



Education in Emergencies: a lifeline

Funding Analysis for 2023

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Content

Foreword	4
2023: A Year of Little Hope	7
Living in the Abyss	7
The Vicious Circle	9
The Global Contribution to Education in Emergencies	13
A Look at Global Funding	13
Funding for Education in Emergencies	15
Education in Emergencies compared to other sectors	18
Contributions to OCHA-managed funds	25
Contributions to UNHCR	26
Global funds for education	28
The role of the World Bank	29
The role of UNESCO	30
Conclusions	32
Recommendations	33
Annexes	38
Bibliography	43

Foreword



At Educo, we work to ensure the right to education in all circumstances and guarantee that children in crisis contexts have the opportunity to enjoy this **right and equitable, quality educational processes in spaces that are safe, protective and that guarantee their wellbeing.**

Our work in education in emergencies involves responding to the immediate consequences of a crisis, recognising that we are facing protracted, interlinked crises that inevitably require a comprehensive, long-term approach. That is why Educo **uses the nexus approach**, which allows us to respond to the immediate reality of children and young people, while at the same time promoting longer-term actions to address the structural causes of vulnerabilities.

We put **children and their communities at the centre** by working hand in hand with local actors who have strong roots in the community. We believe it is vital that the needs and specific problems of children and adolescents affected by crises are gathered, understood, and taken into consideration in the development and implementation of response strategies. **We listen to their views** on the response

to the crisis, encourage them to participate in the decision-making processes that affect their lives and empower them to contribute directly to solutions based on their evolving capacities. We know that this has a positive impact on their recovery, strengthens their resilience to future crises and enables them to be effective humanitarian actors.

Furthermore, in a context of climate crisis and ongoing environmental degradation, it is key to integrate disaster risk reduction and strengthening children's resilience into education. That is why we address the complexity of disaster risks, taking into account the specific vulnerabilities and capacities of children and adolescents, educational structures, and the communities they live in.

Through our work in this area, we have reached 125,000 children and adolescents and their communities in the last four years and we have done so in four continents with interventions ranging from Latin America to Asia to Sub-Saharan Africa and Europe.

At Educo we know that **education is much more than a right**; it is the key to returning to the longed-for routine, a place to continue learning, a place to meet up with classmates, to play, to go back to being a child with no other worries. It is the space that takes them away from the terrible reality they are living in, that protects them, gives them shelter and contributes to their wellbeing.

Pilar Orenes

Executive Director of Educo

A handwritten signature in blue ink that reads "Pilar Orenes". The signature is written in a cursive style and is enclosed within a simple, hand-drawn blue oval shape.

Educo and Education in Emergencies

Main areas of action:

- Access and continuity in education: reintegration and permanence in the formal system, promotion of educational alternatives, specific attention to children and adolescents in situations of refuge or internal displacement, and support for infrastructures.
- Relevant and quality education: teacher training in emergency education, teaching materials, socio-emotional support, safe and inclusive spaces, etc.
- Inclusion and promotion of gender equality.
- Safe and caring education: schools protected from attacks, conflict sensitive education and psychosocial support.
- Disaster risk reduction and resilience in education.
- Peace education and social cohesion.
- Promotion of child and community participation.
- Promotion of other rights through education: nutrition, hygiene, health, birth certificates.

How many we reach

More than 125,000 children and adolescents and their communities reached with our EiE projects over the past 4 years.

Where we work

Central Sahel (Niger, Mali, and Burkina Faso) and Benin; Central America (Nicaragua and El Salvador); Asia (Bangladesh and the Philippines); Ukraine and Moldavia.

Our funders and partners

For Educo, EiE is key, urgent and a priority, and for this reason we work with the main international donors such as ECHO (European Union), Education Cannot Wait, INEE, The Resilience Collective, UNICEF; and national donors such as AECID. In addition, we engage in actions with our partners in the ChildFund Alliance and continue to seek funding to make education for all a reality.

2023: A Year of Little Hope



Living in the Abyss

Talking about the increase in humanitarian needs year on year is becoming the new normal. 2023 has been no exception. From the devastating earthquake in Turkey and Syria to the resurgence of conflict in Sudan to the bloody war in Gaza. In addition, more natural disasters and the resurgence of other crises have meant that some 300 million people have forgotten or do not even know what it is like to live without being in survival mode.

We are witnessing the biggest food crisis in recent history. The last eight years have been the hottest

on record, dragging populations into devastating consequences. Gender equality will be achieved in 132 years, whereas in 2020 it was estimated that we would achieve it in 100 years. The goal of eliminating extreme poverty by 2030 is already an unattainable target, with 90 million more people in extreme poverty than in 2020. (OCHA, 2023)

The most natural and common response when violence, hunger or catastrophes strike is to flee. And that is what 110 million people have already done and 20 million more are expected to do by

2024. (UNHCR, 2023a). As a result, more than one in 73 people are forcibly displaced, a ratio that has almost doubled in the last decade (OCHA, 2023).

The number of forcibly displaced persons is already equivalent to 1% of the world's population.

The effects of these interlinked crises have a particularly devastating impact on children and adolescents. 33 children will be born hungry every minute in 2023¹. 1 in 5 of the world's children live in or flee conflict zones. All children are at greater risk of harm than at any time in the last 20 years.

They are more likely to be killed or mutilated by bombs or bullets, to be recruited by armed groups or experience sexual violence. They are at a higher risk of being kidnapped, of seeing their schools and hospitals reduced to rubble or being refused vital assistance.

All of these are serious violations against children, and the number of these types of violations has almost tripled since 2010.



¹ See 33 CHILDREN BORN INTO HUNGER EVERY MINUTE IN 2023 – Save the Children | Save the Children International

The Vicious Circle



In a world in which crises are becoming more intense, longer, and more unpredictable, all aspects of life are inexorably affected, and education is a sector that is particularly hard hit.

According to the latest 2023 Sustainable Development Goals (SDGs) progress report, target 4, which refers to quality education, remains challenging to achieve and its trend towards achievement by 2030 has stalled. It should also be noted that behind these figures there are important disparities that make the reality of many countries and territories invisible. (Sachs et al., 2023)

To overcome these limitations and gain a better understanding of the correlation between the

progress of SDG 4 in crisis contexts, the data from the aforementioned report was cross-referenced with data from the list of countries involved in humanitarian emergencies and receiving funding from the international community² ([Financial Tracking Service, OCHA](#)).

Of the 194 countries and territories analysed in the SDG 2023 report (see Annex 1 for the full list), 35 of them are experiencing a crisis on their own territory. From this list of 35 countries and territories with humanitarian crises, 30 are quite far or very far from achieving SDG4 (see those marked in orange and red in table 1), representing 88% of the total, and for four there is no information (Lebanon, Haiti, Somalia, and Libya).

² Countries affected by an internal humanitarian crisis, whether due to violence or natural disasters, have been included as well as those that, in addition to suffering a crisis of their own, host refugees from neighbouring countries.

