Montenegro, Nigeria, Norway, Rwanda, Sweden, Switzerland (2), Tanzania, Turkey (4), Uganda, and Zambia); **17 fulfilled** (Azerbaijan, Cameroon, Canada (2), Croatia, Cyprus (2), Germany (4), Norway (2), Peru, Portugal, Serbia, and Slovakia); and, **23 unknown** (Argentina, Central African Republic, Cote d'Ivoire, Cyprus, Dominican Republic, Egypt (2), Germany, Kenya, Kuwait, Lesotho, Liberia, Lithuania, Monaco, Namibia, Qatar, Senegal, South Sudan (2), Spain, Sudan, Thailand, and Zimbabwe).



Pledges by Submitting State & Presiding Region

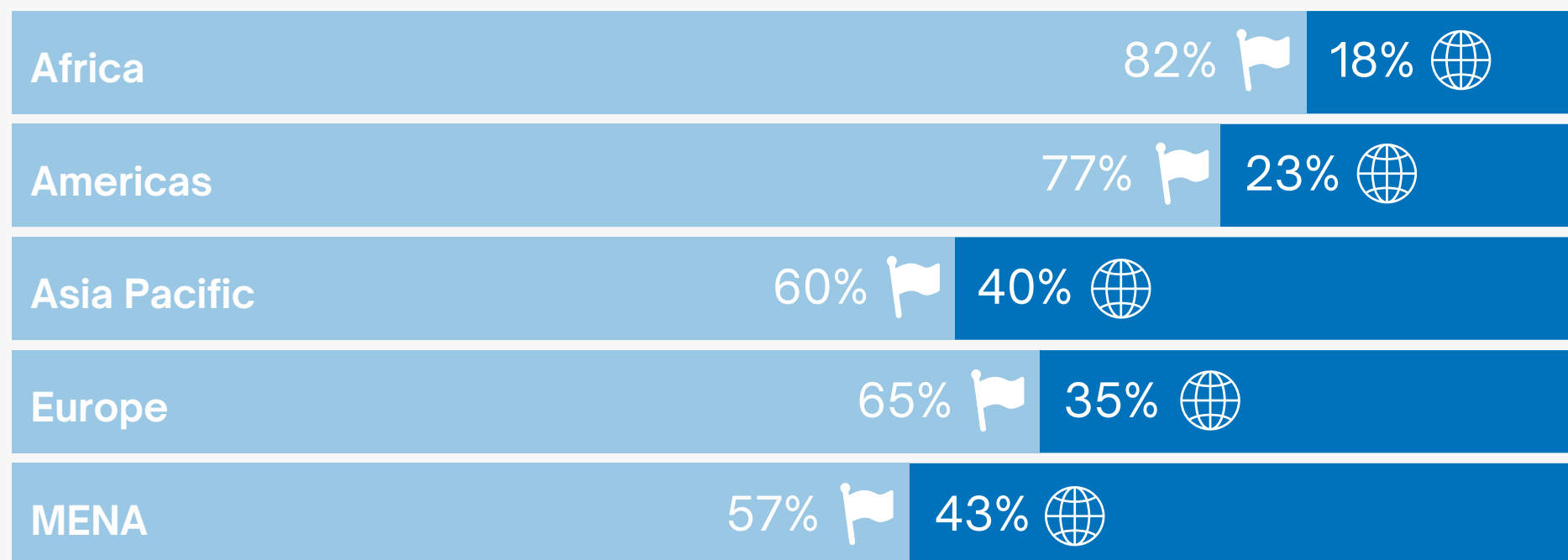
1 in 4

State pledges are international in nature

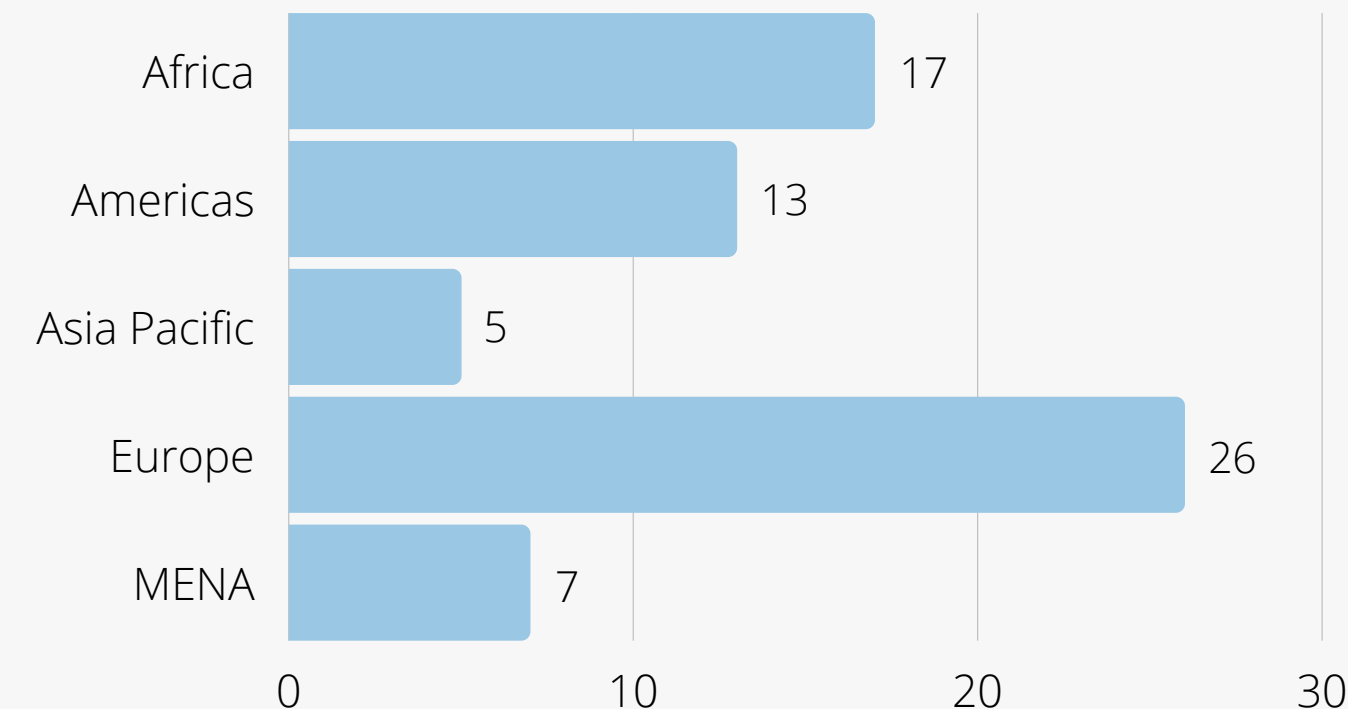


- 72.8% of State pledges are domestic and 27.2% are international in nature - this does not joint pledges where States are not the submitting entity.
- **Germany accounts for one-quarter of international State pledges** (5 pledges, or 22.7%), followed by **Canada** and **Estonia** (2 each), while the remaining States with an international pledge have a single pledge (Australia, Croatia, Ireland, Kuwait, Liechtenstein, Monaco, Qatar, Slovakia, Sweden, and Switzerland).
- **Turkey accounts for the highest number of domestic pledges** (5 pledges, or 8.5%), followed by **Cyprus** (3), seven States with 2 pledges (Costa Rica, Djibouti, Egypt, Germany, Liberia, Rwanda, and South Sudan), and the remaining 37 States with 1 pledges each (Afghanistan, Argentina, Azerbaijan, Belize, Cameroon, Central African Republic, Chad, Côte d'Ivoire, Dominican Republic, Ecuador, El Salvador, Ethiopia, Georgia, Guatemala, Indonesia, Japan, Kenya, Lesotho, Lithuania, Malawi, Mexico, Montenegro, Namibia, New Zealand, Nigeria, Norway, Peru, Portugal, Senegal, Serbia, Spain, Sudan, Switzerland, Tanzania, Uganda, Zambia, and Zimbabwe).

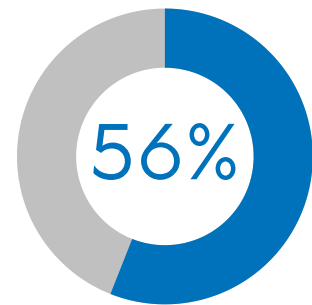
Proportion of State pledges that are domestic (🇺🇸) versus international (🌐)



Total pledges by State presiding region



Pledges by Country of Implementation

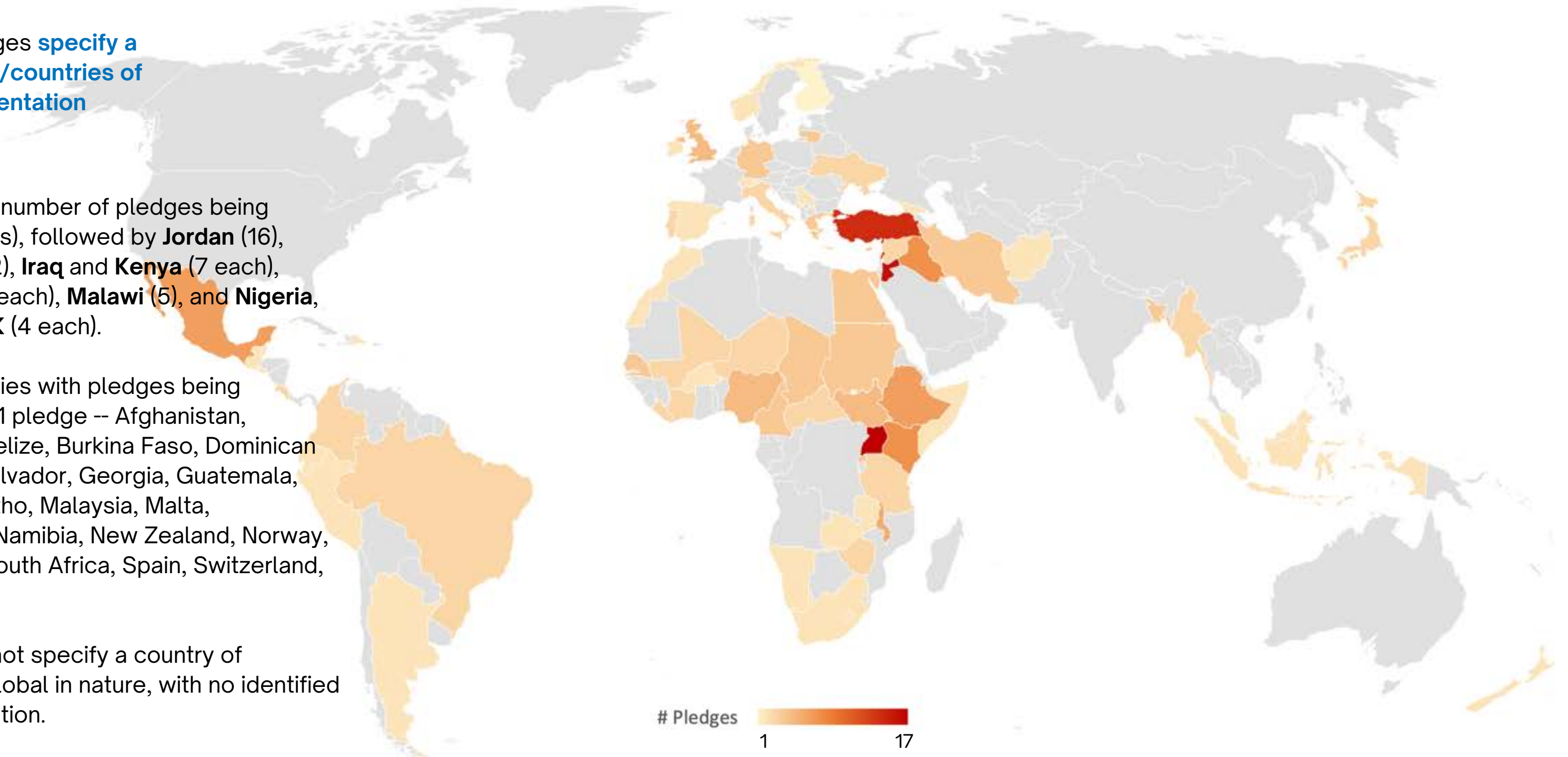


of pledges **specify a country/countries of implementation**

Uganda has the highest number of pledges being implemented (17 pledges), followed by **Jordan** (16), **Turkey** (14), **Lebanon** (12), **Iraq** and **Kenya** (7 each), **Ethiopia** and **Mexico** (6 each), **Malawi** (5), and **Nigeria**, **South Sudan** and the **UK** (4 each).

The remaining 27 countries with pledges being implemented have only 1 pledge -- Afghanistan, Argentina, Azerbaijan, Belize, Burkina Faso, Dominican Republic, Ecuador, El Salvador, Georgia, Guatemala, Indonesia, Ireland, Lesotho, Malaysia, Malta, Montenegro, Morocco, Namibia, New Zealand, Norway, Peru, Serbia, Somalia, South Africa, Spain, Switzerland, and Zambia.

43.8% (98 pledges) do not specify a country of implementation or are global in nature, with no identified countries of implementation.



Global Framework for Refugee Education

Outcome Area 1: Inclusion in National Education Systems

- Early Childhood Development and Education
- Primary Education
- Secondary Education

