

# Education Cannot Wait

## Humanitarian funding is failing children

Analysis<sup>i</sup> for 2011 shows that 28.5 million children, half of the world's out of school primary school age children, live in conflict-affected countries,<sup>ii</sup> with the education of millions more children and youth affected by displacement, droughts or floods every year. Current humanitarian crises in Syria, the Central African Republic and other countries have seen even more schools shut, populations displaced and widespread destruction or severe damage against education infrastructure.

In 2012, the education of millions of children and youth was interrupted as a result of emergencies: drought and floods in the Sahel region and in East Africa led to the displacement of millions of children; intense conflict in Mali, Syria and the Democratic Republic of Congo pushed many children out of school or reduced the opportunities to attend school. Yet in 2012 only 1.4 per cent of global humanitarian funding was allocated to education, down from 2.4 per cent in 2011. As a result of this funding shortfall, we estimate that in 2012 alone over 13 million beneficiaries — the vast majority of whom are children — were not supported with vital education interventions included in humanitarian response plans in over 20 countries.

This brief explores the key funding objective of the *Education Cannot Wait Call to Action* and focuses on analysis of global humanitarian funding for education in 2012, highlighting the key areas where funding fell short, its real impact in many crisis affected countries and what can and should be done to address this.

### A Call to Action: Education Cannot Wait<sup>iii</sup>

Making education a central pillar of every humanitarian response is a key action in the UN Secretary General's 5-year Global Education First Initiative (GEFI) launched one year ago at the UN General Assembly. Ensuring education is at least 4% (up from 2%) of overall humanitarian budget allocations is a key target to achieve this aim.

Prioritizing education in emergencies and increasing the education share of humanitarian funding to 4% is also central to the *Education Cannot Wait: Call to Action*, an initiative linked to *Education First* dedicated specifically to education in humanitarian emergencies and conflict situations.

This initiative was launched at the 2012 UN General Assembly where more than 20 government and global humanitarian, development and education leaders representing UN agencies, key funding partners, the private sector and NGOs convened to highlight the importance of ensuring education provision in crisis-contexts, and to take concrete actions in the form of the *Education Cannot Wait: Call to Action*.

The Call to Action provides a framework of sustained action needed to ensure access to education for all children and youth



Photo credit: Jonathan Hyams/Save the Children

in crisis contexts, guided by three objectives: **plan** for emergency prevention preparedness and response in education sector plans and budgets, **prioritize** education in emergencies, and **protect** children, teachers and education facilities from attacks.

### The crisis in humanitarian funding for education

- ⌚ The share of humanitarian funding for education has **declined** since 2010. In **2011**, education accounted for just **2.4%** of humanitarian funding. In **2012**, this **decreased** to **1.4%**.
- ⌚ Humanitarian education needs in Consolidated Appeals Processes (CAPs) have increased, proportional to the total levels of humanitarian funding requested. Education has consistently received the **smallest proportion** of the amount requested by any sector.
- ⌚ In 2012, only 26% of the modest amount requested for education through CAPs – USD 343 million—was received in humanitarian crises, leaving a funding gap of \$221 million.

## The funding gap: a lack of progress towards education's 4% funding goal

When assessing progress made towards Education Cannot Wait funding goals, it is crucial to look at how much funding is allocated to education, as well as its inclusion in humanitarian appeals. An analysis<sup>iv</sup> of humanitarian funding for 2012 through CAP and Flash Appeals clearly shows the limited support for education within humanitarian funding.

Table 1 shows that on average humanitarian appeals received 62% of the funding required last year, however, the education sector only received 26% of its requirements. Education requirements amounted to **3.4%** of the total humanitarian funding requests for 2012 yet education received **only 1.4%** of the funding allocated. In a third of humanitarian appeals education received next to nothing – it is being ignored.

**Table 1: Share of education funding compared to overall humanitarian funding, 2012<sup>v</sup>**

Humanitarian funding in USD	requirements	received	% of requirements covered
<b>Total humanitarian funding</b>	8.9 billion	5.5 billion	<b>62%</b>
<b>Education sector funding</b>	300 million	78.4 million	<b>26%</b>
<b>Education as a percentage</b>	<b>3.4%</b>	<b>1.4%</b>	

Table 2 shows how education fared within CAPs and Flash Appeals at country level. The education sector received **less than 10%** of the required funding in **one third** of humanitarian appeals (7 from 21) and in one country, Burkina Faso –where tens of thousands of children dropped out of school in the midst of the Sahel emergency—education was not included in the appeal.