Table 1. Countries in humanitarian crises and SDG4 progress, 2023³

Countries	2023 SDG Index Ranking	SDG 4	Countries	2023 SDG Index Ranking	SDG 4
Ukraine	38	Target achieved	Burundi	147	Fundamental challenges
Turkey	72	Challenges for achieving it	Mozambique	149	Fundamental challenges
El Salvador	73	Significant challenges	Republic of Congo	151	Fundamental challenges
Columbia	76	Challenges for achieving it	Haiti	152	Target achieved
Lebanon	95	Target achieved	Burkina Faso	153	Fundamental challenges
Honduras	116	Challenges for achieving it	Madagascar	156	Fundamental challenges
Venezuela	117	Significant challenges	Afghanistan	158	Fundamental challenges
Kenya	123	Challenges for achieving it	Democratic Republic of Congo	159	Fundamental challenges
Myanmar	125	Fundamental challenges	Sudan	160	Fundamental challenges
Rwanda	126	Fundamental challenges	Niger	161	Fundamental challenges
Guatemala	127	Challenges for achieving it	Somalia	162	Target achieved
Pakistan	128	Fundamental challenges	Yemen	163	Fundamental challenges
Syria	130	Fundamental challenges	Chad	164	Fundamental challenges
Mali	131	Fundamental challenges	Cent. Rep. of Africa	165	Fundamental challenges
Malawi	135	Fundamental challenges	South Sudan	166	Fundamental challenges
Cameroon	139	Fundamental challenges	Eritrea		Fundamental challenges
Ethiopia	144	Fundamental challenges	Libya		Target achieved
Nigeria	146	Fundamental challenges			



Source: Prepared by the authors based on the SDG progress report 2023 and the list of humanitarian crises receiving humanitarian aid according to OCHA, 2023.

³ The Occupied Palestinian Territories are not included in this list, despite the hostilities that started in October 2023, as it is not part of the analysis of the UN SDG Report.

88% of the countries and territories in humanitarian crises have significant or fundamental challenges for achieving the SDG goal for education.

The efforts of Ukraine, which, despite entering its second year of war, has been able to maintain and improve indicators to achieve SDG 4 by 2030, are noteworthy. As will be seen below, the significant contribution of the international community, also to the education sector, has been a relevant ingredient for further progress towards this goal. This example shows that where there is government commitment and accompanying funds there is solid progress towards the goal.

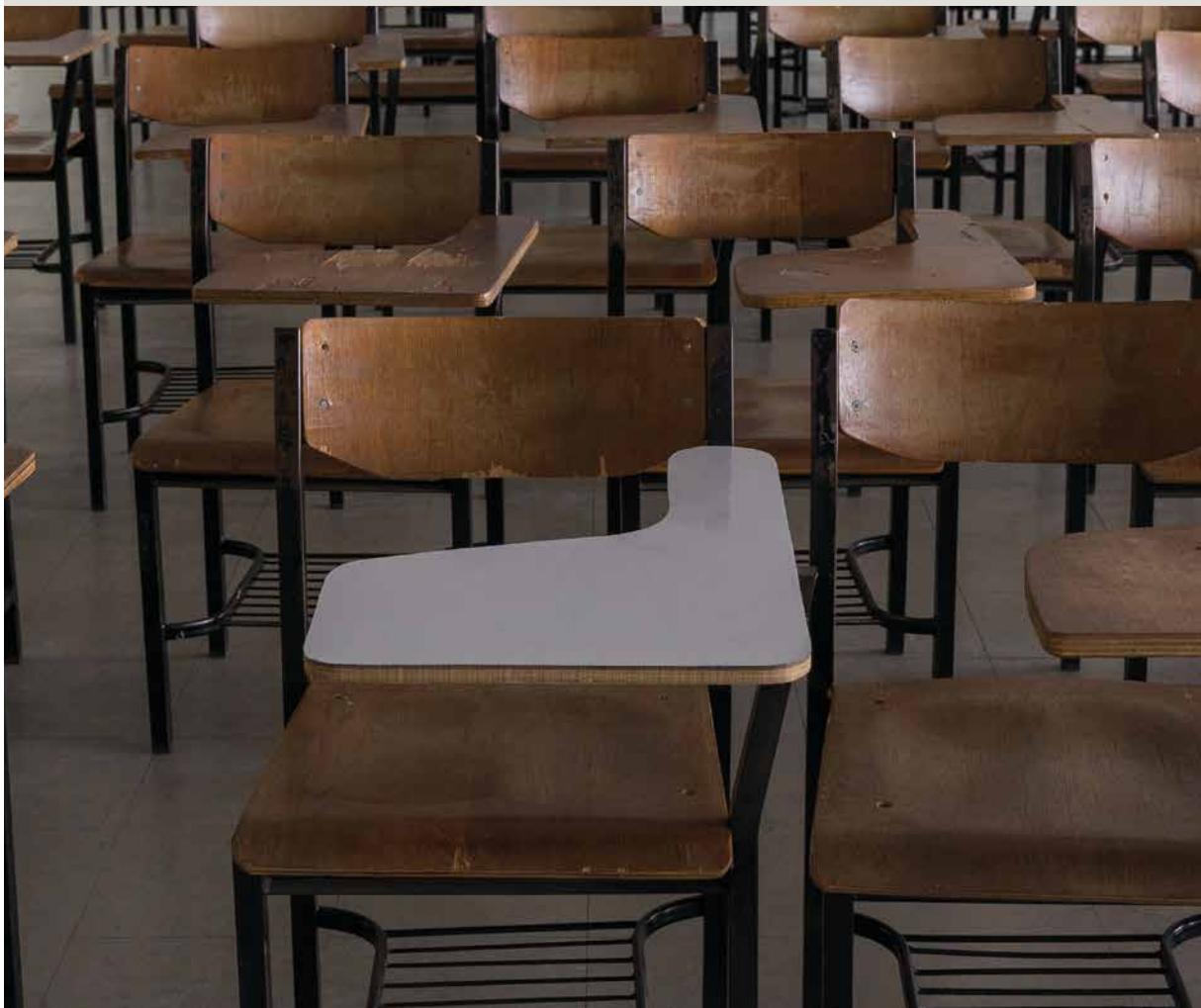
Ukraine has achieved the literacy indicator and the lower secondary completion indicator, and there are still some challenges in achieving the primary net enrolment rate.

Out of the 34 countries and territories with humanitarian appeals, 67% of them have fundamental problems in achieving SDG 4 (red in table 1), which places them furthest away from achieving it. This data points to another important, but not insignificant, conclusion: **suffering a humanitarian crisis makes it almost impossible to make progress on SDG4**. This is all the more evident in the light of the fact that many of these countries have been experiencing multiple crises for years (Educo, 2023c).

This is also why it is so important to fund education in emergencies and to ensure that children affected by humanitarian crises can go to school, or at least attend classes. In this way, apart from continuing to learn and grow, they have a routine, play with their peers, and can receive psychological attention if they need it.

