DON’T LEAVE THEM OUT
75 Million Children Need Urgent Action on Funding Education in Emergencies

Globally, 75 million children and adolescents have had their education directly affected by emergencies and prolonged crises and 37 million have been forced out of school.¹

Record numbers of attacks on schools, natural disasters, wars and the largest refugee crisis since World War II have increased the funding needs for education in emergencies by 21% since 2010.²

Despite the tremendous need, donor funding to education through humanitarian response appeals — critical to the delivery of education in emergencies — has declined 41% over the same period.³ Less than 2% of all humanitarian funding has gone to education every year since 2010.⁴
Summary

Globally, the education of 75 million children and youth is affected by crisis and emergency, including natural disasters, conflicts, or health crises like the Ebola outbreak. A reduction in funding for education in emergencies means that there is now a nearly $8.5 billion dollar humanitarian funding gap annually.

In May 2016 global leaders attended the world’s first ever World Humanitarian Summit. An initiative of UN Secretary-General, the Summit brought together 9,000 participants from governments, humanitarian organisations, those affected by humanitarian crises and new partners including the private sector to identify solutions to the most pressing challenges and set an agenda to keep humanitarian action fit for the future.

In the face of increasing needs and the immense cost of not investing in children’s education, experts and campaigners called for a new fund for education in emergencies called the Education Cannot Wait: A Fund for Education in Emergencies, which was launched on the first day of the World Humanitarian Summit with $90 million initially pledged by donor governments and the private sector.

The newly launched Fund will provide a mechanism through which governments, humanitarian organisations and others can coordinate and support the provision of education in emergencies to meet the educational needs of millions of children and young people affected by crises.

The Education Cannot Wait Fund must provide a solution capable of reacting to the next crisis with a comprehensive education response. The need is clear: in 2015 there were five new crises with appeals for education — funded on average just 21% and reaching 12% of the children in need.

While the current situation is dire, there is renewed momentum to support the delivery of education in emergencies. At the Education for Development Summit in Oslo in July 2015, a Commission on the Financing of Global Education Opportunities was launched, committing to identify means of mobilising and deploying significant new resources. At the London Syria Donors’ Conference in February 2016, more than $650 million in commitments — including $75 million from the private sector and partners — were made to education, putting education at the heart of the humanitarian response.

Key Facts

- 75 million children and adolescents have had their education directly affected by emergencies and prolonged crises and 37 million have been forced out of school.
- Funding for education in emergencies has almost halved (41%) since 2010. In 2015 less than 2% of all humanitarian aid went to education.
- Only 12% of children in emergency situations in need of education assistance are being reached.
- Record numbers of emergencies has meant that the need for funding for education in emergencies has increased by 21% in the last 5 years.
- Six of the top ten donors to education have cut their support by more than 50% in the last five years.

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Urgent action needed on education in emergencies

Following the World Humanitarian Summit in Istanbul on 23 and 24 May 2016, A World at School calls on leaders to:

1. Commit to provide at least $4 billion over the first five years of the newly launched Education Cannot Wait: A Fund for Education in Emergencies, scaling up to reach 100% by 2030.

2. Urgently publish the schedule and scale of donor commitments made to education so that host countries can plan and prioritise accordingly.

3. Commit to prioritising the funding of education in every emergency response including natural disasters, conflicts and health crises.
In the Middle East and North Africa alone, over 13 million children have been forced out of school due to conflict. With the average refugee displaced for 17 years, providing education for these children serves as protection in the short- and long-term to ensure that generations are not lost to child labour, forced and early marriage, recruitment into fighting or other forms of exploitation.

Although humanitarian appeals are one of the best ways to raise urgent humanitarian financing, several countries in crisis do not even have them. Moreover many humanitarian appeals do not include specific funding requests for education, despite great need. In 2015 for example, requested funds for education only targeted 58% of those in need and comprised a miniscule proportion of the overall funds received — just 1.4% of total humanitarian funding. Of that 1.4%, education requests were on average just under a third funded. Ultimately, only 12% of those children and youth in need in emergencies were reached with education through humanitarian appeals in 2015.

What is an Education Appeal?
The education element of any humanitarian appeal for financing of projects managed by UN agencies, NGOs and other stakeholders, outlining project needs and financial requirements.

Are all children targeted through education appeals?
Unfortunately, the vast majority of education appeals do not target the total number of children and youth in need were targeted through the emergency education appeal. With just 13.6% of funds requested received, a mere 78,000 of those 3.2 million were actually reached.