Outcome Area 2: Qualifications and Skills for Work

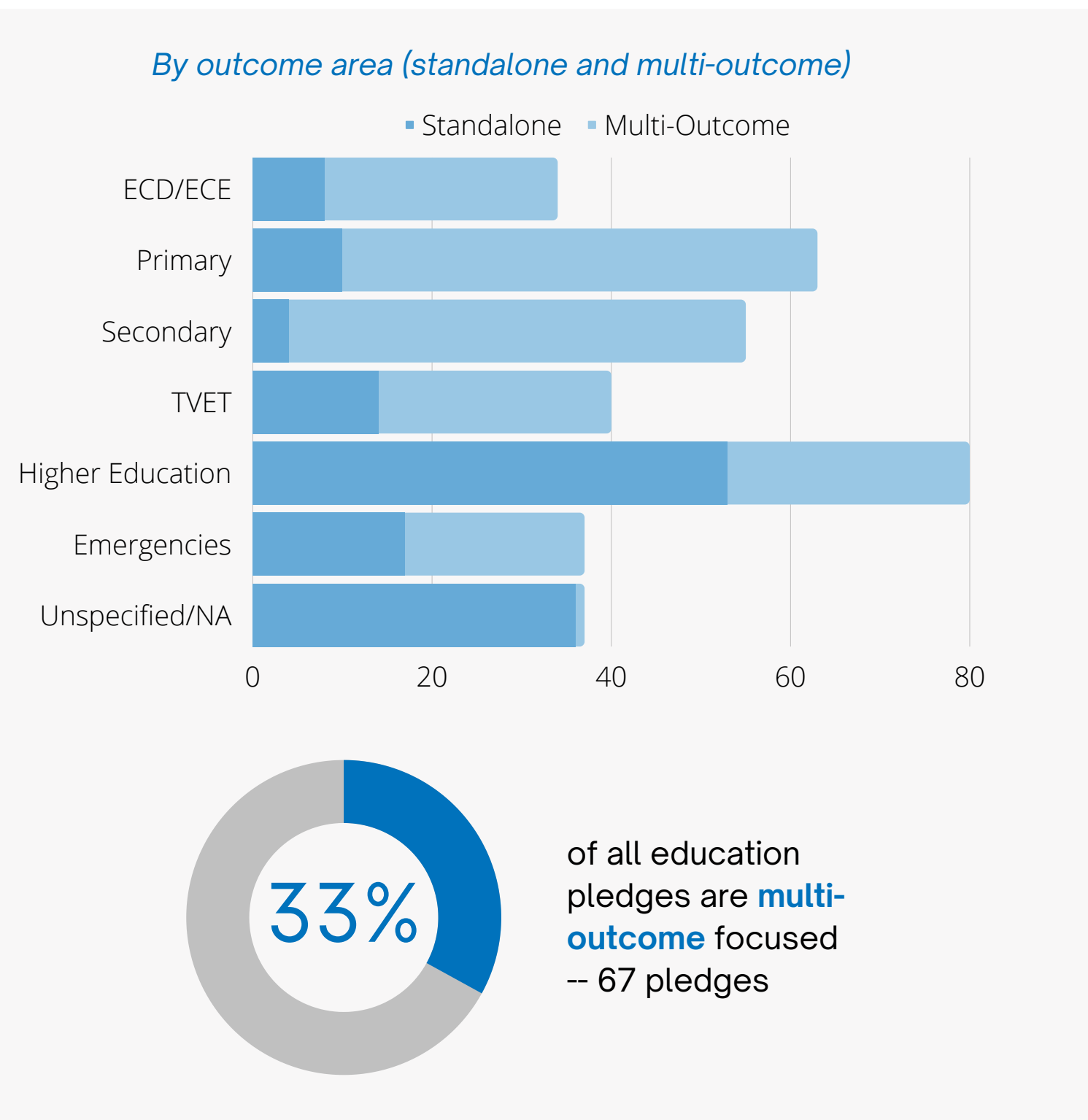
- TVET
- Higher Education

Outcome Area 3: Emergency Response

Cross-Cutting Considerations

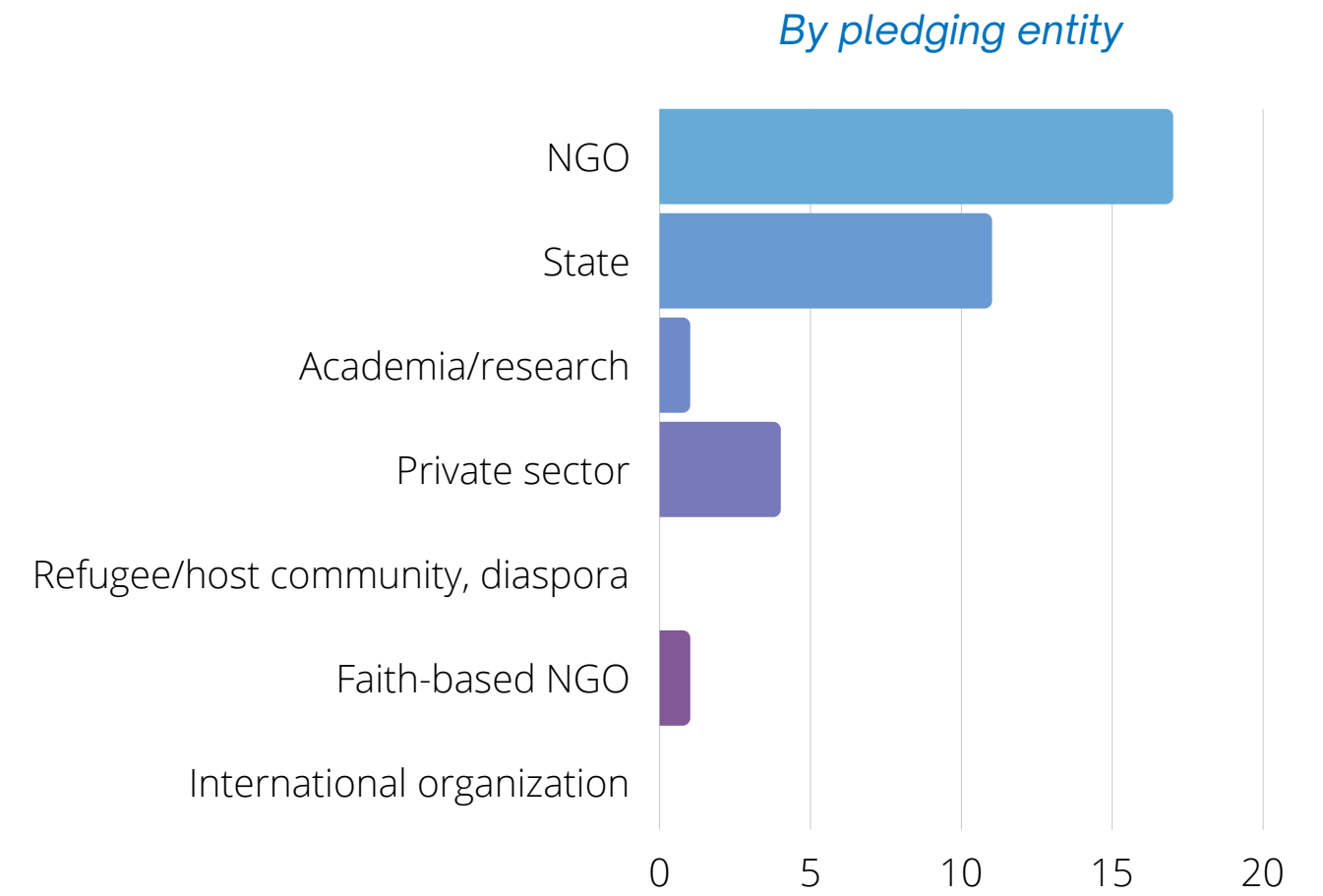
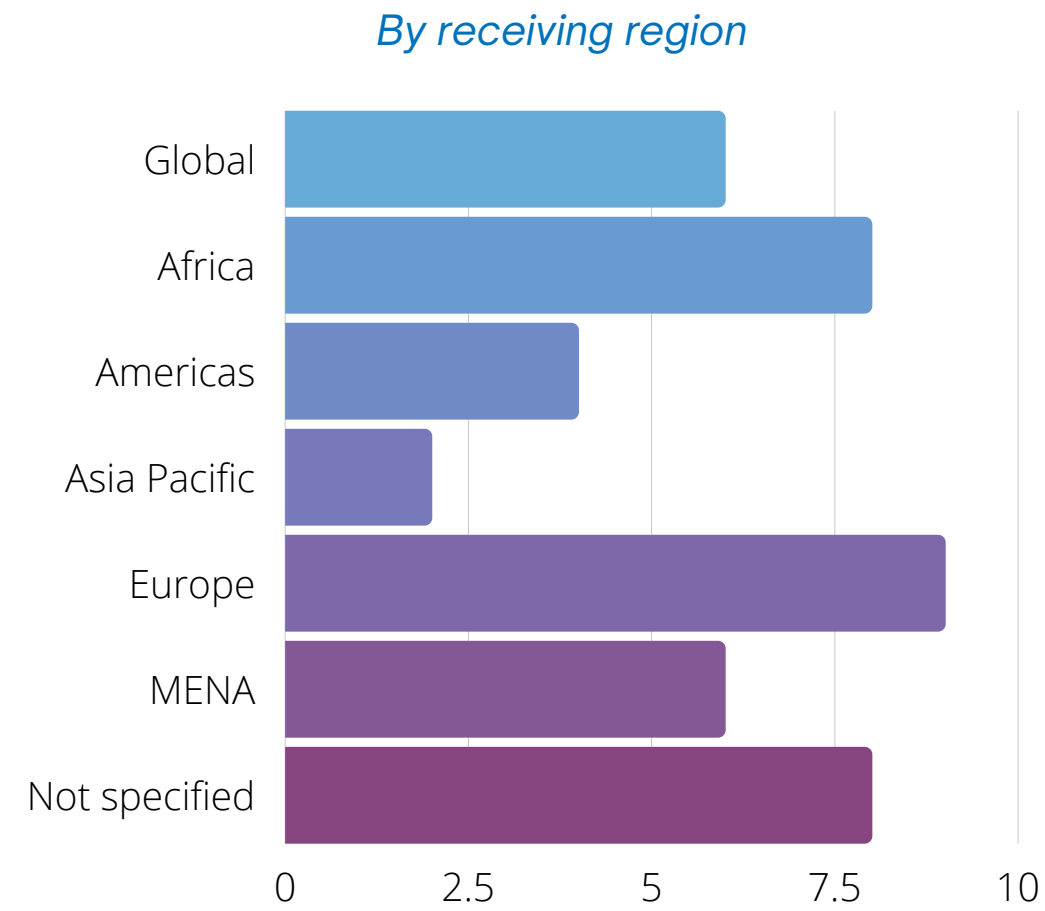
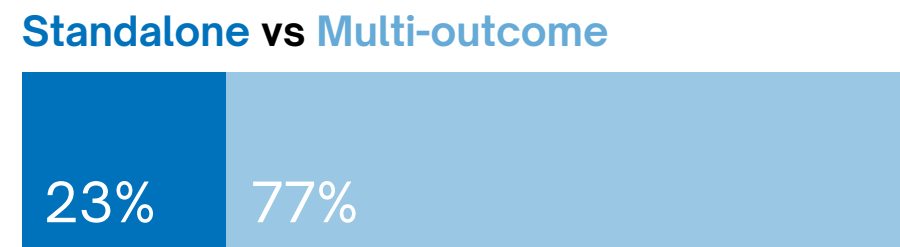
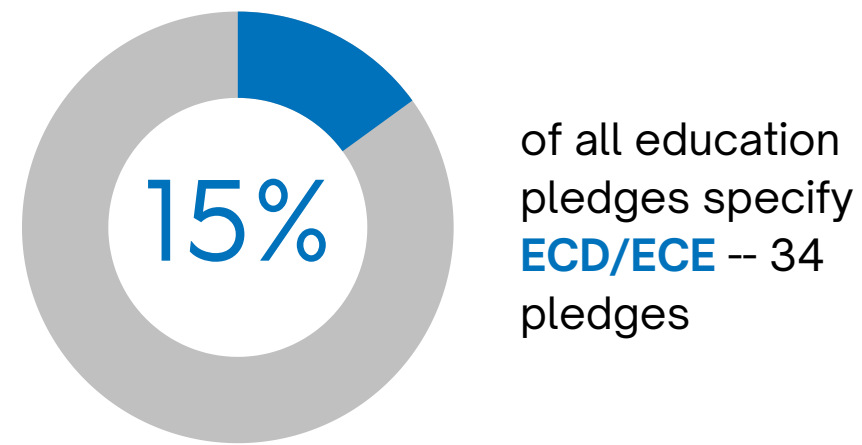
- Policy & Planning
- Financing and Resources
- Equity and Inclusion
- Innovation and Connected Learning

Pledges by Outcome Area



- 15.2% of pledges (34) specify **ECD/ECE**, of which 23.5% (8) are standalone ECD/ECE pledges, and 76.5% (26) are multi-outcome pledges.
- 28.1% of all pledges (63) specify **Primary**, of which 15.9% (10) are standalone primary pledges, and 84.1% (53) are multi-outcome pledges. The majority of multi-outcome pledges, 71.4% (45), crossover with secondary education.
- 24.6% of all pledges (55) specify **Secondary**, of which 7.3% (4) are standalone secondary pledges and 92.7% (51) are multi-outcome pledges. The majority of multi-outcome secondary-related pledges, 81.8% (45), crossover with primary.
- 17.9% of all pledges (40) specify **TVET**, of which 35.0% (14) are standalone TVET pledges, and 65.0% (26) are multi-outcome pledges.
- **Higher Education** has the highest number of pledges by outcome area (80), making up 35.7% of all pledges. 66.3% (53) of these are standalone HE pledges, and 33.8% (27) are multi-outcome pledges. 47.5% (38) of HE pledges are scholarship-related, of which 37 include financing for scholarships. Additionally, 12.5% (10) explicitly include a research/ knowledge-sharing component, 12.5% (10) explicitly include an advocacy component, 8.8% (7) explicitly support recognition of prior learning, and 6.3% (5) explicitly include a language learning component.
- 16.5% of all pledges (37) specify **Emergency response**, of which 45.9% (17) are multi-outcome, and 54.1% (20) are standalone pledges.
- 16.5% (37) of all pledges are '**unspecified/not applicable** to the framework outcome areas categorisation (e.g. State pledges with broad support to refugee education).

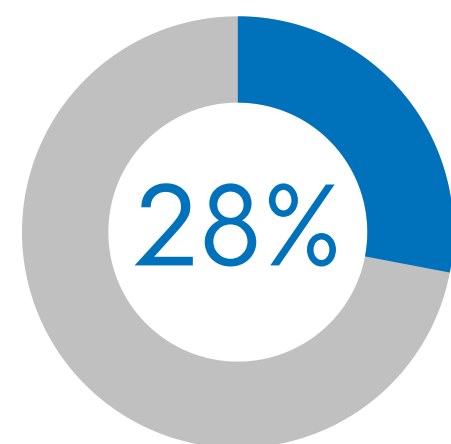
ECD/ECE Pledges



Implementation stage -- Planning (🗨️) | In progress (⚙️) | Fulfilled (✅) | Unknown (❓)