Shocking figures

- **198 million children and adolescents are out of school or not learning - 89 per cent of all those affected by crisis (Education Cannot Wait, 2023)**(Education Cannot Wait, 2023)
- **In the last two years alone, more than 5,000 attacks on schools have been recorded, harming more than 9,000 students and teachers** (Global Coalition from Attack, 2022)
- **1 in 5 children are living in or fleeing from conflict.** (UNICEF, 2023)
- **The school-age refugee population, which was about 10 million in 2022, has increased to 14.8 million** (World Bank et al., 2023)
- **Of these, 51% are estimated to be out of school, and of those who are, the enrolment rate is 38% in pre-school, 65% in primary, 41% in secondary and 6% in tertiary.** (World Bank et al., 2023)



The Global Contribution to Education in Emergencies

A Look at Global Funding

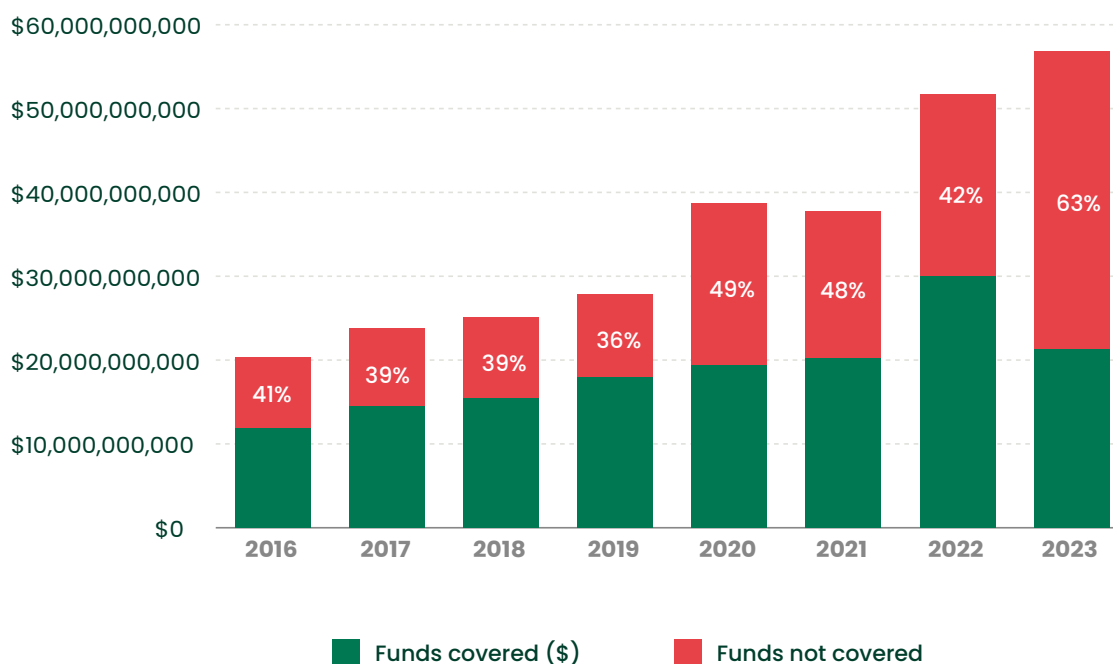


Faced with immense humanitarian needs in 2023, the UN appeal reached historic highs at \$56.7 billion. However, breaking with the trend of recent years, funding in 2023 declined by 39% compared to the previous year, as noted above (OCHA, 2023).

Humanitarian aid has been cut by a historic \$8.8 billion between 2023 and 2022. The consequences are unpredictable

More significant is the funding gap between what was required (56.7 billion) and what has been paid, which has reached 35.5 billion. With 63% of funds uncovered in a context of record-breaking multi-crises, the outlook for 2024 is not very encouraging. Fighting hunger, reducing poverty, guaranteeing the right to education, improving the living conditions of those who suffer the ravages of war or natural disasters all require investment. This investment, which in 2023 has been very insufficient and will leave its mark in 2024.

Graph 1. Expenditures vs. unfunded needs, 2016–2023 (USD million)



Source: prepared by the authors with data from Financial Tracking Service, OCHA, UN (January 2024).

The lack of funding has been felt in 2023 where only two of the 45 crises with humanitarian appeals⁴, Libya and the Occupied Palestinian Territories, have been 100 per cent funded. On average only 39% of the humanitarian needs identified by the appeals have been covered. The humanitarian response plans most affected by the cuts are those that have a regional focus and will therefore be detrimental to the needs of the refugee population in their host countries. The regional plan for Syria, Ukraine, and Venezuela have received less than 20% of the appeal.

These drastic cuts have also had an impact on those crises that were heavily funded in 2022, as they have made it impossible to sustain the interventions that

were being made. And this reality has already had a high cost and enormous human suffering in 2023. .

- While in 2022 almost 80% of the identified population was reached, in 2023 it has been reduced to 62%.
- In Mali, more than a million people suffered from epidemics and waterborne diseases without adequate assistance.
- In Afghanistan, the number of people receiving food aid fell drastically from 13 million to 3 million in less than six months.
- Global food aid has fallen by 37% while the number of undernourished people is at an all-time low of 735 million.

⁴ The reason why the previous chapter in Table 1 referred to 35 countries and this chapter specifies 45 crises is because the first figure refers to specific countries affected by humanitarian crises in their own country and the second figure refers to appeals. The number of appeals is higher for two reasons: 1) the same crisis can have two appeals (country and regional, as in the case of Ukraine) and 2) in the same country there can be two appeals (e.g. Syria where there is one in response to the conflict and another for the earthquake). This explains the difference in the figures.

Funding for Education in Emergencies

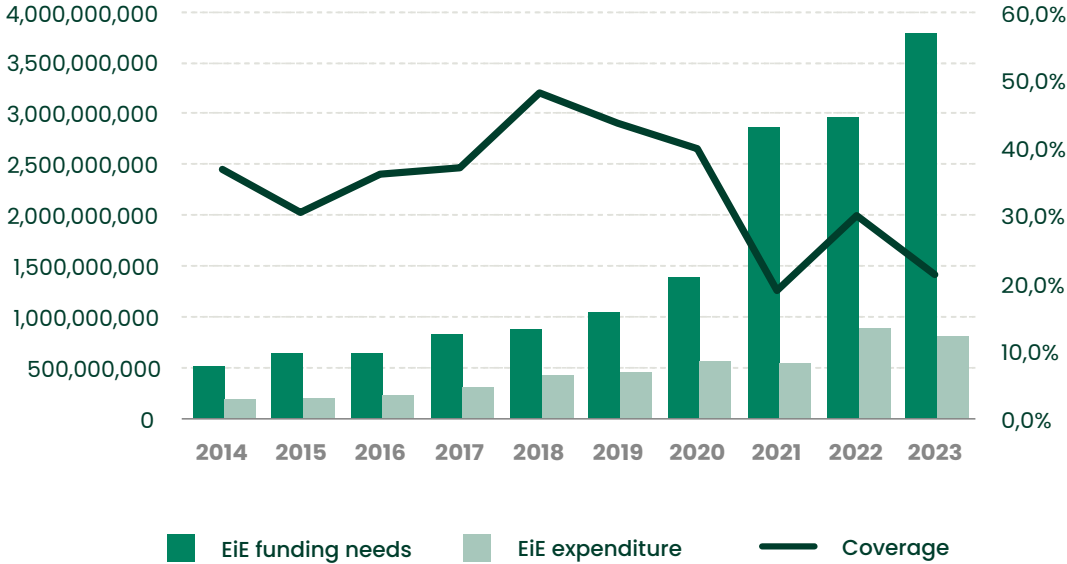
Education systems in these countries are not immune to a crisis that is hitting them hard, which means that funding needs are increasing. According to Figure 2, humanitarian appeals to meet education demands have increased more than sevenfold in the last decade, from \$517 million to \$3.785 billion. Although the turning point for abrupt growth occurred in 2021, the growth trend has continued over the years, and in 2023 the increase compared to the previous year was significant at 28%.

In response to these needs, donors have increased their expenditure to the education sector over the last ten years. Specifically, it has increased from

\$190 million to \$805 million, a more than fourfold increase, although this is less than the increase in demand.

While demands on the education sector have increased sevenfold in the last decade, expenditure has only increased fourfold.

Graph 2. Comparison of appeals vs. expenditure in EiE, 2014–2023



Source: prepared by the authors with data from Financial Tracking Service, OCHA, UN (January 2024).