**Table 2: Share of education funding compared to overall humanitarian funding in 2012, by country<sup>vi</sup>**

	Total % of CAP requirements covered	Education as % of CAP	% of Education requirements covered <sup>vii</sup>
1. Burkina Faso	68%	0%	0%
2. Mauritania	62%	1.3%	0%
3. Pakistan	18%	5%	2%
4. Sri Lanka	27%	4%	4%
5. Zimbabwe	88%	2%	5.3%
6. Mali	71%	4.5%	6.4%
7. DRC	74%	9%	7.9%
8. Syria HARP	53%	4%	9.3%
9. Chad	62%	1%	15%
10. Philippines	69%	3%	17.8%
11. Afghanistan	50%	5%	27%
12. Haiti HAP	46%	4%	33%
13. South Sudan	67%	3.4%	33%
14. Liberia	38%	4%	38%
15. Somalia	52%	3%	39%
16. Sudan	55%	8%	42.5%
17. Kenya EHRP	67%	0.6%	49%
18. Cote d'Ivoire	63%	4%	55%
19. OPT	72%	4%	55%
20. Niger	64%	0.50%	65%
21. CAR	62%	6.3%	72%
<b>Total/Average</b>	<b>62%</b>	<b>3%</b>	<b>26%</b>

**Mauritania:** Out of the 360,000 children in need of education in emergencies support in Mauritania only 30,500 were targeted in the Appeal with \$1.2 million requested. None of the funding was received leaving those in need without education support.

**Mali:** Malian parents, children and youth affected by the conflict prioritized education. Yet, only 6.4 % of funding needs were met.

**Chad:** According to the Education Cluster more than 1 million people were affected in 2012. The education funding aimed to target 340,000 of those affected, the majority children needing access to quality basic education (2,000 were teachers and 164 were MoE staff). Only 92,000 people were actually reached according to the 2012 mid-year review.

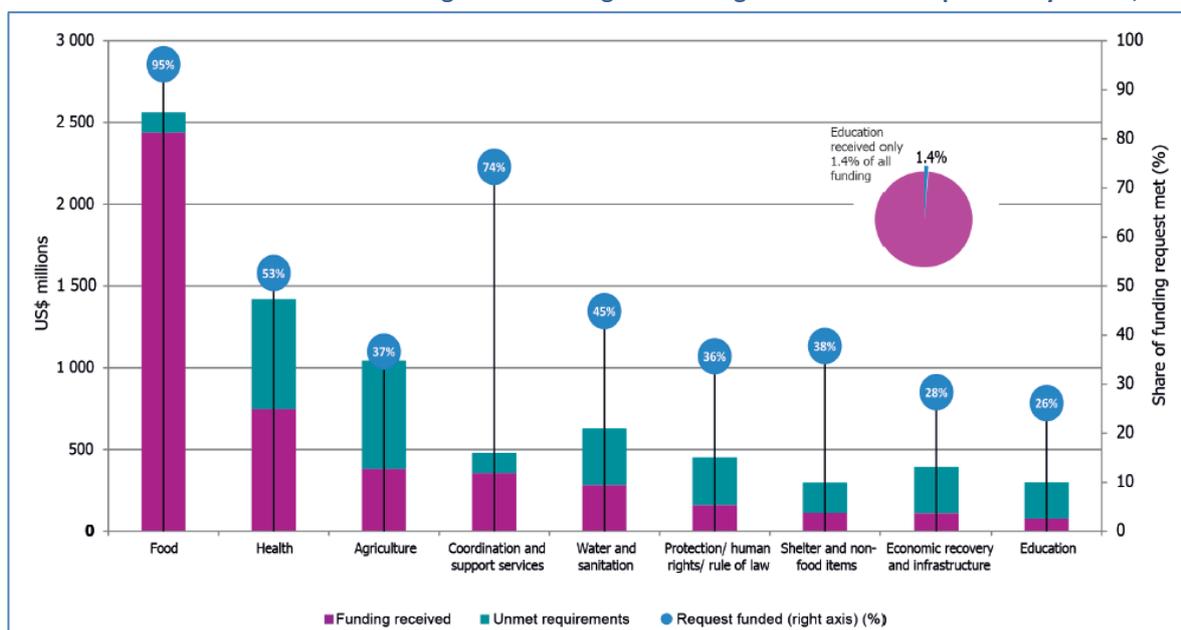
**South Sudan:** Education received only 33.1% of funding requested in the CAP, corresponding to 1.1% of overall CAP allocations. Only half of the projects providing emergency education materials were funded; less than half of psychosocial support projects and just over one third of projects incorporating Health, Water, Sanitation and Hygiene Promotion received funding