Primary Pledges

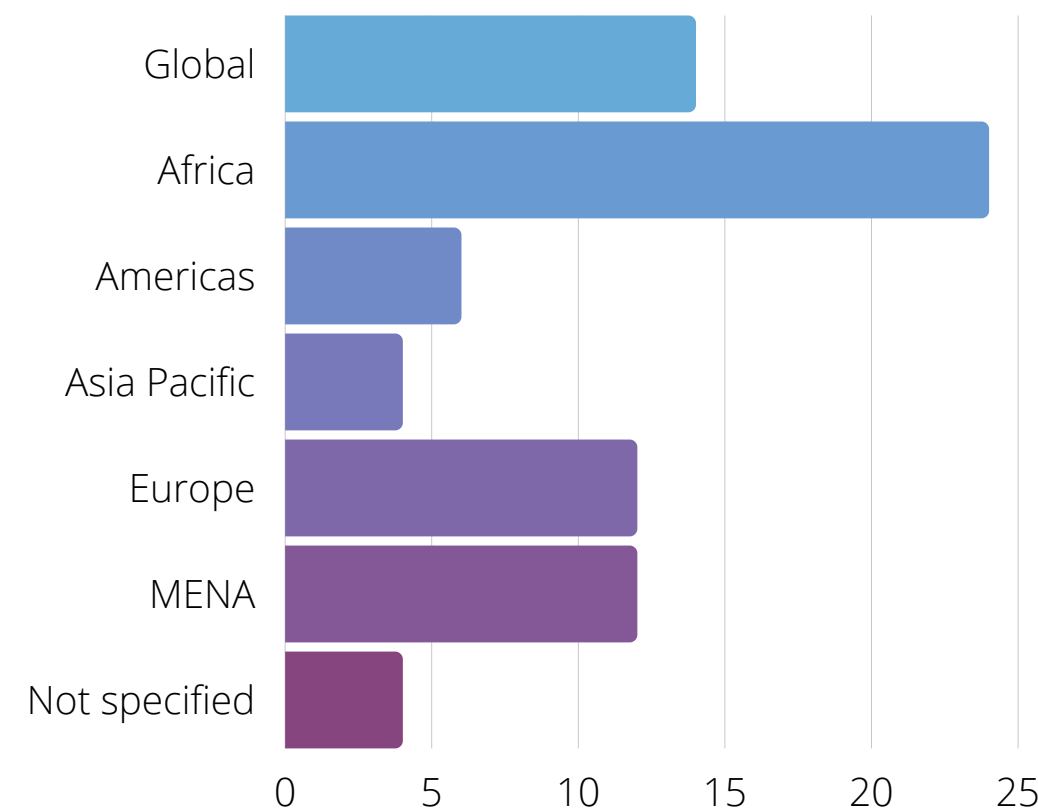


of all education pledges specify **Primary** -- 63 pledges

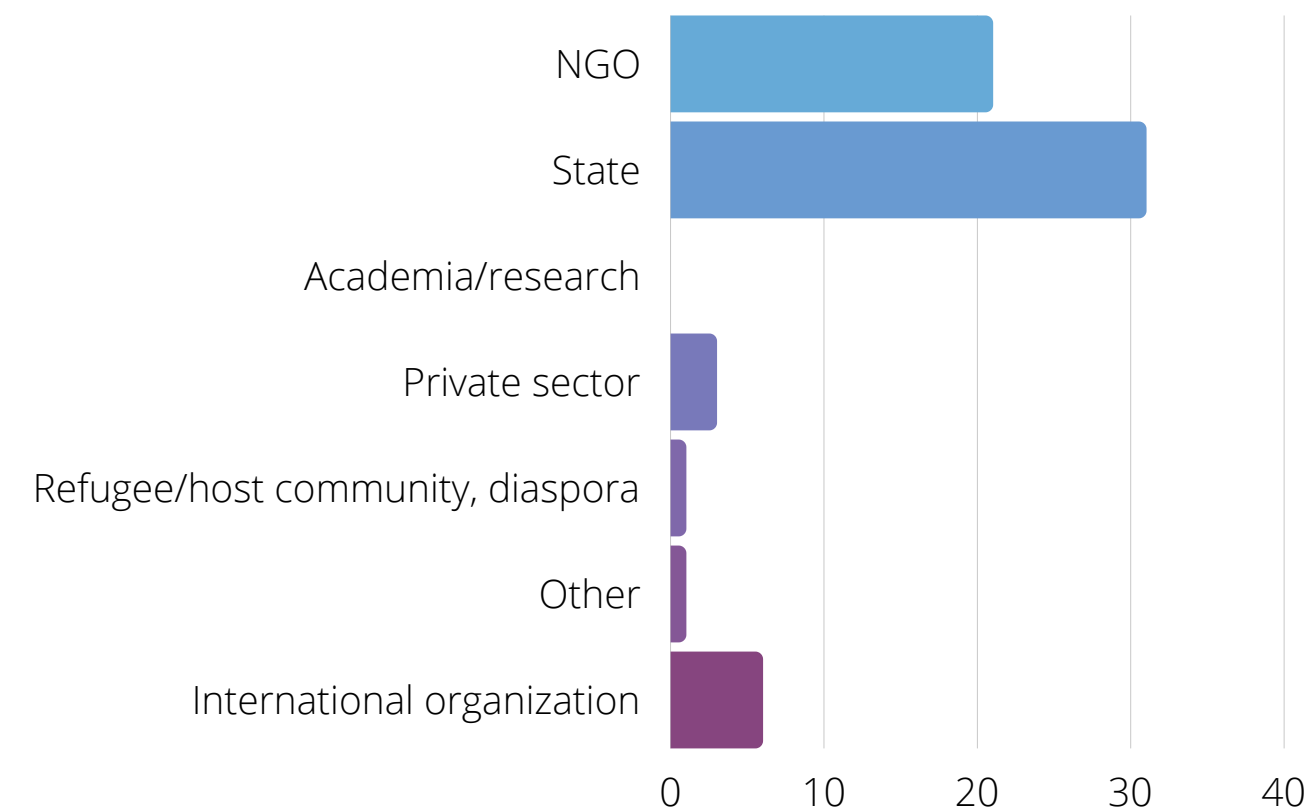
Standalone vs Multi-outcome



By receiving region



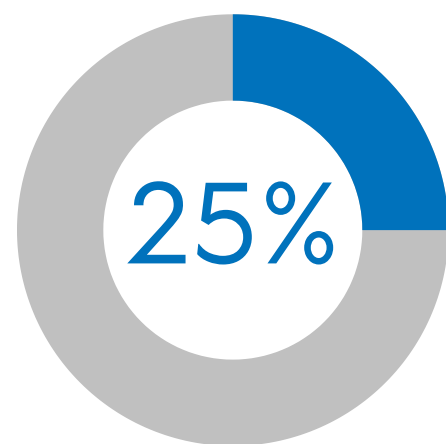
By pledging entity



Implementation stage -- Planning (🗨️) | In progress (⚙️) | Fulfilled (✅) | Unknown (❓)



Secondary Pledges

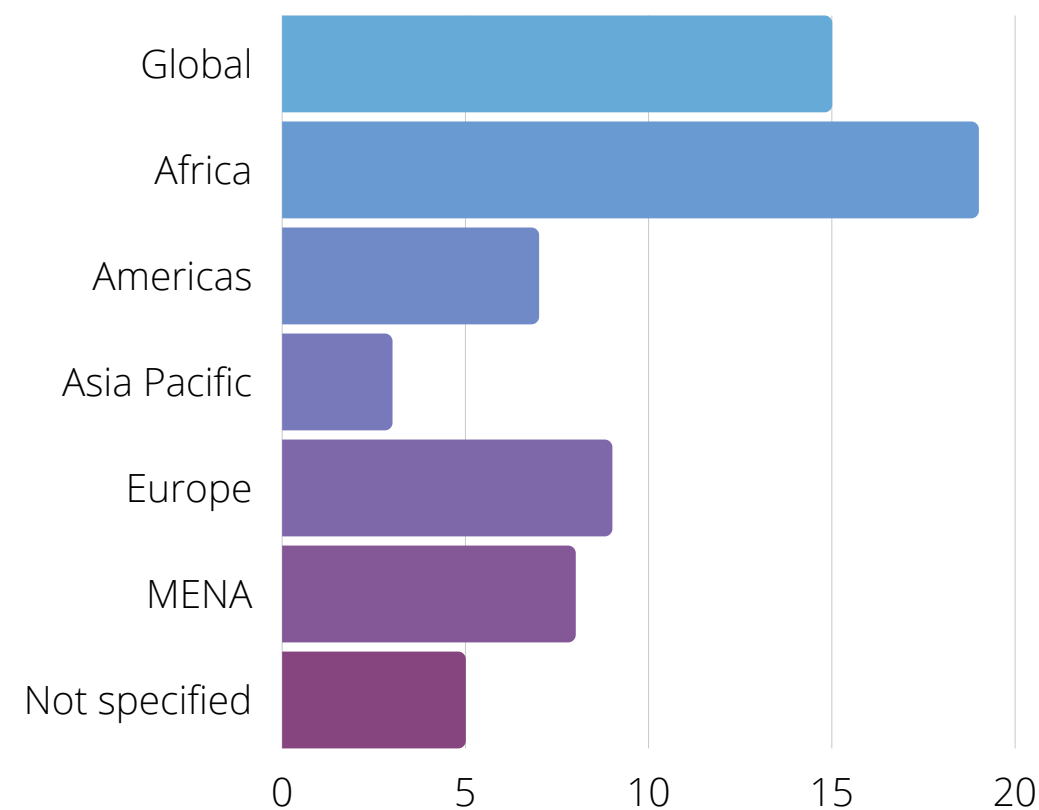


of all education pledges specify **Secondary** -- 55 pledges

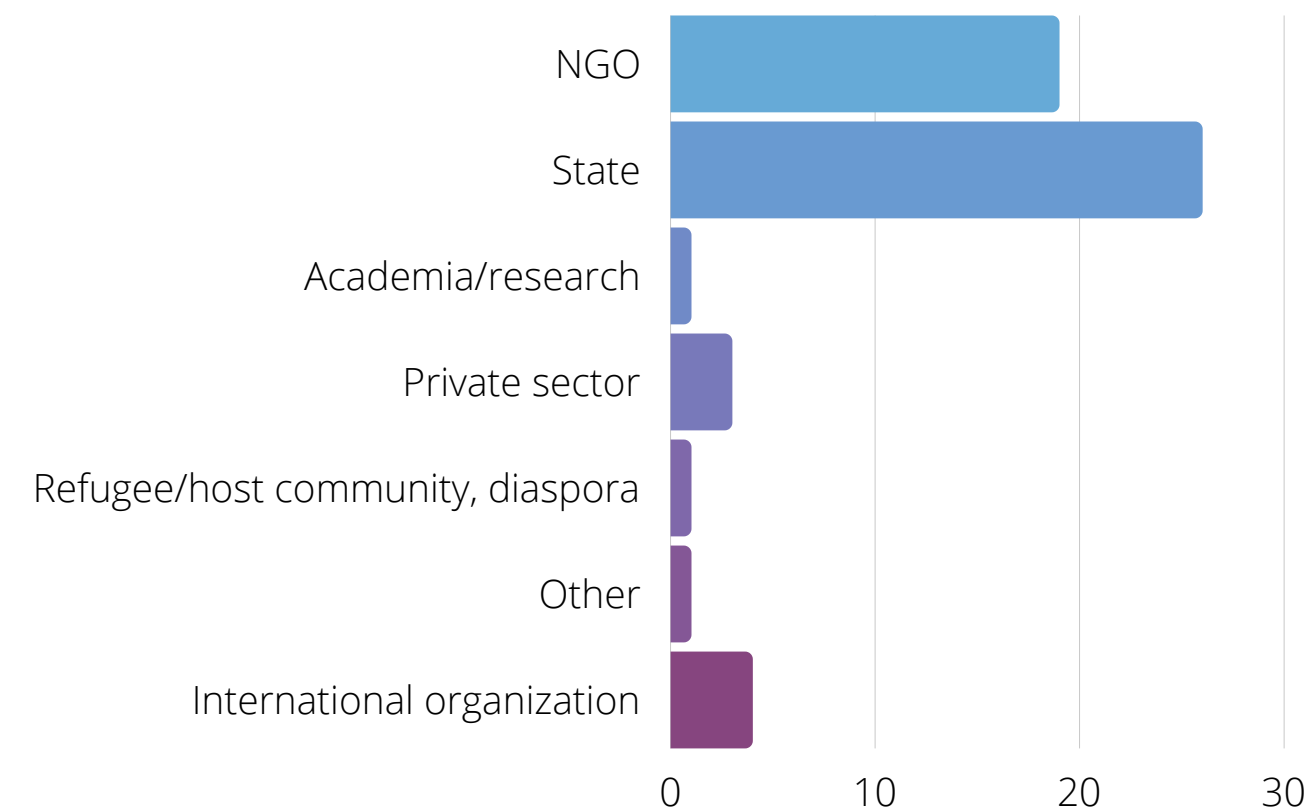
Standalone vs Multi-outcome



By receiving region



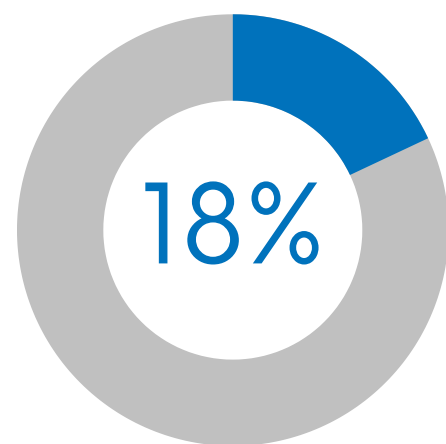
By pledging entity



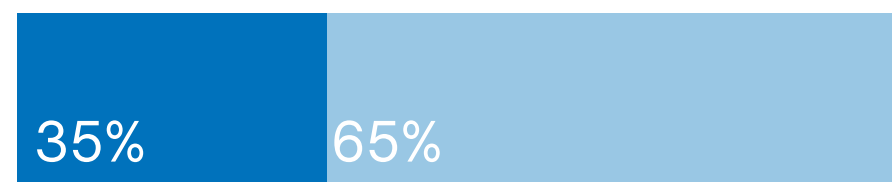
Implementation stage -- Planning (🗨️) | In progress (⚙️) | Fulfilled (✅) | Unknown (❓)