Be that as it may, it is important to highlight that the education sector has been gaining a share of the overall appeal as, while in 2014 contributions to this agenda represented 2% of total expenditure, in 2023 they accounted for almost 4% (see next section for more detail).

The year 2023 represents a significant leap in this respect, as the weight of this area has increased by one percentage point, which is explained by a greater drop in the total volume of expenditure than the drop in funding for education. In fact, on average, the weight of education in emergencies over the last decade has been 2.5%.

It is important to note that these figures may not accurately represent total contributions to the education sector, as there may be contributions that could be attributed to the education sector but are still classified by donors as “multi-sector” contributions⁵. Even taking this exception into account and acknowledging a greater effort of the international community with education, this percentage does not reach the 4% (with the exception of 2023) set by the Global Education First Initiative (GEFI) and is even further away from the 10% demanded by the Global Campaign for Education.

As is the case for other sectors, the gap between needs and expenditure in education is widening, and donor efforts are not keeping pace with increasing demand. As shown in Figure 2, in 2014 around 37% of requests for funds were covered, rising to 48%

in 2018 and falling sharply since then, with a small rebound in 2022 that has not been consolidated in 2023, with a gap of 79%.

In 2023, it has not been possible to maintain the growth path of education funding in emergencies with a 9% drop from the previous year and a volume of \$805 million.



⁵ From 2020-2021, it was proposed that funding for education in Regional Refugee Response Plans (RRPs) would no longer be included in the ‘multi-sectoral’ category. Despite this effort at transparency, the reality is that much investment in education remains invisible and cannot be accounted for or tracked.

The face of the drop in funds

At Educo we see every day how important it is to guarantee quality education in the most complex environments, and we have witnessed first-hand the consequences of these cuts⁶.

In Mali, all regions of the country have been affected by attacks on schools by armed groups throughout 2023 forcing their closure. Abandoned buildings deteriorate and educational supplies disappear, and students and teachers experience episodes of violence with serious consequences. In total, 1,170 schools have closed, affecting more than half a million children and 10,260 teachers⁷. Despite this growing and deteriorating context, the education sector has received the least amount of funding, so that only 16% of the identified students have been accompanied. In 2023, only 7.4% of the USD 96 million appeal has been covered⁸.

Thanks to our work in El Salvador, we know that when children, adolescents and young people have access to quality educational services and relatively protective and safe educational environments, the decision to migrate is contained. Even in the population groups with the highest propensity to migrate (the 37.4% who have at least one member of their household living abroad), this protective factor delays the decision to migrate until at least the end of high school, and to a large extent until obtaining a higher education degree (EDUCO & PICMCA, 2019). Meanwhile, by 2023, only just over 4% of the education sector appeal has been met, with an outlay of just over \$200,000, which has barely met the education needs of those identified⁹.

Ukraine enters its second year of dramatic escalation of the war with devastating consequences, also on its education system. 26% of the 3,798 schools have been affected (damaged or destroyed) by December 2023. The attacks are having a devastating impact on Ukrainian children's access to education, effects that will last for a long time, as repairing and rebuilding schools, especially amidst other destroyed civilian infrastructure, will require vast resources and time. Particularly for this crisis, funding is commensurate with the needs as 67% of the demand for the education sector in 2023 has been met, although 1.7 million children have not been able to receive this support¹⁰

⁶ For more information on the current funding situation of the crises where Educo is present, see Annex 2.

⁷ Daily Flash (europa.eu)

⁸ Education | Humanitarian Action

⁹ Education | Humanitarian Action

¹⁰ Education | Humanitarian Action

Education in Emergencies compared to other sectors

In order to understand the relevance of the education sector in all areas, the weight of the education sector in total funding by 2023 has been analysed. As Figure 3 shows, education in emergencies ranks tenth, receiving 3.8% of the total humanitarian funds distributed this year.

Five areas alone (food security, health, water, sanitation and hygiene, emergency shelter and multisector) received more than 65% of all funds.

The sectors that received the least, such as coordination, logistics, early recovery, camp coordination and management and emergency telecommunications, are supporting functions rather than direct assistance, although the marginal role of child protection, which received only 1.75% of total funds, is also noteworthy.

While education is seen as a vital protection space for many children (Educo, 2023a), the low ratios that these two areas (education and child protection) receive do not echo these demands.

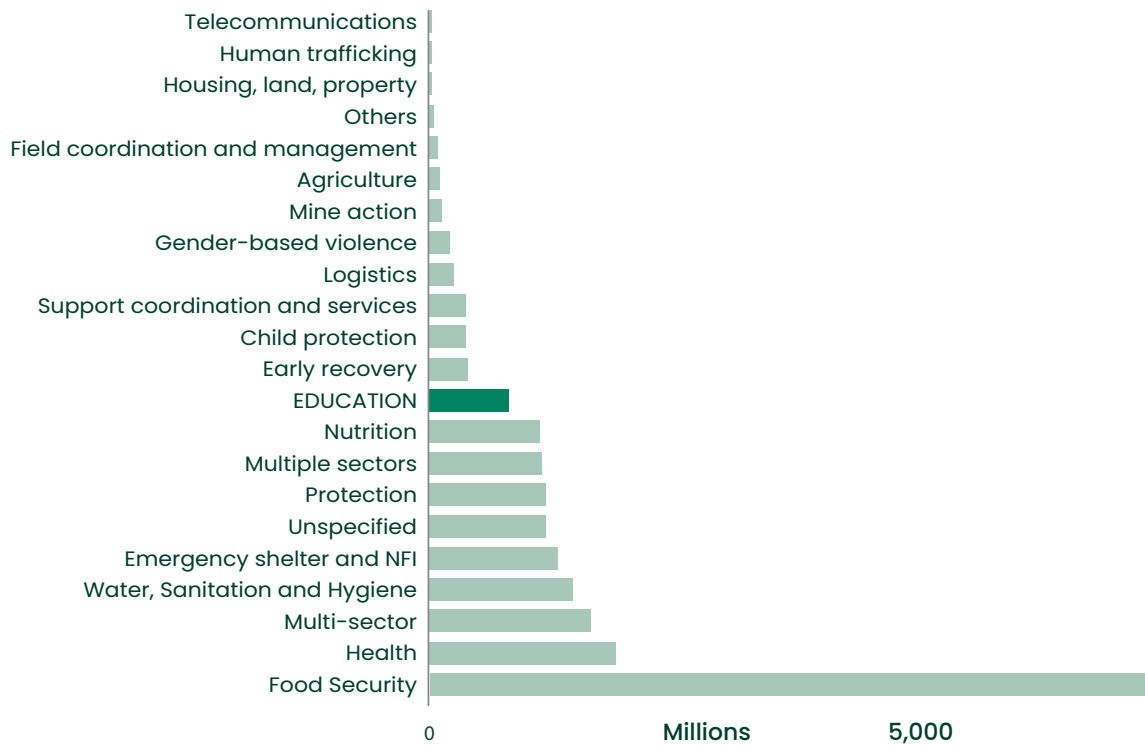
The snapshot for 2023 does not vary significantly from the historical trend of recent years. Between 2016 and 2022, education in emergencies has accounted for 3% of total expenditure for that period (Educo, 2023b). The growth of the 2023 weight, as noted, is circumstantial to the fall in funding this year, although it is hoped that in the future this percentage can be consolidated but accompanied by an increase in funding.

// Refugee families often forget about their children’s education, as new arrivals in a new country make eating and surviving their priority. But when we manage to get the children to go to school, they are grateful because they see that it is positive for them: they disconnect from the harsh reality of having to start from scratch”.