**Somalia:** 1.8 million children aged 5-17 are out of school in South and Central Somalia.

**Niger:** In the worst-affected areas, 1 in 5 primary students dropped out of school.

**A fair share of humanitarian funding:** As can be seen in Figure 1, based on the Education for All's Global Monitoring Report, education receives a very small share of humanitarian aid, and remains the least funded sector in absolute and relative terms.<sup>viii</sup>

**Figure 1: Funding received against amounts requested by sector, 2012**



Source: Education for All Global Monitoring Report (UNESCO)

### The beneficiary gap: how the lack of education funding is failing children

In 2012 humanitarian actors aimed to reach 18.5 million<sup>ix</sup> beneficiaries - the vast majority children - in desperate need of education in emergencies support. Approximately only 5.3 million<sup>x</sup> of those targeted received that support, more than double that number, over 13 million, did not. Table 3 shows a country by country breakdown.

**Table 3: Projected numbers of education beneficiaries reached/not reached, 2012**

Country	Education funding received (%)	Target number beneficiaries (Education)	Estimated reached	Estimated NOT reached
Mauritania	0%	30,500	0	30,500
Sri Lanka	0%	58,000	0	58,000
Pakistan	2%	459,188	9,821	449,367
Zimbabwe	5%	3,488,559	185,430	3,303,129
Mali	6%	608,000	38,762	569,238
DRC	8%	550,000	43,471	506,529
Syria	9%	204,500	19,103	185,397
Chad	15%	339,495	49,265	290,230
Philippines	18%	57,869	10,285	47,584
Yemen	26%	1,030,000	271,156	758,844
Afghanistan	30%	5,039,410	1,490,944	3,548,466
Haiti	33%	734,700	239,440	495,260
South Sudan	33%	339,755	112,609	227,146
Liberia	38%	70,499	26,749	43,750
Somalia	39%	609,940	238,833	371,107
Sudan	43%	1,745,628	742,221	1,003,407
Kenya	49%	1,037,126	505,450	531,676
Cote D'Ivoire	55%	517,676	282,468	235,208
OPT	55%	459,728	251,404	208,324
Niger	65%	41,245	26,925	14,320
CAR	72%	1,166,460	841,812	324,648
		<b>18,588,278</b>	<b>5,386,148</b>	<b>13,202,130</b>

In **Pakistan** only **one education project** received any funding, amounting to 14% of that project's requirement. Less than 10,000 children (of the nearly half a million identified) received desperately needed education support.

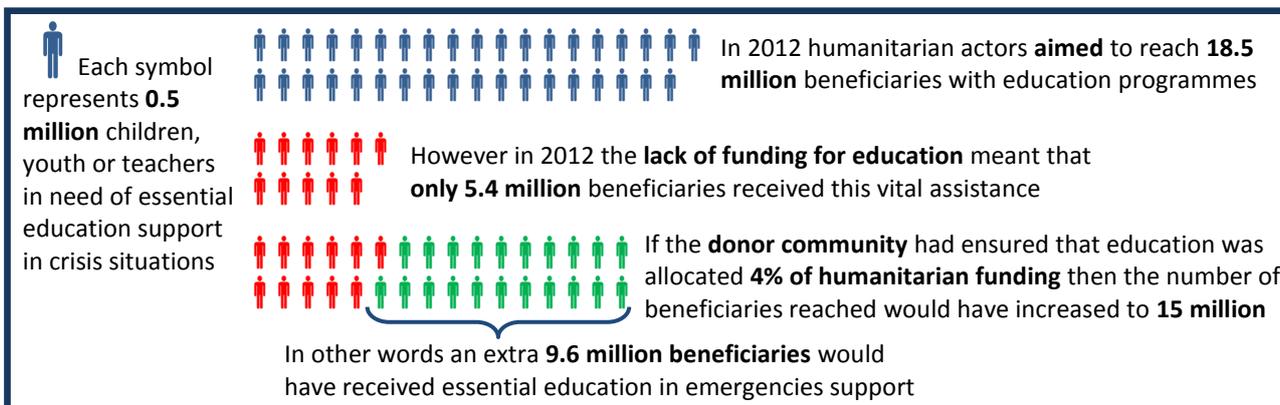
In **Mali** education projects supporting over **half a million** children, youth, teachers and school officials failed to obtain funding, this was also the case in the **DRC**.