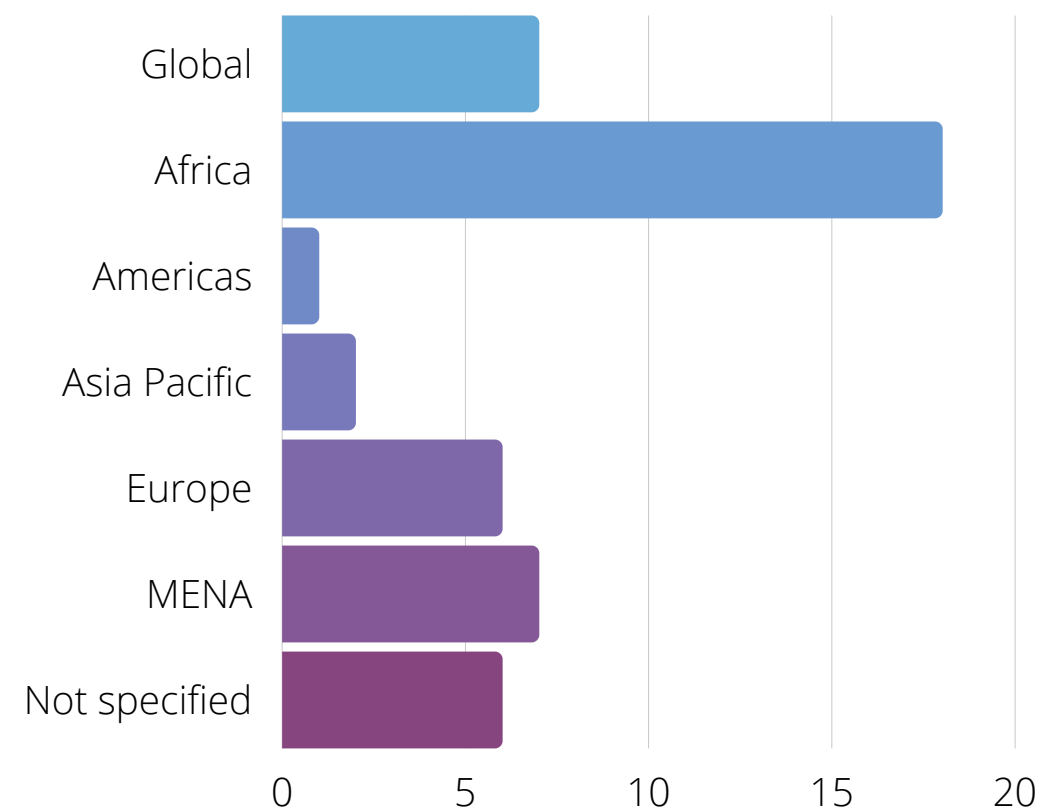
TVET Pledges



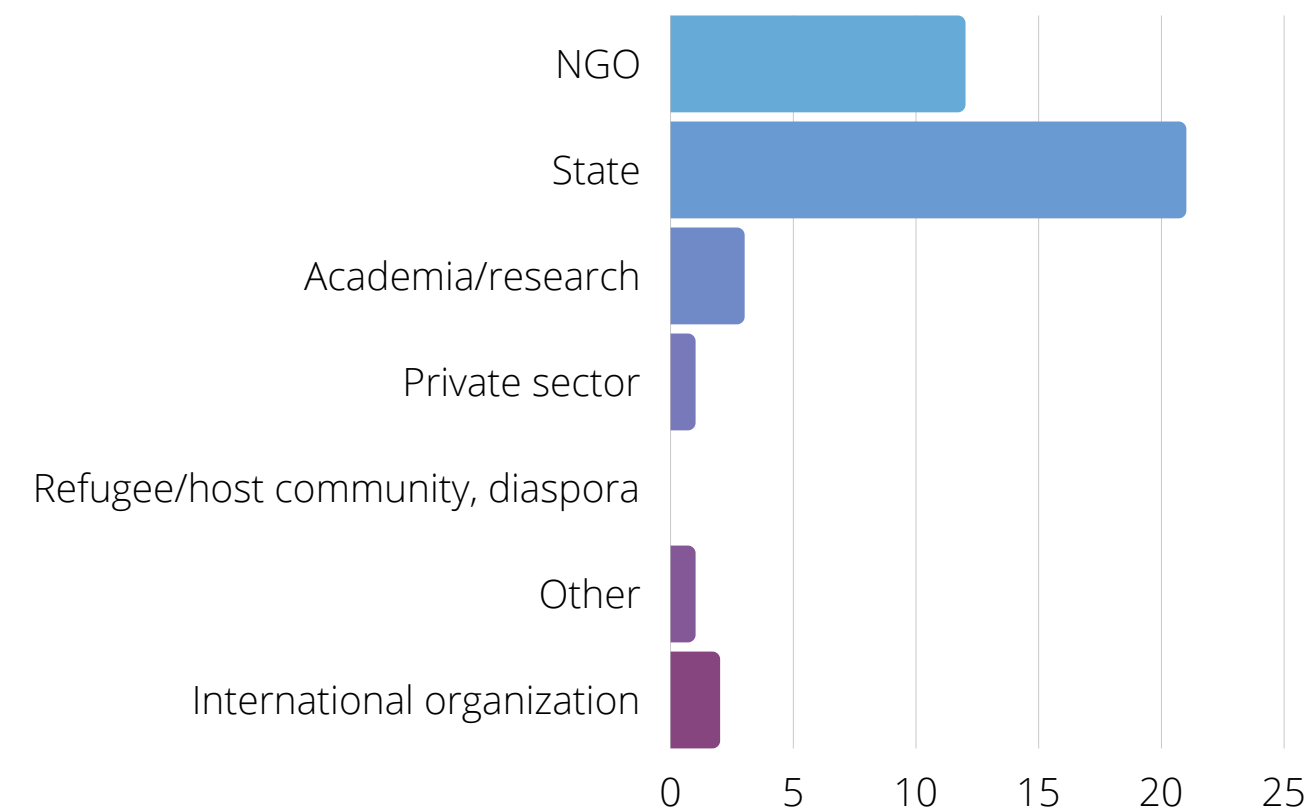
Standalone vs Multi-outcome



By receiving region



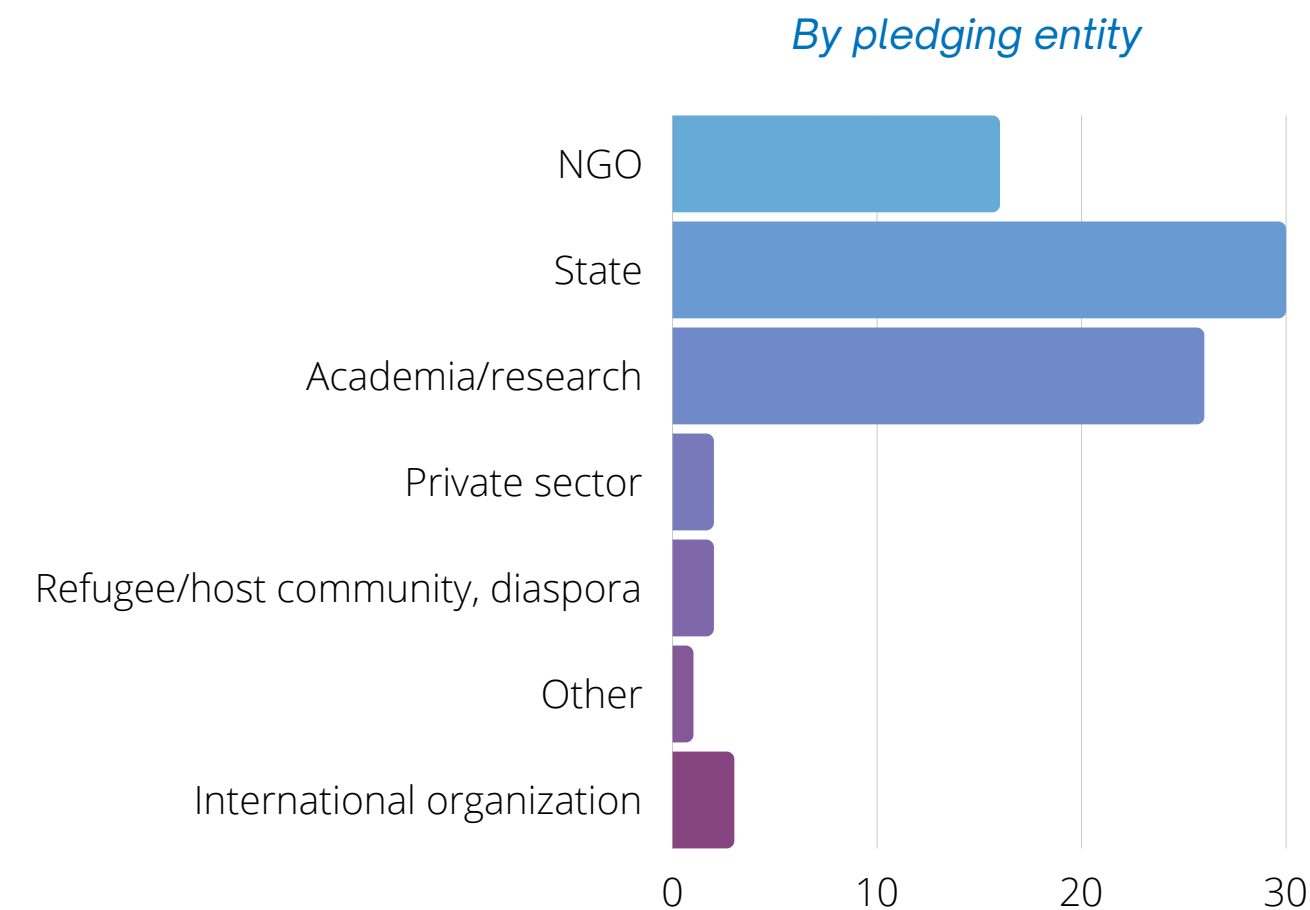
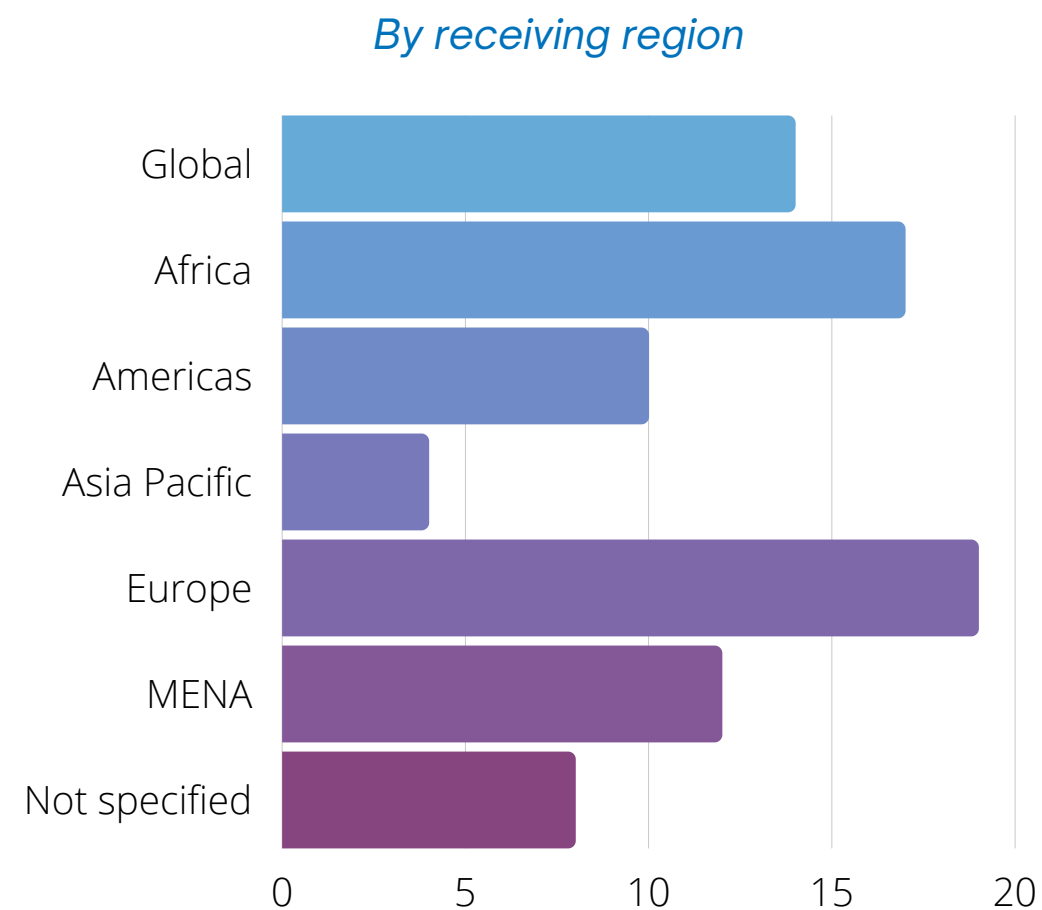
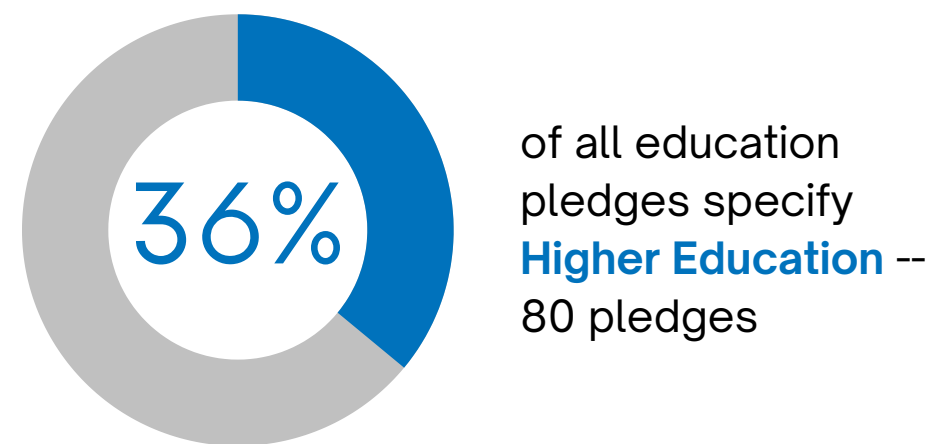
By pledging entity



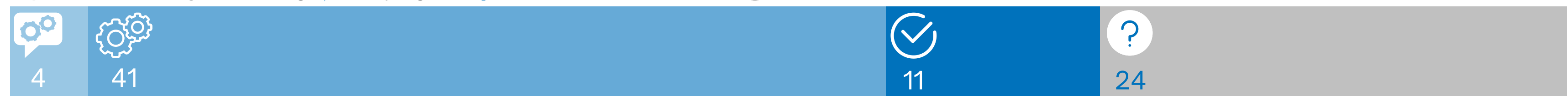
Implementation stage -- Planning (🗨️) | In progress (⚙️) | Fulfilled (✅) | Unknown (❓)