Elisabeth Ague, head of the project to support children affected by the emergency situation in northern Benin.



Graph 3. Funding by sector, 2023 (millions of dollars)



Source: prepared by the authors with data from Financial Tracking Service, OCHA, UN (January 2024).

Who contributes to Education in Emergencies

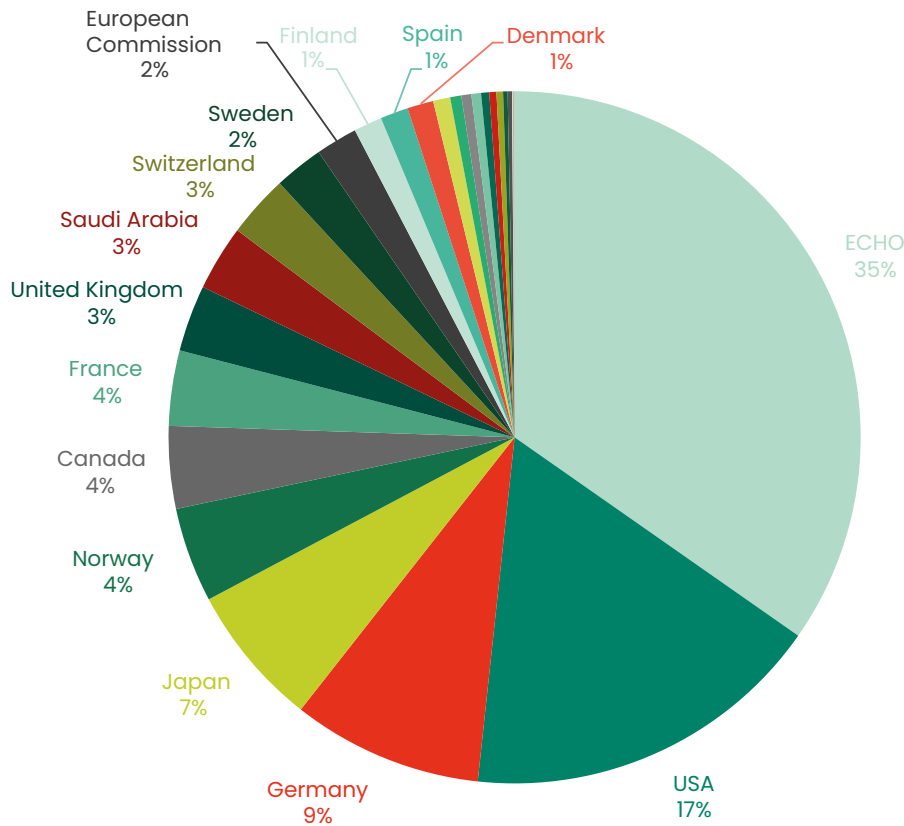
As shown in Figure 4, in 2023 this agenda is once again led primarily by five donors, who between them account for three-quarters of total funding. These are DG ECHO, the United States, Germany, Japan, and Norway¹¹. The remaining donors, around thirty, have more marginal contributions, with minimal contributions from countries such as Italy, Luxembourg, and Slovakia. Meanwhile, countries such as Chad and Gabon are beginning to participate in this agenda, albeit with small contributions.

A more historical analysis of the last six years again shows the same prominence; education in emergencies is mainly supported by a few donors (DG ECHO, the US and Germany) who have provided almost half of the funds during this time. (See Graph 7)

It is worth highlighting the unconditional and steady commitment of the European Union to education in emergencies, demonstrating its clear leadership in this agenda by contributing 34% of the total funds between 2018 and 2023.

¹¹ Figure 4 differentiates between funding coming from DG ECHO and the European Commission, despite the fact that they are both EU bodies, because in this case their contributions come from different budgets, policies, and strategies.

Graph 4. Donor contribution to Education in Emergencies, 2023 (%)



Source: prepared by the authors with data from Financial Tracking Service, OCHA, UN (January 2024).

Allocation of Education in Emergencies funds

Since the outbreak of the war in Ukraine, this crisis has received the most funding, including for the education sector. Ukraine has received the full attention of the international community, and while in 2023 the focus was primarily on needs within the country, in 2022 the focus was on the regional response, which is questionable given that the neighbouring countries are European and have the capacity to cope with the costs of hosting the refugee population.

Afghanistan, Syria (in-country and regional) and Yemen are the other crises that have ranked highest in expenditure on education in emergencies over the past three years, despite falling far short of what was required. However, these high figures may hide other realities, such as the situation of refugees from Syria. With the largest displacement crisis and entering the 13th anniversary of the war, of the nine million refugee children ((UNICEF, 2023)2.4 million are out of school, another 1.6 million are at risk of dropping out of school and only 3% of students are attending secondary education in Lebanon), the situation in Lebanon is still very serious. (UNICEF, 2023)

Surprisingly, the high volume allocated to CAR has quadrupled funding between 2022 and 2023 without a drastic deterioration in the context. Also noteworthy is the fact that the Occupied Palestinian Territories will not be among the top recipients of education funding in 2023. While it is true that the crisis began at the end of the year (October), as has already been reported (Educo, 2023b), education is often the first right to be lost and the last to be regained.

On the other hand, the worst hit crises in recent years have been in the Horn of Africa and Yemen, Haiti, and Lebanon. Education sectors that will have

suffered significantly from a lack of support from the international community.

A positive point to note is that while in 2021, four countries received no expenditure in this area, in 2022 this number was halved and in 2023 all appeals have received funding for education, albeit at very marginal levels. While this trend needs to be confirmed in the coming years, this more positive scenario shows that there is greater recognition of the need to give resources to education.



Table 2. Priority allocations for education in emergencies (EiE) (2023–2021)

2023

Crisis	EiE expenditure	EiE coverage in response to the appeal	% expenditure for education compared to the total
Ukraine	\$109,395,705	71 %	4 %
Afghanistan	\$84,859,058	47 %	6 %
Syria	\$73,263,014	17 %	4 %
Syria Regional	\$54,758,989	89 %	6 %
Yemen	\$54,564,698	120 %	3 %
Central African Republic	\$27,749,836	101 %	9 %

2022

Crisis	EiE expenditure	EiE coverage in response to the appeal	% expenditure for education compared to the total
Syria Regional	\$157,834,630	29 %	9 %
Afghanistan	\$155,630,791	96 %	5 %
Ukraine Regional	\$87,613,329	¹²	9 %
Syria	\$66,170,421	18 %	3 %
Ukraine	\$44,684,925	78 %	1 %
Yemen	\$35,787,909	13 %	2 %

2021

Crisis	EiE expenditure	EiE coverage in response to the appeal	% expenditure for education compared to the total
Syria Regional	\$94,115,480	11 %	6 %
Yemen	\$78,794,026	31 %	3 %
Syria	\$60,742,801	20 %	8 %
Sudan	\$31,630,349	22 %	6 %
Bangladesh Rohingya	\$26,164,389	31 %	4 %
Afghanistan	\$21,469,972	28 %	3 %

¹² In 2022 there was no regional response appeal so no humanitarian needs were identified, including those in the education sector [Ukraine Situation Regional Refugee Response Plan 2022 | Financial Tracking Service \(unocha.org\)](#)

Worst-funded crises in education in emergencies (2023–2021)¹

2023

Crisis	EiE expenditure	EiE coverage in response to the appeal	% expenditure for education compared to the total
Burundi	\$1,656,939	33 %	3 %
Mozambique Cyclone	\$1,457,626	28 %	5 %
Horn of Africa and Yemen	\$525,807	0 %	1 %
El Salvador	\$209,256	4 %	1 %
Honduras	\$17,639	0 %	0 %