What is meant by “in need of education assistance?”
Children and youth caught in an emergency can have their education disrupted in a number of ways, including being forced out of school by conflict, displacement to a temporary school due to natural disaster, or shifting education systems to refugee camps or areas of temporary settlement.
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Education is underprioritised

Education received just 1.4% of all humanitarian funds in 2015.29 Despite the small and inadequate request — $643 million of an annual gap of nearly $8.5 billion — education requests were on average just under a third funded, leaving millions of children in need.30

Growing need, diminishing assistance

Record numbers of attacks on education, level-three emergencies (reserved for only the most severe, large-scale humanitarian crises) and the largest refugee crisis since the Second World War have expanded the global need to provide education in emergencies, increasing funding needs 21% between 2010 and 2015.31 However, humanitarian funding for education appeals declined 41% during the same period.32 Commitments from the top ten donors to education in emergency dropped 28%.33 Six of these donors decreased funding by greater than 50%.34

Data from the UNOCHA Financial Tracking Service pulled 29 February, 2016. Calculated using the number of children and youth each humanitarian appeal set out to target with education, multiplying by the percent of the education appeal actually funded, and comparing as a proportion to the number of children and youth listed in need of education through the plan.

† June 2016

www.aworldatschool.org

Emergency | In Need of Education Assistance | Education Appeal? | % of Appeal to Education | % In Need Targeted | % of Education Appeal Funded | Actually Reached
--- | --- | --- | --- | --- | --- | ---
Afghanistan 3,300,000 | NO | N/A | N/A | N/A | 0% |
Burkina Faso 860,000 | YES | 1.7% | 100% | 0% |
Cameroon 220,000 | YES | 4.6% | 70% | 17.8% | 13% |
Central African Republic 1,400,000 | YES | 4.8% | 39% | 56.8% | 23% |
Chad 400,000 | YES | 0.5% | 89% | 0% |
Democratic Republic of the Congo 3,180,000 | YES | 13.6% | 18% | 7.2% | 2% |
Djibouti 80,000 | NO | N/A | N/A | N/A | 0% |
Gambia 4,000 | YES | 0.5% | 100% | 0% |
Guatemala 550,000 | NO | N/A | N/A | N/A | 0%
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More than 100 neglected crises

Sudan 2010 | Syria 3RP 2013 | Syria 3RP 2014 | Syria 3RP 2015

Haiti 2010 | Syria Response Plan 2015 | All other appeals (127)

Not only is donor funding inadequate and declining, increasingly, a small number of high visibility, acute emergencies take up a disproportionate share of funding, leaving little to no funding for millions of children caught in other emergencies. Of the 133 total education appeals made since 2010, just six appeals — four related to the crisis in Syria — received nearly half of all funding. Four education appeals received no funding at all in 2015.

Millions of children and youth left behind

- Reached
- Targeted
- Unreached

Humanitarian response plans outlined nearly 40 million children and youth in need of education in 2015. However, education appeals targeted just 45% percent of these children, and due to funding requests not being met, just 12% of those in need were actually reached through humanitarian appeals, leaving 35 million children and youth without hope or opportunity.
A safe place to play and learn can help children heal by providing a return to familiar routines and normalcy following trauma, mitigating the psychosocial impact of violence and displacement. School can also be a place to provide vital health and safety information, like hand-washing, landmine awareness and other survival skills.41

In the long-term, education protects children against future threats including infant mortality and mother-to-child HIV transmission. Good quality education provided during conflict can also counter the underlying causes of violence, foster inclusion, tolerance, human rights awareness and conflict resolution — ultimately supporting the long-term processes of rebuilding and promoting sustainable peace.42 In a new age of conflicts in which multiple displacements have become the norm, education is one of the only investments that cannot be physically taken away and has benefits that may be transferred to others.

Current funding for education in emergencies shames us all. In Burkina Faso in 2015, of the 860,000 children and youth living in crisis and in need of education, zero were reached through funded humanitarian appeals, despite a plan in place to provide education for all.43 This is now the norm.

We cannot continue to allow the worst burden to fall on the smallest shoulders. The creation of the the Education Cannot Wait Fund could be a turning point in how these children are supported and given hope and opportunity around the world, but only if world leaders commit new and ambitious levels of financing and support for the Fund over the next five years of scaling up — support aimed not at short-term headlines but at long-term life saving.

Why invest in education in emergencies?