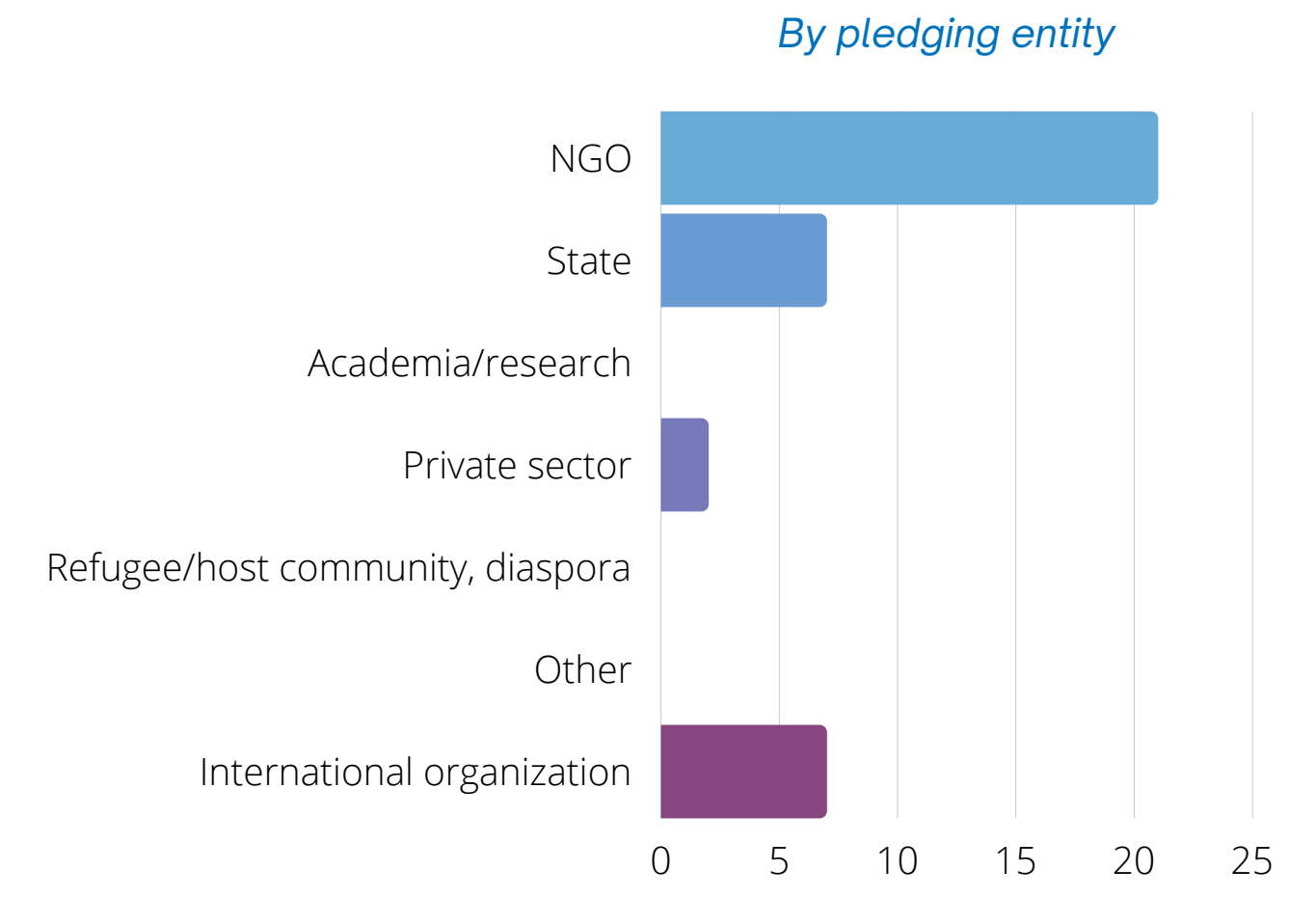
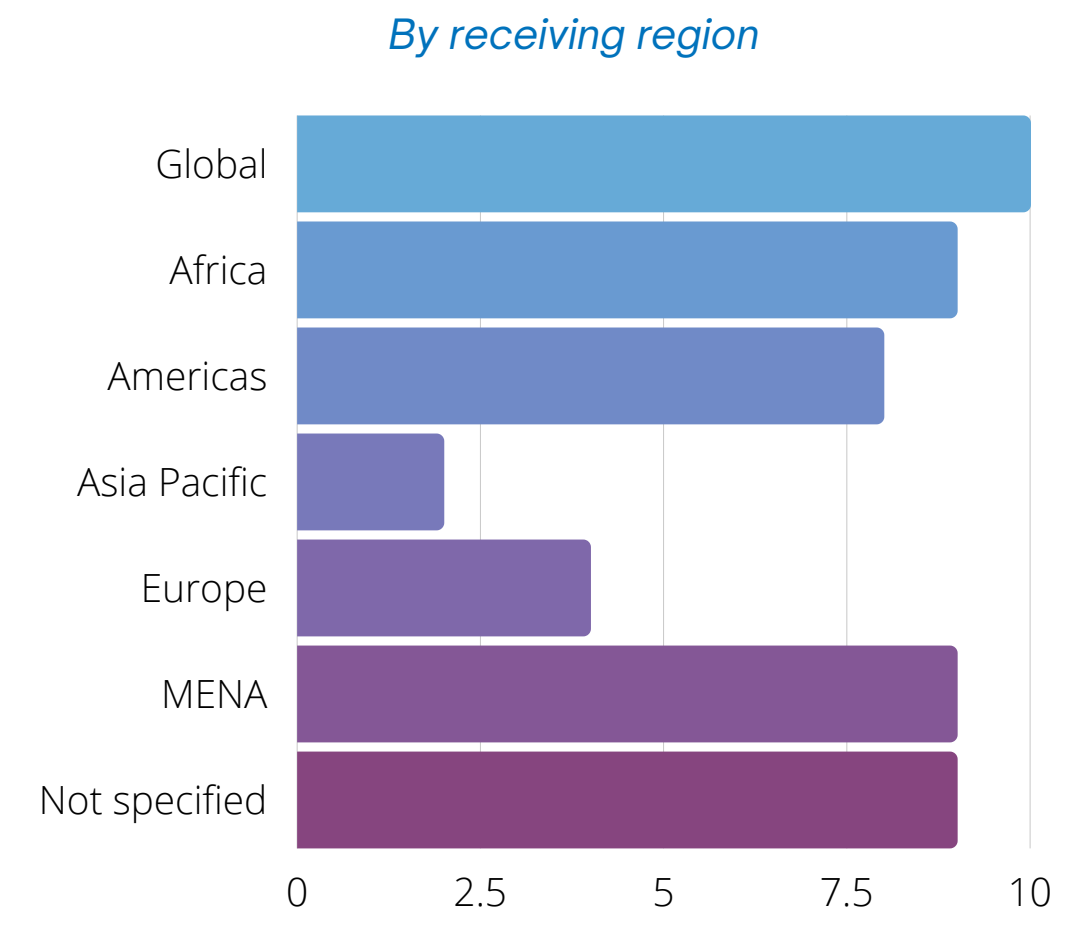
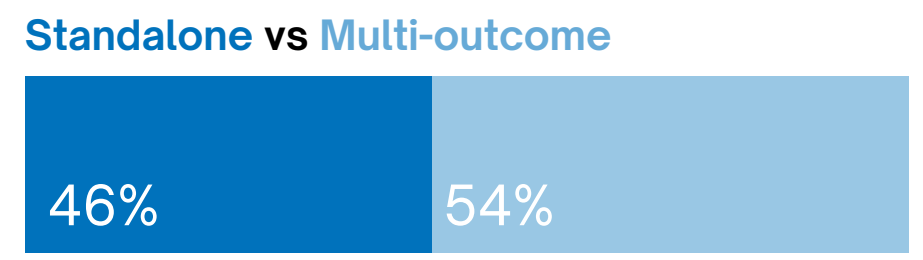
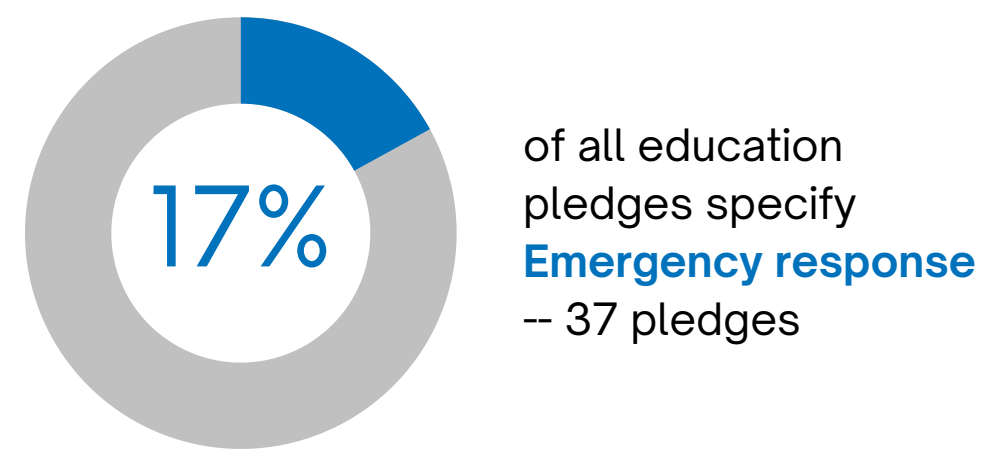
Higher Education Pledges



Implementation stage -- Planning (🗨️) | In progress (⚙️) | Fulfilled (✅) | Unknown (❓)



Emergency Response Pledges

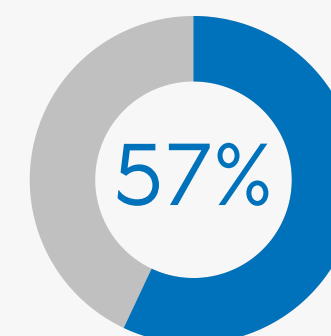


Implementation stage -- Planning (🗨️) | In progress (⚙️) | Fulfilled (✅) | Unknown (❓)



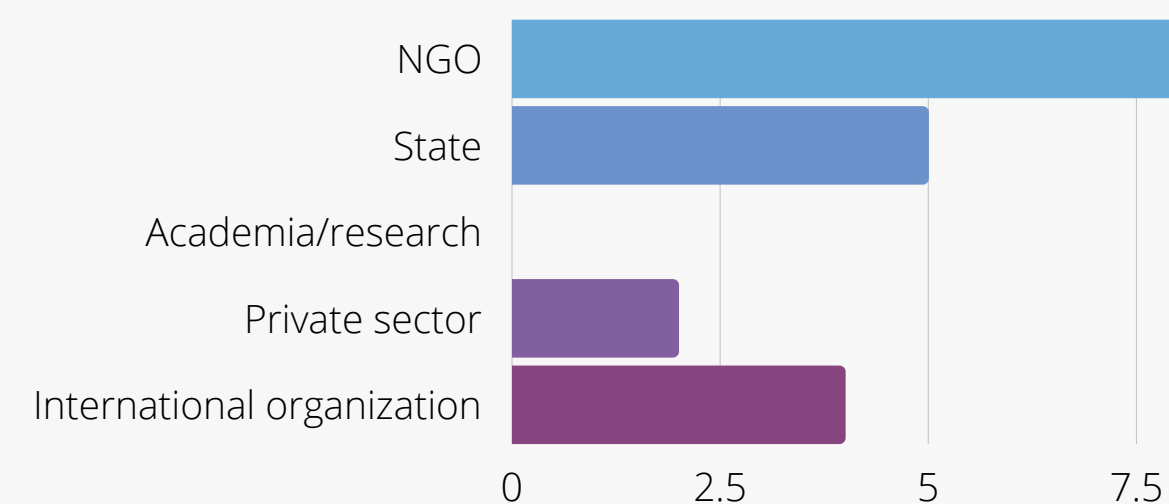
Emergency Response Pledges

- Pledges linked to the Emergency Outcome Area in the pledging framework have been amongst the most difficult to categorise as a separate thematic area as many pledges reference actions – often related to refugee inclusion – in both emergency contexts and protracted situations.
- Of all the pledges which make reference to education in emergencies, **56.8% (21)** are '**specific to emergency responses**', with a focus on coordination, capacity building and commitments made at the start of a refugee response. The remaining **43.8% of pledges (16)** make reference to **emergencies**, however, the core focus of these pledges relates to another outcome area (e.g. a resource package or model that can also be used in emergency contexts).
- **29.7% of pledges 'specific to emergency responses'** (11 pledges) include a **funding element** (5 States – Germany, Ireland, Norway, Sweden and Switzerland), of which 10 pledges include emergencies-specific funding. Some of these pledges included commitments to supporting Education Cannot Wait, the UN global fund for education in emergencies.
- **10.8%** of emergency response pledges (4) include a focus on **working across the humanitarian-development nexus**. This is seen as particularly important in supporting efforts to foster refugee inclusion from the onset of displacement.
- **32.4%** of pledges (12) include efforts to **enhance coordination capacity within the humanitarian system or to strengthen the functioning of networks** (such as the Inter-agency Network for Education in Emergencies - INEE) or thematic networks focused on issues such as gender or early childhood education. Examples of coordination-related pledges include the efforts of the Global Education Cluster, UNHCR and INEE to strengthen the quality of response coordination through fostering greater linkages between refugee and other humanitarian coordination structures and between humanitarian- and development-focused entities, and the Swiss pledge to establish the Geneva Global Hub for Education in Emergencies.



of emergency response related pledges **are emergencies specific**, or **9.4% of all education pledges**

Emergencies specific pledges by pledging entity



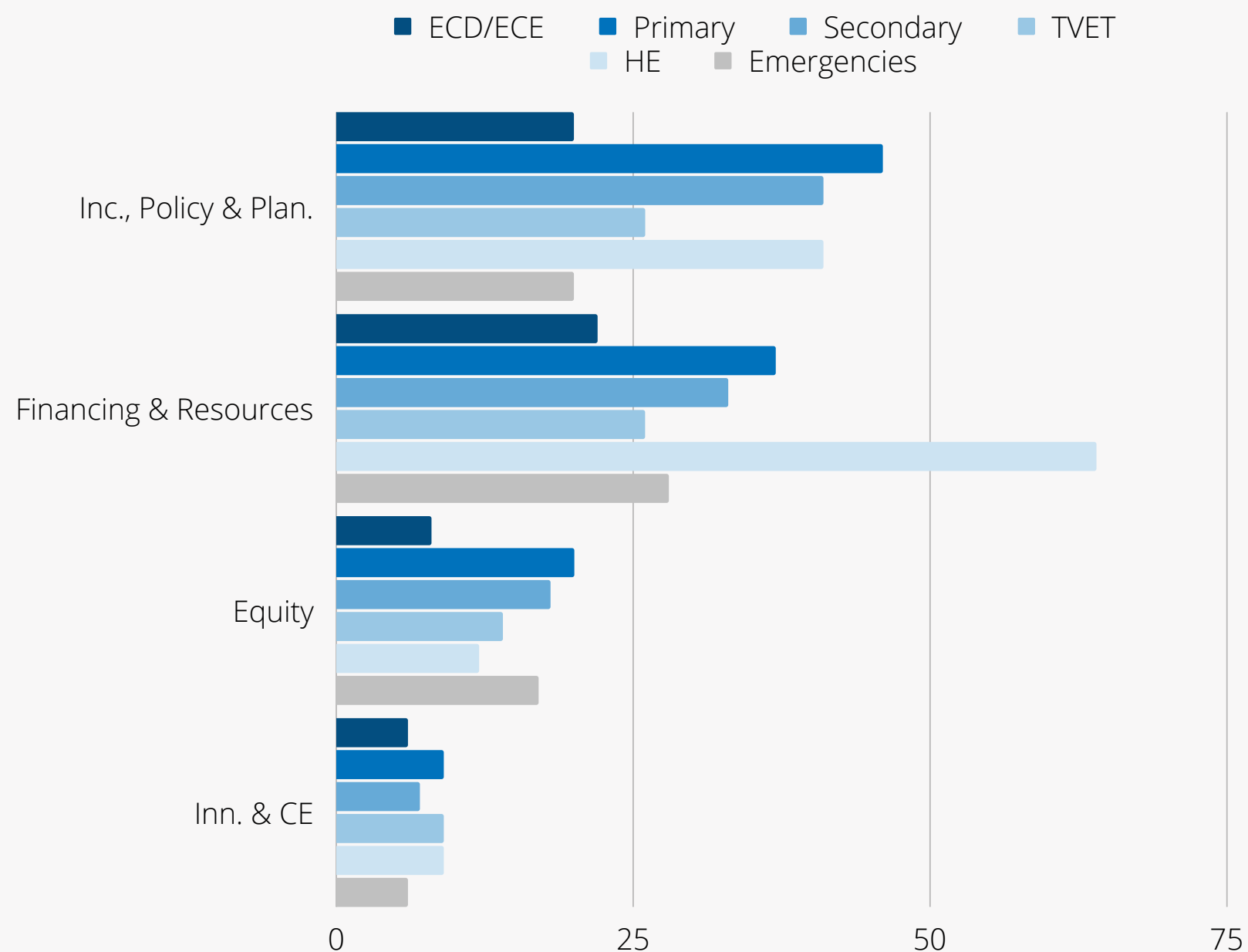
1 in 4

emergencies pledges include funding



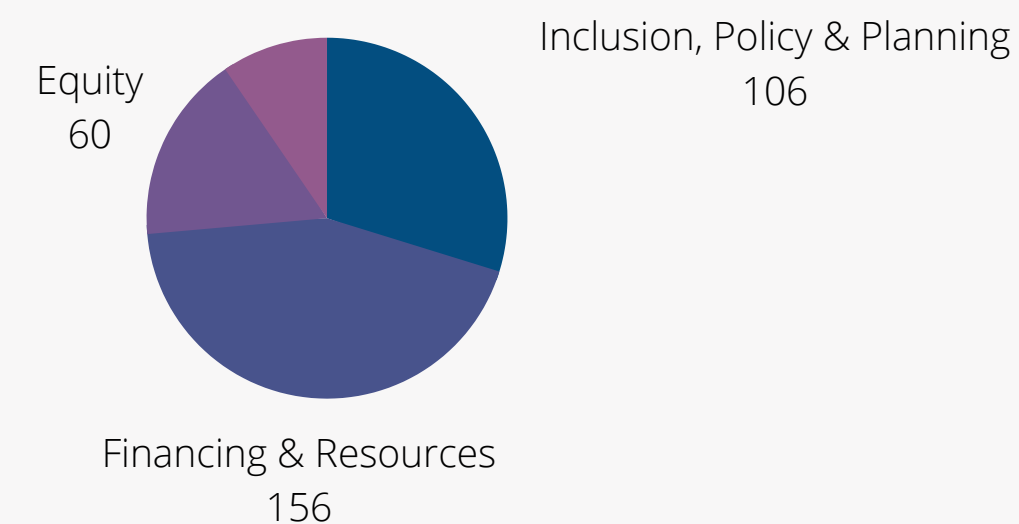
Pledges by Cross-Cutting Consideration

Percentage of pledges by outcome area by associated cross-cutting consideration



- **Financing and Resources had the highest number of associated pledges** (69.6% of all pledges (156)), followed by Inclusion, Policy and Planning (IPP) (47.3% of all pledges (106)), Equity (26.8% of all pledges (60)), and Innovation & Connected Education (ICE) (15.2% of all pledges (34)).
- **Higher Education has the highest percentage of associated Financing and Resources pledges**, making up 28.2% (64) of all pledges and 41.3% of all financing and resources pledges. 57.8% (37) of HE Financing and Resources pledges are scholarship related (all but one of the scholarship-related pledges).
- While Financing and Resources is more variable across the cross-cutting considerations and more heavily weighted at the higher education level as a result of the investment in scholarship, **cross-cutting considerations were relatively proportionally consistent across all outcome levels**, except for ICE which sees TVET weighed more heavily.