2022

Crisis	EiE expenditure	EiE coverage in response to the appeal	% expenditure for education compared to the total
Madagascar	\$326,830	16 %	0 %
Libya	\$296,540	7 %	0 %
Haiti	\$259,740	9 %	1 %
Mozambique	\$0	0 %	0 %
Horn of Africa and Yemen	\$0	0 %	0 %

2021

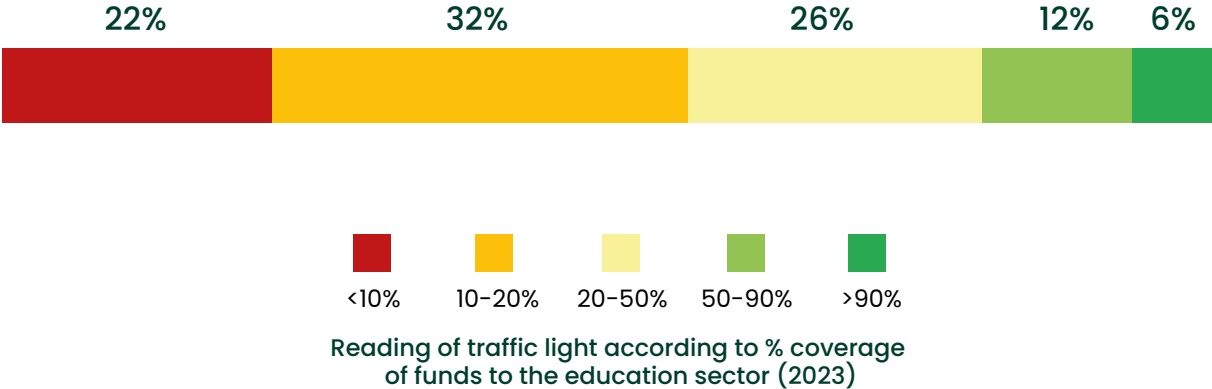
Crisis	EiE expenditure	EiE coverage in response to the appeal	% expenditure for education compared to the total
Libya	\$101,110	1 %	0 %
Haiti	\$0	0 %	0 %
Burundi Regional	\$0	0 %	0 %
DRC Regional	\$0	0 %	0 %
Horn of Africa and Yemen	\$0	0 %	0 %

Source: prepared by the authors with data from Financial Tracking Service, OCHA, UN (February 2024).

As shown in Figure 5, an analysis of the distribution of crises by % coverage paints a bleak picture. Of the 45 crises that have received contributions to education through UN appeals in 2023, 54% have covered less than 20% of the required funds, 26% between 20-50% and 18% more than 50%. Or to put it another way, **80% of crises have received less than half of the resources required to meet educational needs.** This under-resourcing impedes access to and affects the quality of education, and ultimately makes impossible the right to education recognised in international humanitarian law, the Charter of Human Rights, and the Convention on the Rights of the Child.

More than seven million refugee children are out of school worldwide; more than half of the world's displaced school-age children are out of school (UNHCR, 2023c)

Graph 5. Traffic light according to % coverage of funds to the education sector (2023)



Source: prepared by the authors with data from Financial Tracking Service, OCHA, UN (January 2024).

Contributions to OCHA-managed funds

In order to get the broadest and most complete picture possible of funding to the education sector globally, in addition to the UN Office for the Coordination of Humanitarian Affairs (OCHA) record that has been studied previously, two mechanisms will be analysed: the Central Emergency Response Fund (CERF) and the Country-Based Humanitarian Funds (CBPF).

Central Emergency Response Fund (CERF)

CERF was established in 2005 as a global emergency response fund with two objectives. On the one hand, the rapid response window aimed at providing rapid and effective humanitarian assistance in the event of new crises in a coordinated and prioritised manner. On the other hand, the highly underfunded crisis window which this fund helps to scale up and sustain protracted emergency operations to avoid critical gaps when other funding is not available. Currently around 40 countries receive CERF funds, and education is one of the sectors included.

In 2023, the education sector received USD 6.2 million, representing 0.01% of what was channelled through this instrument and a reduction of 69% compared to the previous year. From 2018 to 2023, it has received USD 80 million, representing 2% of total funding during this period¹³. These data reflect, once again, that support for this area remains very marginal and that, especially in 2023, it has suffered a considerable cutback which is expected to be temporary.

¹³ [Allocations by Sector | CERF \(un.org\)](#)

¹⁴ [Welcome to Country Based Pooled Funds Data Hub \(unocha.org\)](#)

Country-Based Humanitarian Funds (CBPF)

CBPF is an instrument that complements the work of the CERF, but unlike the CERF, it operates at country level. It allows donors to support humanitarian efforts by contributing to a single fund and to the highest priority projects in the country in crisis.

It is established when a new emergency occurs or when an existing crisis deteriorates and responds to the priorities set out in the Humanitarian Response Plans of the countries in an emergency.

This fund has been in place for more than 20 years and on average supports 20 crises each year and its funds are distributed to a variety of areas, including the education sector. In 2023, USD 50 million was dedicated to education, representing 4.8% of total expenditure. This assisted more than 1.1 million students, maintaining the downward trend that began in 2019. Between 2018 and 2023, contributions to this area have totalled USD 325 million. It is therefore a more consistent fund in its commitment to education, which is also reflected in this sector's 5 % share of the total over the last seven years¹⁴.

Despite these more promising figures, in his assessment of these two funds, the UN Under-Secretary-General for Humanitarian Affairs has highlighted the underfunding of the education sector, acknowledging it to be a "lifeline" for children and adolescents (OCHA, 2020).

Contributions to UNHCR

The UNHCR’s mandate is to ensure the response to displaced populations (refugees and internally displaced persons, among others) and in this sense its participation in the education agenda is fundamental. Given the increasing trend in the number of people forced to flee their homes, this UN body is under pressure to provide an effective and efficient response.

By 2024, the number of people in displacement is expected to rise to 130.8 million, a new record high and continuing its relentless trend (UNHCR, 2023^a). At the end of 2022, 43.3 million children were still forcibly displaced. In 2024, this figure is expected to rise, continuing the historic increase.