Education in emergencies protects children and youth from immediate and future exploitation and poverty. Out-of-school children are at greater risk of being coerced or exploited by extremists, traffickers and criminals. Violence, rape, child marriage and prostitution, and recruitment into fighting and other life-threatening, often criminal, activities rise as social systems and families break down.40

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Education in Emergencies: Spotlight on Syria

The crisis in Syria, which is now entering its sixth year, has exacted a heavy toll on both Syrians as well as on neighbouring countries. The need is tremendous. Since the beginning of the crisis in 2011, three countries – Jordan, Turkey and Lebanon – have become host to the largest number of refugees fleeing the violence. These three countries have worked in partnership with the international community to provide basic social services to the Syrian refugee population, including education for displaced children and youth, generously opening their public schools in double shift systems, with host country children attending in the morning and Syrian refugee children in the afternoon.

The main barrier to progress for children in these countries is not the absence of classroom facilities, teachers or willingness on the part of the government to help children in need. Plans developed by host governments and the international community to accommodate Syrian refugee children in public schools are already in place and working. The largest barrier is the absence of funds.

Of the seven Syrian humanitarian response plans put forth between 2012 and 2015, education appeals have been funded on average 42%, reaching just 32% of those children in need of education. For five straight years this pattern of inadequate donor funding has held true and the scale of the issue continues to grow. The 2016 Syrian Humanitarian Response Plan details 5.7 million total children and youth in need — an additional 1.2 million from 2015. The 2016-17 Syria Regional Refugee and Resilience Plan outlines $638 million in education requirements — a 45% increase from 2015. Despite the headline announcements, many donors who pledged their support at the conference have still not announced the schedule and scale of their funding for education per year, making it difficult for host countries surrounding Syria to move ahead with planning their response and meeting the commitment of educating one million Syrian children.

School enrolment in Syria and surrounding countries

Lebanon, Jordan and Turkey cannot continue to bear a disproportionate share of the burden of Syria funding.

In the face of increasing conflict and emergency, if the promise of 2030 is to ever be realised, the international community must urgently prioritise and build upon renewed political commitment and momentum given the scale of the crisis. Additional donors must immediately scale-up technical and financial support for education in the region through the new Education Cannot Wait Fund.

The Governments of Turkey, Lebanon, Jordan, Egypt and Iraq have generously committed to hosting one million Syrian refugee children in their public schools through a double shift system if funding and support is made available.
Education in Emergencies: Spotlight on Syria

We are now beginning the 6th year of war in Syria with 5.4 million children and youth in need of education within the country. Yet humanitarian aid education appeals — critical to the provision of this support — were funded an average of just 27.9% in 2015. Furthermore, girls are among the most marginalised groups of refugees and internally displaced persons.

Out of the Syrian education response plans that were funded in 2015, only $50.6 million went to girls’ education, providing fewer than 27% of Syrian girls and Palestinian refugee girls living in Syria the critical support they need for education, excluding more than 1.6 million girls.

Of the hundreds of proposals to provide aid to Syrians, ZERO focused on gender in any meaningful way. 59% did not even consider gender and the rest only addressed gender equality in “some limited way.” While some projects coded themselves to be beneficial to girls (each project designates a gender code from “no signs that gender issues were considered” to “the principal purpose of the project is to advance gender equality”), a review committee assessed that none were addressing gender equality in actuality and recoded them as such.

In all fragile contexts, girls are at risk of being forced into domestic labour or early marriage, of being trafficked or of being pushed into prostitution and the use of transactional sex for survival. Access to education is not a cure to conflict, but it can help protect girls both physically and emotionally and give their caregivers reason to hope for better options for their children. Education can also strengthen a child’s resilience and coping mechanisms in violent environments and equip her with relevant survival skills for the context.

In the long-term, education instills hope for the future, mitigating the psychosocial impact of violence and displacement. Good quality education provided during emergencies can counter the underlying causes of violence, foster inclusion, tolerance, human rights awareness and conflict resolution, supporting the long-term processes of both rebuilding and peace-building. 

Despite this, education is a low priority in humanitarian response, receiving only 1.4% of overall humanitarian aid.

References & Methodology: www.aworldatschool.org/EiE_references
According to data from the UNOCHA Financial Tracking Service 29 February, 2016, 45% of children and youth targeted in each plan leaves a total of 4,764,280 children and youth — just 12% of the 39,716,137 listed in need — theoretically reached given actual funding of each appeal. This leaves 35 million children unreached.

According to data from the UNOCHA Financial Tracking Service 29 February, 2016, aggregating all humanitarian response plans put forth in 2015, a total of 39,716,137 children and youth were listed as “in need” of education. Of these children, just 45% — or 18,079,960 — were targeted through education appeals. Multiplying the percent of the education appeal actually funded by the number of children and youth targeted in each plan leaves a total of 4,764,280 children and youth — just 12% of the 39,716,137 listed in need — theoretically reached given actual funding of each appeal. This leaves 35 million children unreached.

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