In **South Sudan** **two thirds of children identified** as requiring education support (over 200,000) went without this much needed help.

Even where there has been significant funding for education such as in the **Sudan** and **Kenya**, this still fell far short of the needs and **hundreds of thousands** of children and youth **missed out** on support.

## How a commitment to allocate 4% of humanitarian funding to education would make a difference

In **2012** the education sector received **1.4%** of humanitarian funding which enabled an estimated **5.4 million beneficiaries** to receive education support. If that funding figure was **increased to 4%** it would mean over **15 million beneficiaries** could be supported with education in emergencies programming:



## Taking action – Education Cannot Wait

1. Humanitarian decision makers, including Humanitarian Coordinators and Humanitarian Country teams, must ensure that education is included in all Humanitarian Appeals where education needs are identified.
  - a. Where education needs are identified Consolidated Appeals Process and Flash Appeals should include education;
  - b. Education should feature in all Humanitarian Action Plans adopted from 2014 onwards;
  - c. Where the CAP mid-year reviews identify education as an underfunded sector then urgent steps should be taken to address the situation.
2. Humanitarian donors and governments must adequately respond to children and youth's needs by including education as an essential component of humanitarian responses they support. This means:
  - a. Progressively incorporate education into their funding contributions, particularly in emergencies where education of children and youth are a significant group in response plans
  - b. Commit to ensuring education needs will be considered a key component of any humanitarian response where children and youth's futures are jeopardized by conflict, the impact of natural disasters or displacement;
  - c. All donors must make a significant contribution towards reaching a minimum of 4% of global humanitarian funding to education.

*"The day the rebels came they destroyed the school. I saw them. They went inside the school. They went into the headmaster's office and destroyed everything. They destroyed the students' papers and folders."*<sup>xi</sup>

In June 2013 UNICEF estimated that the education of 700,000 children in Mali had been disrupted due to conflict. Education actors responded by establishing temporary learning spaces, identifying and reintegrating out of school children, providing basic education supplies and training teachers in psychosocial support. They are making sure children are safe and effectively learning in the classrooms by elaborating codes of conduct, establishing children's governments and child protection focal points, and training school management committees. Yet in crisis situations globally for **every child** that has received support for their education a lack of humanitarian funding has meant that **three children have missed out**. Humanitarian funding is failing children, funding for education in emergencies must increase.



Salif's school in northern Mali was ransacked during the conflict in early 2013

<sup>i</sup> This brief was written by James Sparkes, Ellen van Kalmthout and Elin Martinez, with research support from Delphine Tavernier and Kate Kenny.

<sup>ii</sup> Education for All Global Monitoring Report, Policy Paper 10 'Children still battling to go to school', July 2013, <http://unesdoc.unesco.org/images/0022/002216/221668E.pdf>

<sup>iii</sup> [http://www.ineesite.org/uploads/files/resources/201209\\_GPE-UNGA\\_call-to-action\\_EN.pdf](http://www.ineesite.org/uploads/files/resources/201209_GPE-UNGA_call-to-action_EN.pdf)

<sup>iv</sup> Analysis was based on figures from the UN Financial tracking system database (FTS) and CAP and Flash Appeal documents

<sup>v</sup> This is based on an analysis of UN-led CAP and Flash Appeals.

<sup>vi</sup> This analysis is based on the figures available through humanitarian funding tracked in the FTS system. It is acknowledged that other humanitarian funding is provided (to all sectors) that may not be reported in FTS, and therefore this information may not provide the full picture

<sup>vii</sup> Table shows the total funding coverage of the CAP in each country, the % of the total requirements requested for the education sector, and the % coverage of the education requirements <http://unesdoc.unesco.org/images/0022/002216/221668E.pdf> page 2

<sup>viii</sup> Calculated by counting the total identified beneficiaries by project for the education sector in each of the 2012 CAP and Flash Appeals

<sup>x</sup> Calculated by using percentage beneficiaries reached as a direct correlation of percentage funding in each appeal

<sup>xi</sup> Attacks on Education, Save the Children, 2013