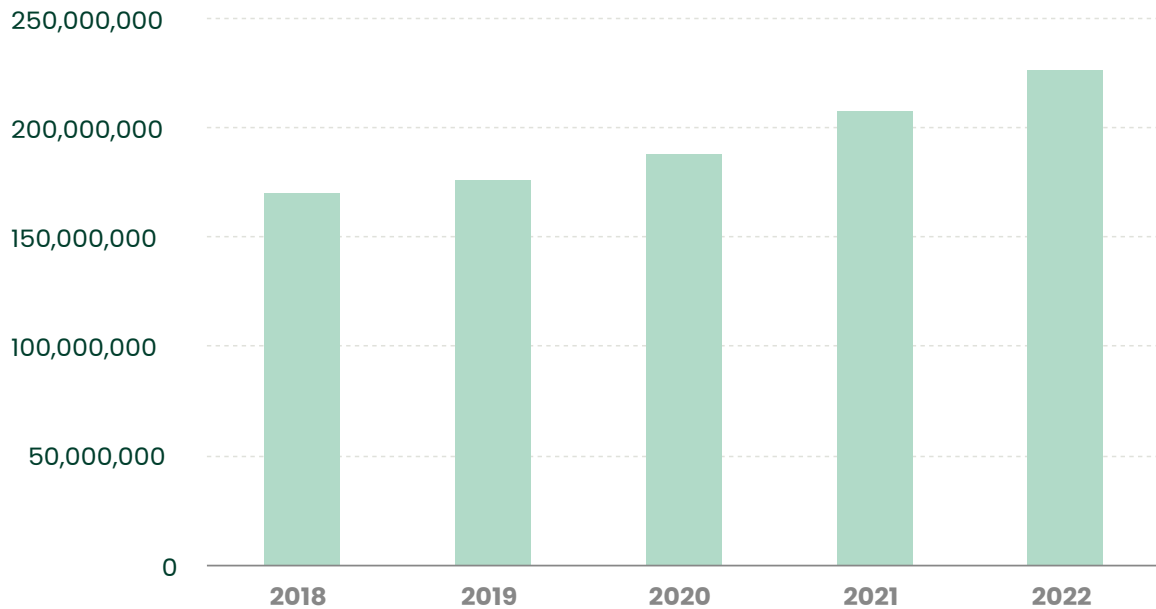
In recent years, the volume of funding has been growing in line with the increased needs, but falls far short of covering all of them. For example, 35% of refugee children currently do not attend primary school and 51% do not attend secondary school. Important milestones have also been achieved, such as the fact that today 6% of people in a refugee situation have access to higher education, compared to only 1% in 2019. (World Bank et al., 2023)

From 2018 to 2022¹⁵, UNHCR’s donor contribution to the education sector has reached US\$968 million, representing on average 4.1% of total funding. As graph 6 shows, the trend has been positive with steady growth in expenditure and a five-year increase of 33%.



¹⁵ Data for 2023 are not yet available

Graph 6. Funding for the education sector by UNHCR, 2018–2022 (millions of dollars)



Source: prepared by the authors based on UNHCR data.

Despite these efforts, the amounts still fall far short of the response required for the current needs. Based on a report by the World Bank and UNHCR, it was estimated that \$4.85 billion is required every year to provide education for all students in refugee situations in low-, lower-middle- and upper-middle-income host countries (UNHCR & World Bank, 2021). According to Save the Children’s report, more than half of this funding would have to be covered by the international community (Save the Children, 2006). Specifically, \$2.76 billion, more than 2.5 times the total of what donors have contributed in five years. Given that 85% of people in a refugee situation reside in low- and middle-income countries, the

external contribution is essential to avoid stifling national budgets.

For 2024, UNHCR has appealed for \$514 million for the education sector, an 8% increase on the previous year. Just over a third of these funds were estimated to be required by the East and Horn of Africa and the Great Lakes region (UNHCR, 2022b).

Global funds for education

Education Cannot Wait

Recognising that education in emergencies was a marginal sector in humanitarian funding and the need for a more sustainable response to this crucial agenda, the first UN global fund dedicated to this agenda was launched in 2016: Education Cannot Wait (ECW).

Its creation sought to obtain greater commitment from governments, multilateral agencies, and other civil society actors to achieve Sustainable Development Goal 4: quality, equitable and inclusive education, including in emergency contexts. As well as raising the global profile of education in emergencies, the aim of this fund is to provide a more agile response that better connects humanitarian responses with development and peacebuilding work to lay the foundations for sustainable education systems.

Since its creation, the fund has invested \$712.2 million, reaching 8.8 million children and adolescents in 41 countries. But a detailed analysis of its annual contribution shows a very encouraging start, rising from 10 million in the year of its birth to 184 million years in 2020, after which the amount collected has been falling, reaching 59 million in 2022, the last year for which data is available¹⁶.

The main bilateral contributors to the fund are Germany, the United Kingdom, the United States,

Denmark, and Norway. ECW channels its funding primarily to UN agencies and NGOs through three investment modalities: the First Emergency Response (FER) for sudden-onset emergencies, the Multi-Year Multi-Resilience Programme (MYRP) for protracted crises, and the Acceleration Facility, for promoting public goods and resources. The ECW model aims to encourage humanitarian and development actors to plan, prepare and respond, jointly where possible, led by the host government.

The Global Partnership for Education (GPE)

Unlike ECW, which focuses exclusively on emergencies and protracted crises, the Global Partnership for Education (GPE) takes a broader view. Launched in 2002, GPE is the world's largest global fund dedicated to transforming education in low-income countries through quality education for all children.

Since 2003, 31 donors have contributed \$8.9 billion, although the top five donors (the UK, Norway, the Netherlands, the European Commission, and the US) have provided half of the funds. As a development fund, it has an emergency response mechanism for fragile and conflict-affected countries to which 55% of the total cumulative GPE funds until 2023 have been allocated, exceeding USD 5 billion. From 2020 to 2022, this instrument for crisis contexts has undergone significant growth, an increase of 33%, amounts that are mainly explained by the COVID-19

¹⁶ Funding Windows | Education Cannot Wait

context. In 2023, this trend has been broken with expenditure of USD 432 million, a decrease of 29%¹⁷.

SMA releases accelerated funds in eight weeks for critical interventions such as temporary shelters, classroom construction, school meals, school supplies, teacher payments and school grants. Grants are flexible and can be adjusted to allow countries to move easily from emergency response mode to long-term development mode while also promoting the nexus. It also achieves this through its role of dialogue with all actors (humanitarian and development), avoiding fragmentation in planning and funding.

The role of the World Bank

The World Bank has a long history of working in countries in humanitarian crises with investments in multiple sectors, including education.

Up until 2021, its expenditure in this area has amounted to \$6.2 billion, which represents 26.5% of the Bank's total budget for the Fragility, Violence and Conflict strategy (Holland et al., 2022)¹⁸. Most of this funding is in the form of grants and is concentrated in Sub-Saharan Africa, the Middle East, and North Africa.

The World Bank's approach to the education sector has changed in recent years. It has gone from focusing on post-conflict reconstruction processes to supporting governments and their national systems to develop their institutions so that they have

the capacity to ensure education services during and after crisis. In addition, it has strengthened the prevention approach and responds to the educational needs of communities that are forced to move and suffer the consequences of inequality or exclusion. Closely aligned with the triple nexus strategy, the World Bank aims to provide a vision from development and sustainability to emergency phases, as outlined in the Fragility, Conflict and Violence Strategy 2020-2025 (Holland et al., 2022).



¹⁷ See <https://www.educationcannotwait.org/our-investments/funding-windows>

¹⁸ It is important to note that there is no updated data as this information comes from a report that was published in 2022 and has not been revised with data for 2022 and 2023.

The role of UNESCO

Since 1950, UNESCO has been helping to ensure that education is also guaranteed in times of emergency. Specifically, UNESCO works with education ministries to identify priorities and develop crisis-sensitive education programmes that respond to immediate needs and build the resilience of children and young people, with a special focus on the most vulnerable. Part of this work is in the area of disaster risk reduction in education, which prepares schools and education authorities to cope with hazards, mitigate their effects and increase the resilience of the system.

It is actively involved in strengthening education systems in countries such as Iraq, Ukraine, Afghanistan, and Syria and plays an active role in the Safe Schools Declaration¹⁹, supporting countries on how to protect themselves.

In its medium-term strategy 2022-2029, UNESCO's guiding principles include priority action in countries affected by crises or in situations of fragility. (UNESCO, 2022).

While there is a breakdown by programme and budget allocated to each programme, overall the education programme receives the most with 41% of the planned budget for the 2022-2023 two-year period²⁰. However, within this area it is not possible to know specifically which interventions go to education in emergencies as there is simply a breakdown of all existing programmes, but they are not classified into categories. It would be key to have a specific code that could reflect UNESCO's contribution to education in emergencies.