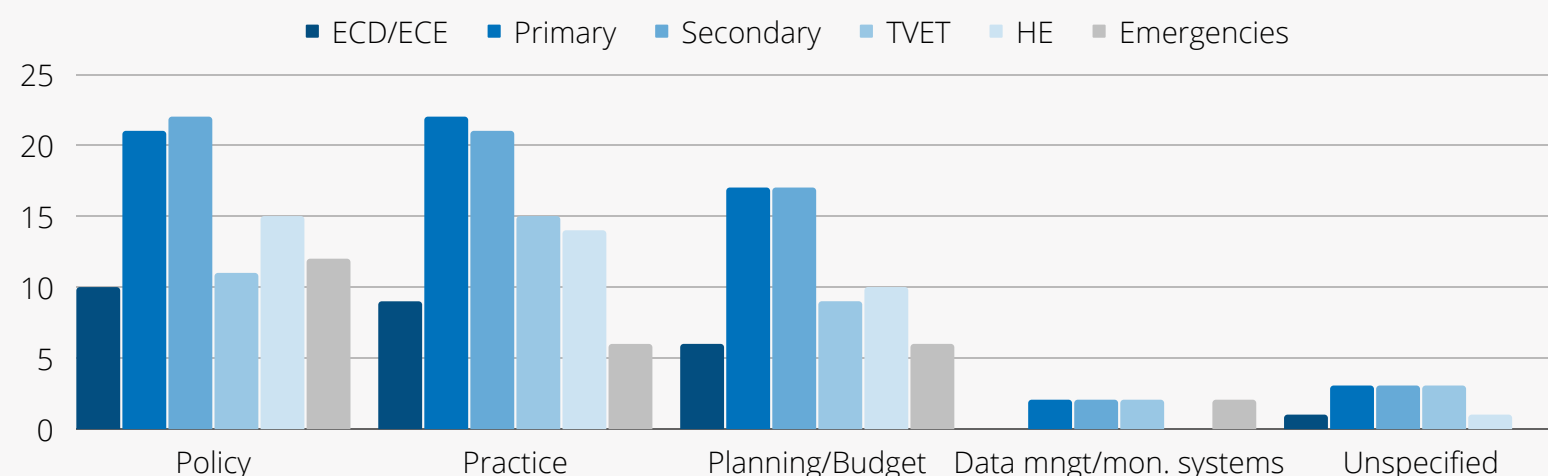
By associated cross-cutting consideration



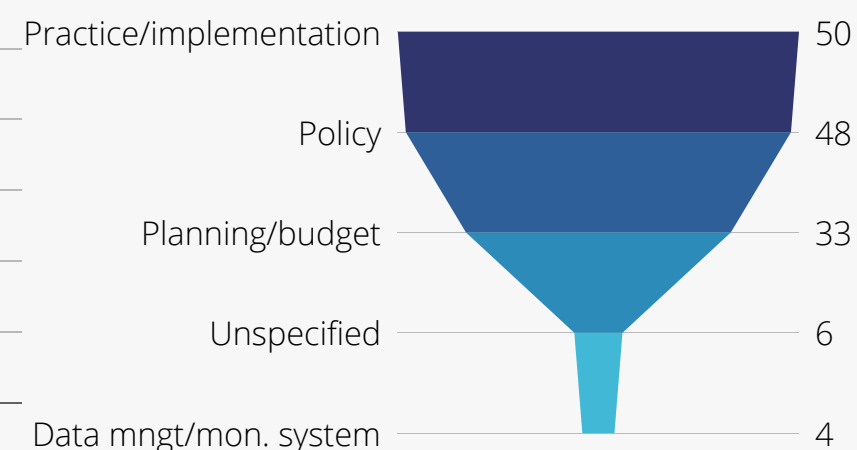
Inclusion, Policy & Planning

- Of the 106 pledges with an IPP focus (inclusion of refugees in national education systems), 45.3% (48) include policy, 47.2% (50) include a practice/implementation component, 31.1% (33) include a planning/budget component, 3.8% (4) include a data management/monitoring system component, and 5.7% (6) are unspecified.
- Of the 106 pledges, 5.7% (6) are in the planning stage, 55.7% (59) in progress, 10.4% (11) fulfilled and 28.3% (30) unknown. Of those pledges with an unknown implementation stage, 17 are from States, 8 from NGOs, and 5 from international organisations.
- **76.5% of pledges made by States are IPP related** (62 of 81), including domestic and international pledges, with State pledges accounting for 57.9% of IPP pledges.
- The majority of the remaining 57 non-State pledges are made by NGOs (27.4% of IPP pledges or 34), followed by international organisations (10.5% of IPP pledges or 13), with the remaining 10.5% (10) made by a mix of different types of pledge entities.
- **58.3% (28) of policy related pledges have been made by States**, while the remaining 41.7% (26) of policy related pledges have been made by NGOs, international organisations and academic research institutions.
- **58.0% (29) of practice/implementation related pledges have been made by States**, while the remaining 42.0% (27) have been made by NGOs, international organisations and one private sector organisation.
- **72.7% (24) of the planning/budget related policies have been made by States**, while NGOs and international organisations have made the remaining 27.3% (9).
- **75.0% (3) of the data management/monitoring system pledges have been made by States**, and one pledge made by an international organisation.
- 83.3% (5) of the unspecified pledges have been made by States (the majority provide no details to assess IPP pledge considerations) and 16.7% (1) by an NGO.

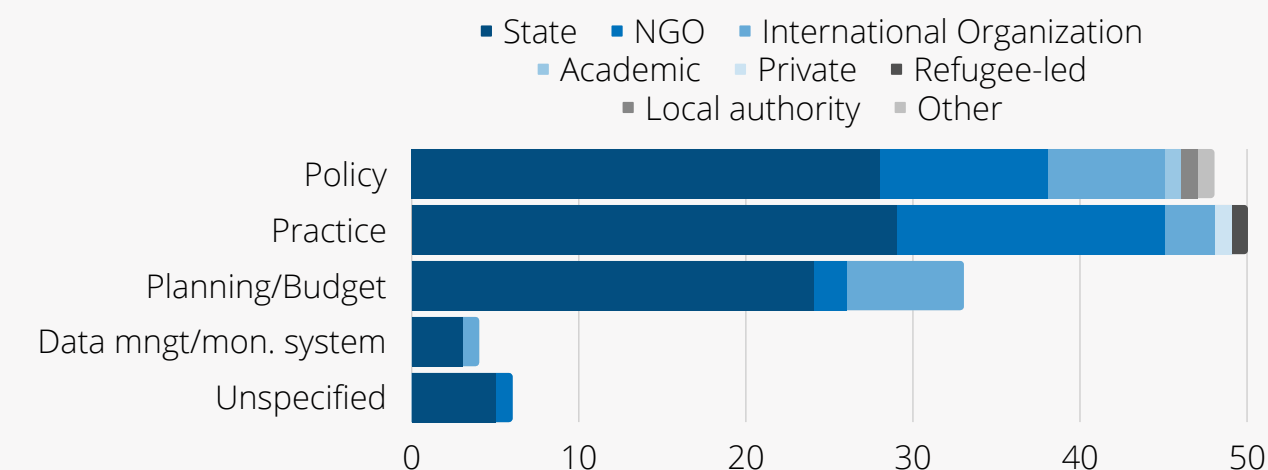
Inclusion, Policy & Planning breakdown by associated outcome areas



By associated to IPP breakdown



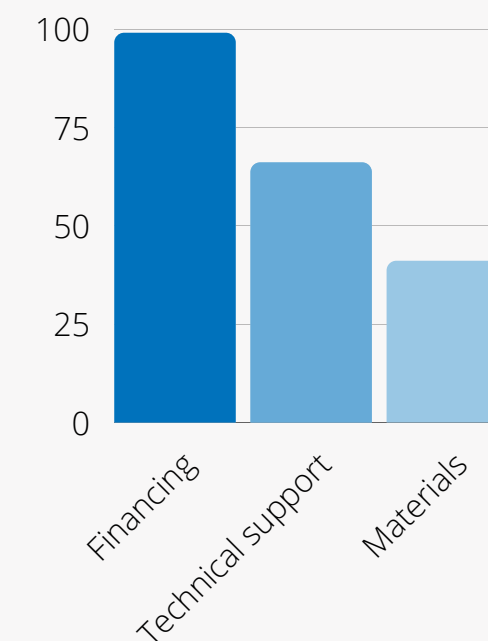
Inclusion, Policy & Planning breakdown by pledging entities



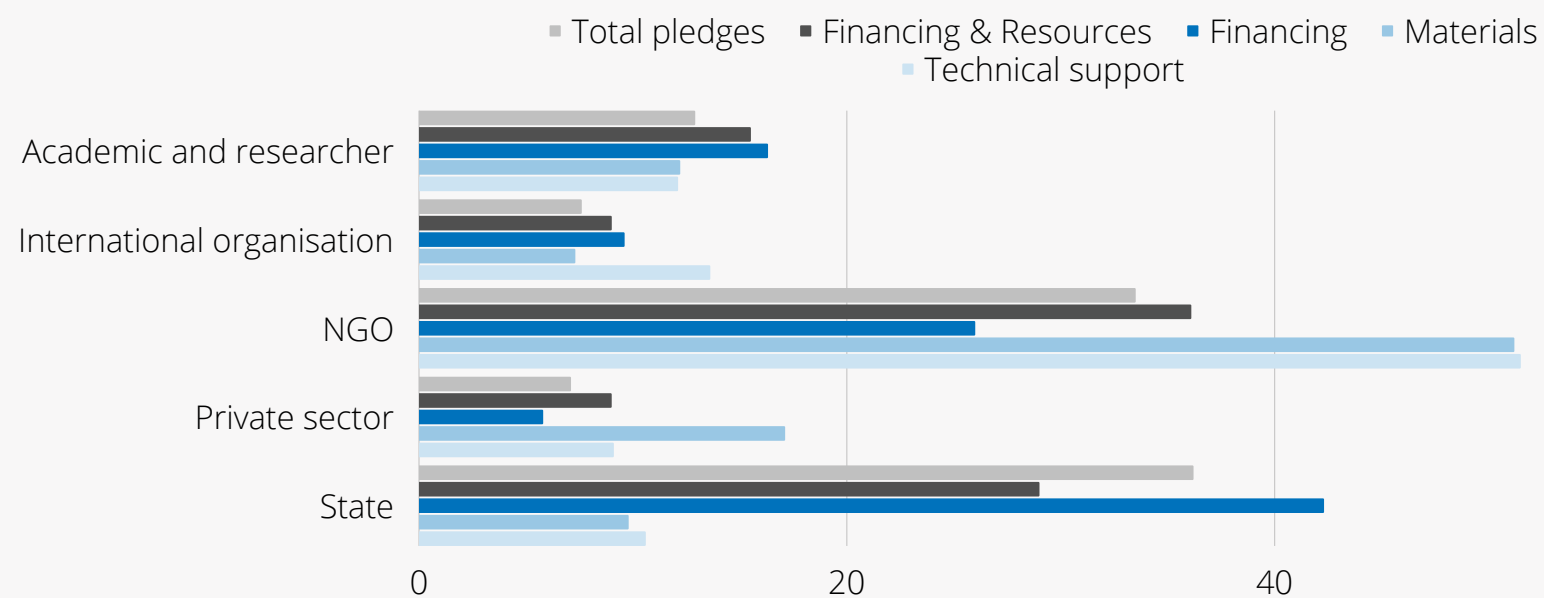
Financing & Resources

- 69.6% of all pledges (156) include financing & resources (F&R), with 46.4% including a financing component (104), 18.3% (41) including a materials component, and 30.4% (68) including technical support. Some pledges are not marked as financial when submitted to the GRF platform while they explicitly include in the description that they will be making financial investments/contributions.
- Academic and research make up 12.9% of all pledges and 15.4% of F&R pledges (24) (16.3% of financing pledges, 12.2% of materials, and 11.8% of technical support); International organisations make up 7.6% of all pledges and 9.0% of F&R pledges (14) (9.6% of financing pledges, 7.3% of materials, and 13.2% of technical support); NGOs make up 33.5% of all pledges and 36.5% of F&R pledges (57) (26.0% of financing pledges, 51.2% of materials, and 52.9% of technical support); private sector makes up 7.1% of all pledges and 9.0% of F&R pledges (14) (5.8% of financing pledges, 17.1% of materials, and 8.8% of technical support); and States make up 36.2% of all pledges and 28.8% of F&R pledges (45) (42.3% of financing pledges, 9.8% of materials, and 10.3% of technical support).
- Broken down by type of financing, 18.8% of all pledges include scholarships (42), 10.7% include project/program funding (24), 10.7% investment/funding (24), 5.8% domestic budget/financing (13), 2.2% infrastructure (7), and 0.4% cash transfers (1).
- **One-quarter of all financing & resource related pledges are scholarship-based in nature (26.9%)**
- States have proportionally fewer 'financing and resource' pledges compared to other pledge entity types, but **States have the highest proportion of finance pledges.**

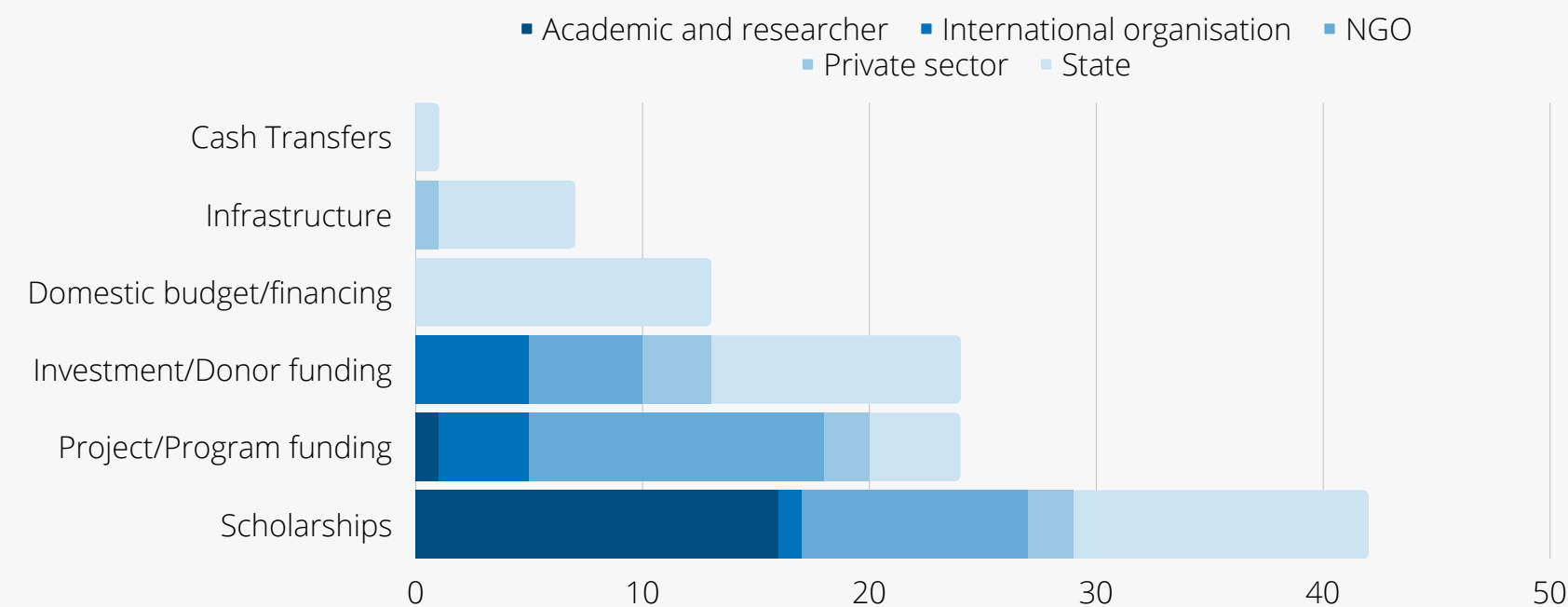
F&R pledges by type of contribution as determined by submitting entity on pledge form



Percentage of pledges by entity (as % of total of education pledges, of F&R pledges, of pledges by type of F&R contribution (financing, materials, technical support))



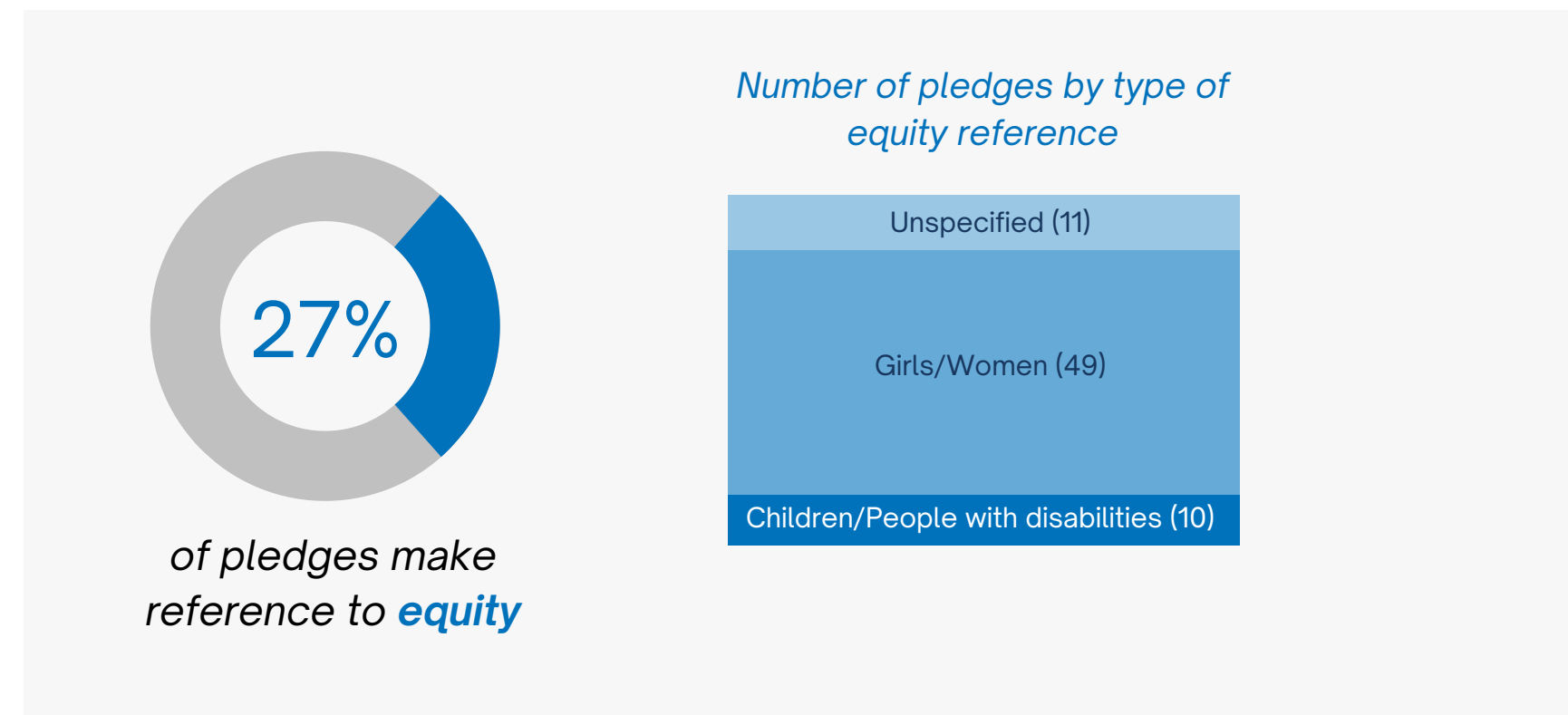
Financing pledges by financing type and pledge entity



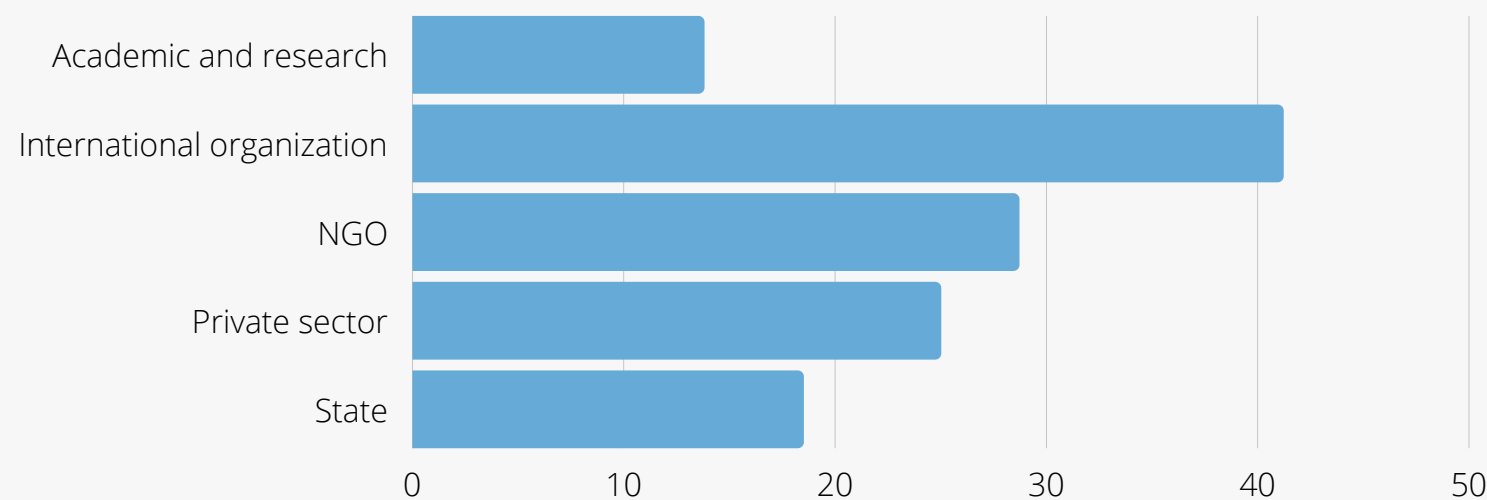
Equity

- A total of 60 pledges refer to equity considerations.
- **Gender is the primary equity consideration** explicitly included in pledges, with 21.9% of pledges (49) explicitly including gender, with pledges including a particular focus on girls/women, gender sensitivity, and gender desegregated data.
- International organisation pledges had the highest explicit inclusion of equity with inclusion in 41.2% of international organizations pledges (7), followed by 38.7% of NGO pledges (29), 25.0% of private sector pledges (4), 18.5% of State pledges (15), and 13.8% of academic and research pledges (4).

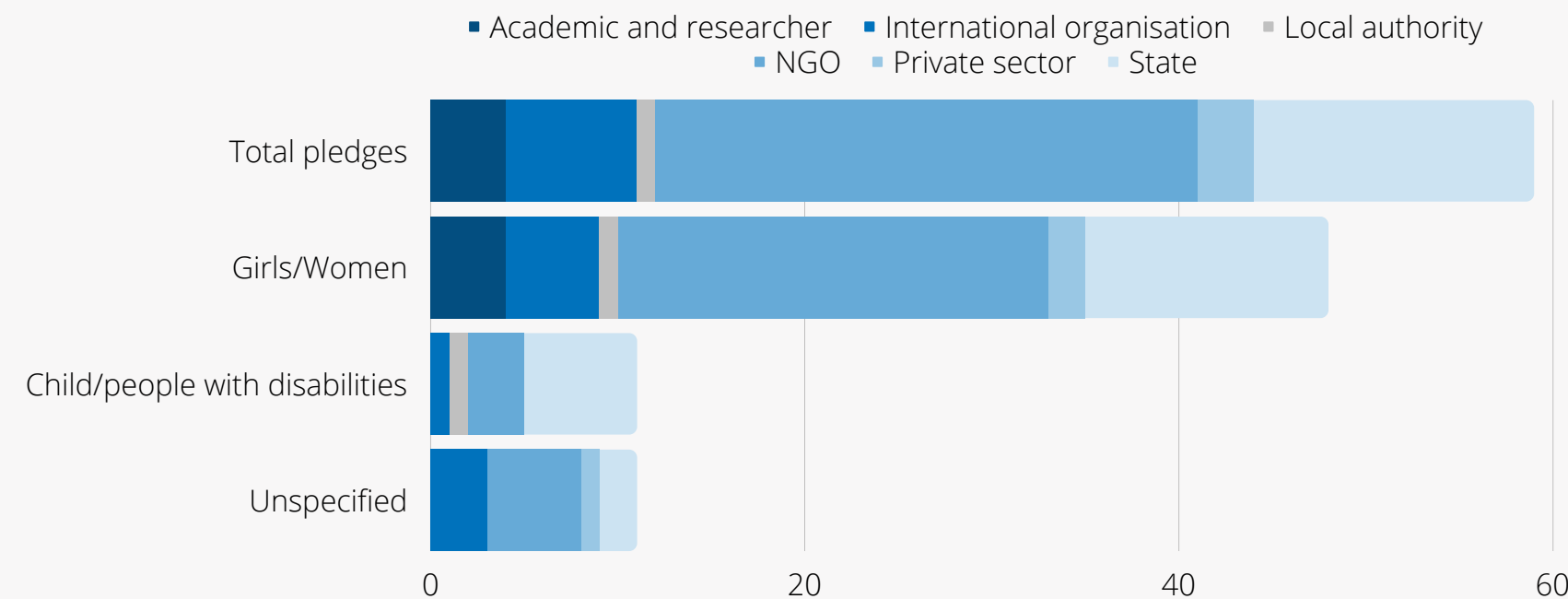
Important to note that an explicit equity lens within pledge titles/descriptions is limited, but pledge programming may still incorporate an equity lens not identified in the title/description.



Equity consideration as a percentage of pledges by entity type

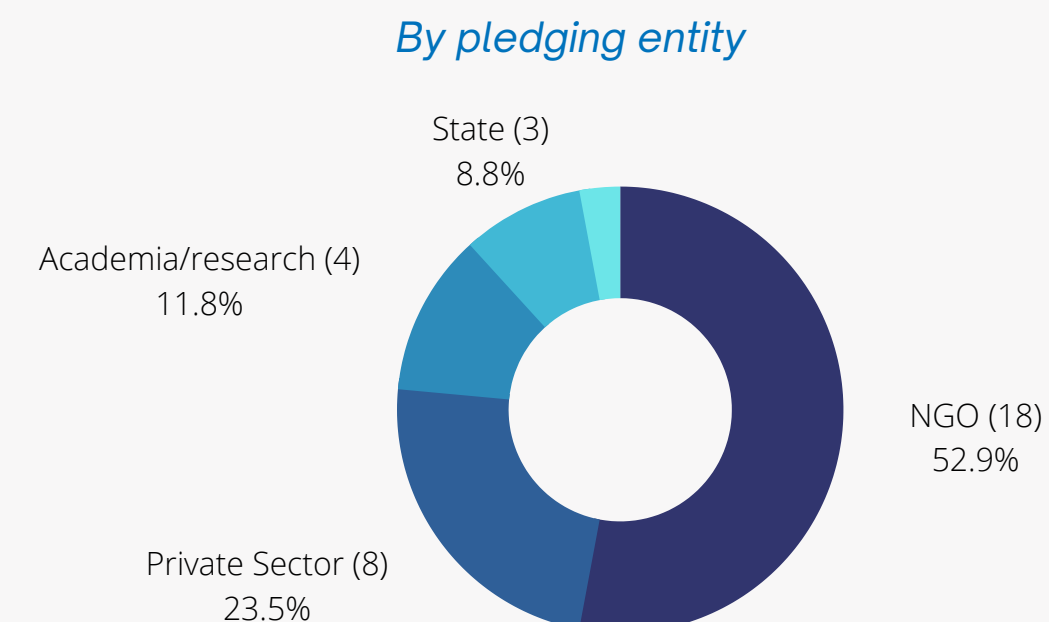


Equity consideration as a percentage of pledges by entity type

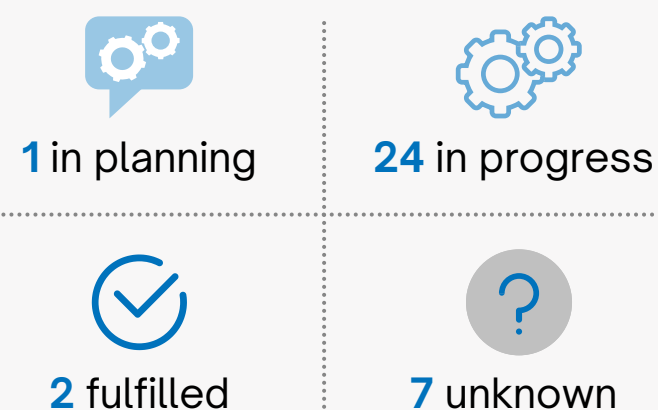


Innovation & Connected Education (ICE)

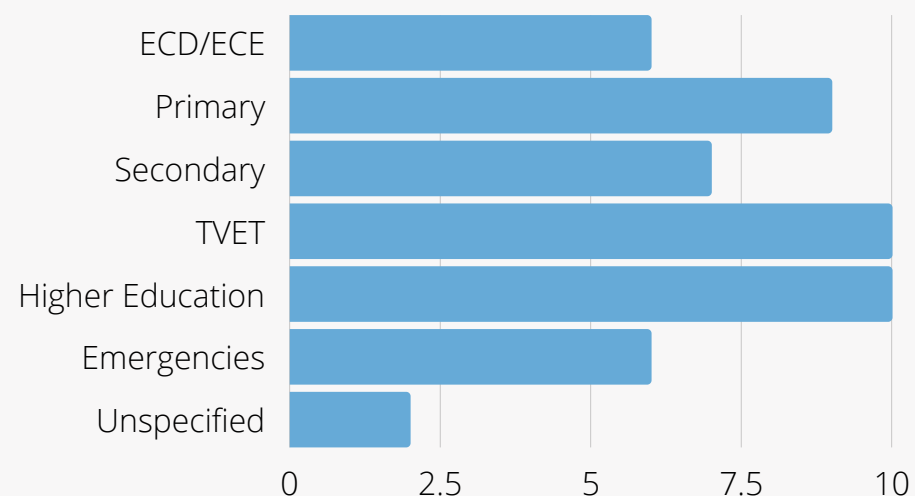
- **15.2% (34) of all education pledges explicitly include innovation and connected education**
- Approximately 3 in 20 education pledges (13.8% or 31 pledges total) are focused on CE or include a CE component.
- **Two-thirds of CE pledges (20), or 8.9% of all pledges, have CE as the primary focus** (e.g. online learning platforms, CE ecosystem), while the remaining third (11) include CE constituents as part of a broader pledge (e.g. development of digital content as supplementary material).
- State pledges include 2 from Estonia (ICT & digital skills) and one from Zimbabwe (innovation hub and blended learning programme).
- **Half of private sector education pledges (50% or 8 of 16) are associated with innovation and connected education**, with the private sector making up a higher percentage of ICE pledges than average across education pledges (22.9% vs 7.1%).
- 44.1% of all ICE pledges (15) include implementation in the African region, 29.4% (10) in the MENA region, 14.7% (5) in Europe, 5.9% (2) in the Americas, and zero in Asia and the Pacific. Of the 34 pledges, 23.5% (8) are multi-regional in implementation.



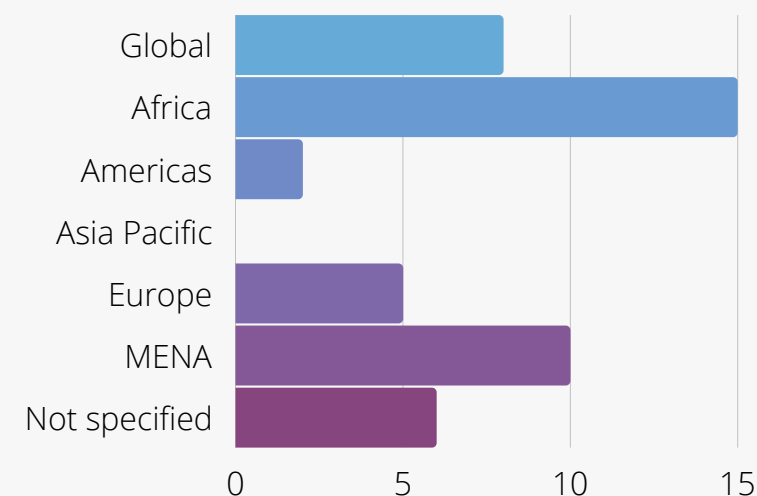
By implementation stage



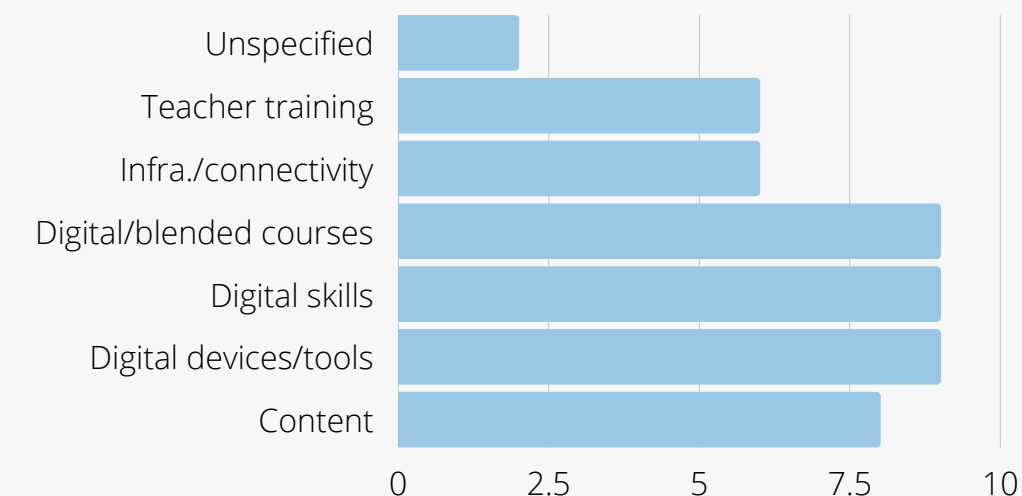
By associated outcome area



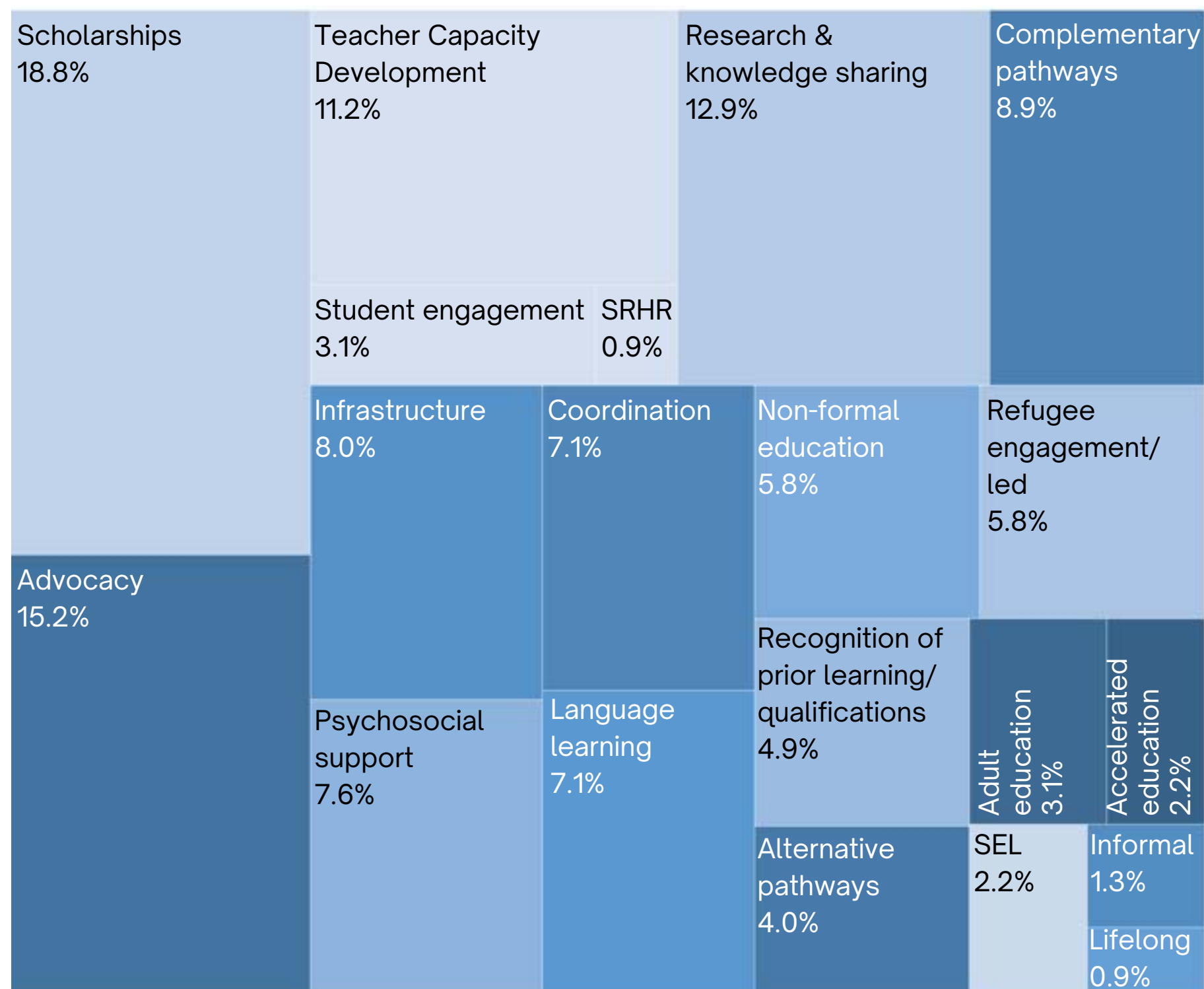
By receiving region



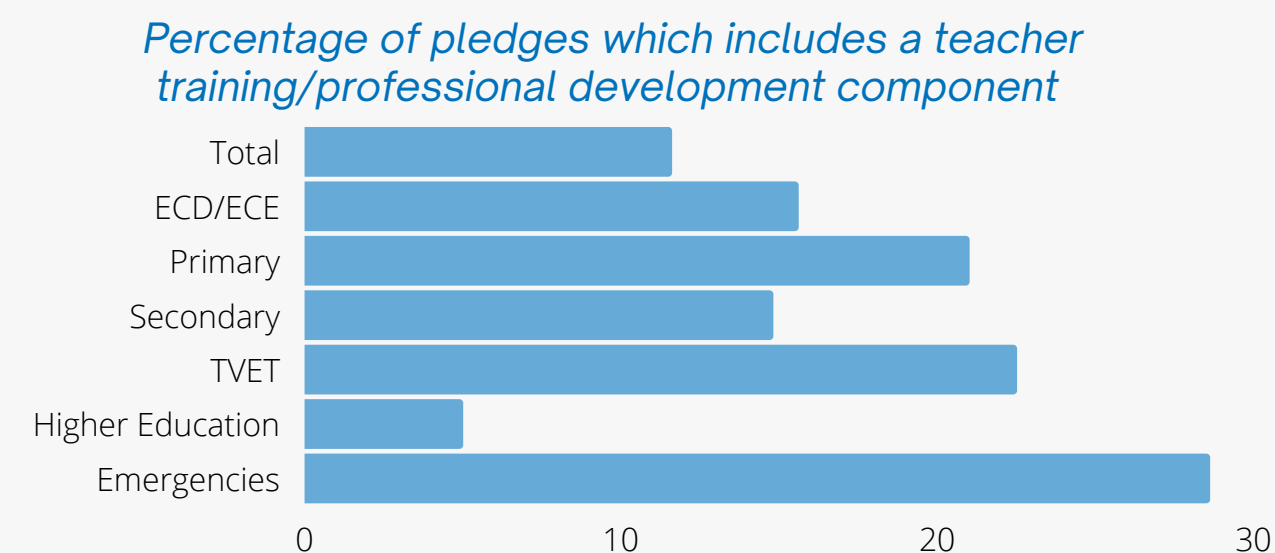
Connected education components included across 31 pledges



Additional Considerations



- **11.6% of all pledges include a teacher training/professional development component**, including 15.6% of ECD/ECE associated pledges (5), 21.0% of primary associated pledges (8), 14.8% of secondary associated pledges (8), 22.5% of TVET associated pledges (9), 5.0% of higher education associated pledges (4), and 28.6% of emergency response associated pledges (4).
- **7.6% of pledges include psychosocial support**, of which 70.6% cover primary and secondary level (12 of 17). These include teacher and caregiver training, social-emotional learning, and responding to psychosocial needs of displaced teachers and secondhand trauma of working with displaced children -- in both formal and non-formal education environments.
- The **5.8% of pledges explicitly noting refugee engagement and support to refugee-led initiatives** were made up of NGOs (9 pledges, or 12.0% of all NGO pledges), academic/research institutions (2, or 6.9%) and refugee-led organisations (2, or 100%).



Considerations for Framework Review & Going Forward

- The Framework should support inclusion of an Age, Gender and Diversity (AGD) lens within pledges. There is a need for transparency as to whether **equity** considerations are being incorporated into pledges. At a minimum, data for analysis and programming should include age and gender disaggregation and other elements of diversity where contextually appropriate (e.g. children/people with disabilities, ethnicity, religious minority) (aligned with the UNHCR ADG Policy).
- Similarly to equity, the best practice integration of **data collection and evidence building** is unclear despite the Framework's call to action to improve data for better investment. While 12.9% of pledges explicitly include a research and knowledge-sharing component, the extent of consideration of data collection and evidence generation within pledge commitments is largely unknown.
- The extent to which pledges actively engage with refugee communities in project/program design and implementation is largely unknown yet critical. Only a small number of pledges refer to **participation and engagement of refugee communities** in design and implementation or support to refugee-led initiatives. Only 2 pledges (less than 1% of pledges) have been submitted by refugee/host community/diaspora entities.
- Understanding pledge action concerning the Framework's call to action on strengthening **partnerships and coordination** is challenging with limited pledge information available; however, 34% of pledges are joint, and 7.1% of pledges explicitly include a 'coordination' component. 50.0% of pledges citing 'coordination' are from NGOs, followed by international organisations (25.0%) and States (18.8%), marking a higher than average proportion of NGO and international organisation pledges and a lower proportion of State pledges.
- Classification of pledges as 'innovative' was applied based on inclusion in the pledge description and updates, but the term is sparsely used and without context for what is defined as innovative. A review of the Framework could consider the removal of 'innovation' or separation of **'innovation' and 'connected education'** into separate cross-cutting considerations with a definition for innovation.
- Using the Framework for **comparability** and understanding of gaps is simplistic based on the limitations of available information for analysis submitted by pledging entities and limitations of GRF-defined submission form fields. Additionally comparability of pledges is limited by submitting entities' differing/inconsistent interpretations of form fields (e.g. some pledges are not marked as financial when submitted to the GRF platform while they explicitly include in the description that they will be making financial investments/contributions), and lack of definitions within the Framework to apply to the analysis. Many pledges, particularly those submitted by States and international organisations, are **broad statement/non-specific pledges and lack transparency**. Comparability and limited information hinder more meaningful analysis and understanding of pledge gaps.
- The **timeframe for pledge completion** is not currently captured through the pledging or update forms, but would be valuable to include in the revisions of the forms.
- In addition, some pledges are not actually new in nature, but rather the continuation of programmes/projects/funding that were already in place/would have continued regardless of the pledge.

Considerations for Framework Review & Going Forward

- **States pledges** make up 36.2% of education pledges, significantly lower than the GRF average of 53.2% of all pledges. The implementation status of 23 State pledges (28.4%) is unknown, but an understanding of implementation status and need for additional support to action or fulfil pledges is critical for pledge mobilisation and aligning new pledge prospects to State needs. The **unknown status** pledges that are domestic in nature (18 pledges) have been submitted by Argentina, Central African Republic, Côte d'Ivoire, Cyprus, Dominican Republic, Egypt (2), Kenya, Lesotho, Liberia, Lithuania, Namibia, Senegal, South Sudan (2), Spain, Sudan, Zimbabwe. Those that are international in nature are from Kuwait, Qatar, Thailand, Monaco and Germany, while the Monaco and Germany pledges represent newer pledges that may not yet have been included in the bi-annual pledge updates call.
- By level of education, ECD/ECE has the lowest proportion of State-submitted pledges (making up only 13.6% of ECD/ECE pledges, compared to 38.3% of primary, 32.1% of secondary, 25.9% of TVET and 37% of HE).
- **Private sector pledges** make up 8.5% of all pledges and 7.1% of education pledges, but the majority of private sector pledges are connected education-related (56.3%) even though connected education pledges account for only 13.8% of education pledges.
- The vast majority of **secondary level** pledges are multi-outcome, with only 7.3% of pledges as standalone secondary level pledges.
- **Higher education** has the greatest number of associated pledges (35.7%), of which 66.3% are standalone HE pledges – proportionally twice as high as the next education level (TVET at 33.3%) and nearly four times as many standalone pledges as the next closest education level (HE with 53 standalone vs TVET with 14). This should be considered with the understanding that nearly half of all HE pledges are scholarship related (38 of 80), and taking into consideration the nature of traditional investment in scholarships as restricted in reach and impact (with limited availability and high cost per individual impact), potentially necessitating greater focus/emphasis on alternative solutions to dramatically scale-up quality and reach of HE.
- **Emergency response** as an outcome category is challenging as the framework lacks a definition. Many 'emergency response' pledges include protracted crises, are not targeted to the 'emergencies' phase of response, are generic in nature and overlap or conflate broader refugee education with emergencies. It is recommended that a definition of 'emergency response' be adopted - potentially related to the UNHCR interpretation where *the term “education in emergencies” is typically used to refer to education programming that takes in the initial period of a refugee response. Activities typically focus on preparations to resume learning, ideally within three months after displacement, and may include establishing or expanding existing education infrastructure to accommodate new students, preparatory language classes, catch-up programmes, teacher training and support to host community systems to rapidly expand to accommodate additional students.*