The case of the Lego Foundation

- The Lego Foundation has shown a consistent and sustainable commitment in recent years by becoming a major donor to education in emergencies.
- Its expenditure through the FTS have amounted to USD 14.7 million, while its contribution to the SMA has been USD 18 million. Through its strategic alliance with Education Cannot Wait they have mobilised \$65 million since 2019, making it the largest private donor to this multinational agency*.

* See [Our Donors | Education Cannot Wait](#)

¹⁹ See [Safe Schools Declaration Spanish \(protectingeducation.org\)](#)

²⁰ See [Uses of Funding | Core Data Portal \(unesco.org\)](#)

Conclusions & Recommendations

Conclusions

Education is, above all, a fundamental and universal right. It is a right that cannot be lost through violence, hunger, or any other crisis. On the contrary, it is in these contexts that this right must be protected even more, if possible.

Safeguarding this right becomes a cornerstone for human development, but it is also recognised as the trigger for many other social, cultural, and economic rights. It is also a central resource for the achievement of the Sustainable Development Goals (SDGs), and the building of more just, equitable and inclusive societies.

The transcendence of this right is recognised by multiple international, regional, and national regulatory frameworks. Even in those that refer to conflict contexts, such as International Humanitarian Law. This right is intrinsic to every individual and cannot be taken away from them, even if they cross borders on the run.

Despite all this, the needs in the education sector continue to increase and the response of the international community, although growing, is not keeping up with the demand. To do this, expenditure in 2023 would have had to be almost four times greater. The fact that this sector is still perceived as an area that does not require the same urgency and is not as relevant as others explains these low figures.

But we must remember that education is a source of hope for children who are immersed in a crisis. It is their right. It is their present and their future. It is essential so that they can grow as people and develop their personalities and all of their potential. It is their lifeline, their place of safety and protection. It is the key that opens a box full of opportunities.

Investing in education is investing in a more peaceful, prosperous, and sustainable world in which the 2030 Agenda can become a reality.

Investing in education means investing in a world where no one is left behind and where all children and young people affected by crises have access to quality education.

With quality education, they will have the freedom to make decisions that contribute to their own development and that of their societies.

Recommendations



In crisis contexts, education is hope, but most importantly of all, it is a right. It provides security and protection now and gives affected children prospects for the future. The international community should respond to these expectations and invest in quality education to ensure access for all children and adolescents living in humanitarian emergencies.

Recommendations for donors

- **Recognise how critical education is, including in humanitarian contexts.** SDG 4 will be virtually impossible to achieve by 2030 in countries where there is a crisis. Failure to do so will impede capacity building, hinder social mobility, and limit opportunities for individuals and communities. But it will also lead us away from sustainable development and peace.
- **Promote a rights and wellbeing approach in emergency education** Assume and disseminate the rights-based approach of this agenda. Education must be understood both as a right and as a catalyst for other rights. Any intervention should promote a safe, protective space and promote wellbeing.
- **Increase investment in emergency education.**
 - Increase the share of humanitarian aid to education to at least 10%, as called for by the Global Campaign for Education, following the example of the European Union (DG ECHO). In 2023, the share of education in total expenditure was 4%.
 - Allocate 20% of ODA to the education sector with a special emphasis on crisis contexts.
 - Commit to flexible, multi-year funding for education in emergencies to ensure that children and adolescents in protracted crises can continue their education.
- **Promote the triple nexus approach to emergency education .** We are facing a context of prolonged and interconnected crises that accentuate the cycle of vulnerability. To provide a long-lasting solution, responses must be designed in a holistic and coherent manner by providing a sustainable response to people before, during and after a crisis, through the three-pronged approach of humanitarian assistance, development programmes and peacebuilding. This approach is crucial in the education system because it enables.
 - Guaranteeing access: responding to immediate educational needs, while planning for the continuity of their education.
 - Promoting development: education is one of the pillars of a more equitable society and an effective tool for promoting sustainable development, but this requires quality education and training throughout all stages.
 - Creating resilient education systems given the average duration of crises, it is necessary to create education systems capable of overcoming the various shocks they may suffer over time. This means establishing well-planned, coordinated education systems with the necessary investment.

- Promoting peacebuilding: Education is a powerful tool for peacebuilding, fostering social cohesion and preventing the recurrence of conflict. By fostering inclusive and transformative education systems, societies can overcome differences and promote dialogue, tolerance, understanding and reconciliation between different groups.
 - Being more efficient: strategic planning from the outset that considers the various stages and objectives to be achieved will help to reduce costs and be more efficient.
- **Increase participation from children and adolescents** Education is a key instrument in the development of children’s agency, autonomy, and resilience. In line with this, donors must actively include children and adolescents in decision-making and processes, from strategy development to implementation, and ensure that they have a central role in the projects they fund and in international fora. To achieve this, communication must be transparent and avoid power imbalances.
- **Ensure an inclusive response** by taking into account the voices of other affected people and the whole education community (teachers, carers, parents), as well as local actors such as civil society organisations. Recognise their critical role in any response and ensure their participation in the design, planning and implementation stages of education responses in emergencies, sustainably strengthening the resilience of national education systems.
- **Promote transformative education**, ensure that education promotes peace and social cohesion, and incorporates psychosocial support and social and emotional learning approaches into educational responses.
- **Ensure compliance with quality and accountability standards**, such as the Essential Humanitarian Standard, INEE minimum standards, Safe Schools Declaration, localisation agreements and the Grand Bargain, among others.
- **Advocate for better monitoring and accountability mechanisms for education funding in emergencies**, as well as for greater coordination and sectoral disaggregation to provide a comprehensive, up-to-date, and timely overview of contributions to this sector. In this respect, the inclusion of the OECD Development Assistance Committee’s category of education in emergencies should be made mandatory.
- **Promote and raise the profile of the education in emergencies agenda** in the various UN funds in order to make its relevance visible and improve its allocation, while at the same time devoting a higher share to flexible funds.

Recommendations for civil society organisations

- **Promote the triple nexus approach** to ensure that education in crisis contexts is approached from the outset of the intervention in a comprehensive, coordinated, and strategic manner including the humanitarian, development, and peace phase.
- **Promote the participation of children and adolescents** in the governance of organisations and their governing bodies, as well as their active role in the elaboration of strategies and in monitoring the implementation of projects. In addition, it must be ensured that they participate in holding interventions accountable and that they are able to influence organisational decisions.
- **Raise public awareness of the relevance of emergency education to generate a critical mass** to understand, advocate for and protect quality and safe emergency education.
- **Advocate and monitor donors to meet education in emergencies targets**, to include this agenda in their strategic priorities and to develop an ambitious strategy that permeates policy and funding decisions. In order to do this, it will be essential for organisations to play an active and proactive role in the development of these strategies and their action plans.
- **Encourage localisation** through direct funding for local organisations so that they can sustain and consolidate the triple nexus approach not only in the implementation of the intervention but also in prevention.



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Annexes

Annex 1. Progress on SDG 4 (2023)

Countries	2023 SDG Index Ranking	SDG 4
Finland	1	Green
Sweden	2	Yellow
Denmark	3	Yellow
Germany	4	Orange
Austria	5	Yellow
France	6	Orange
Norway	7	Yellow
Czech Republic	8	Yellow
Poland	9	Yellow
Estonia	10	Green
United Kingdom	11	Yellow
Croatia	12	Green
Slovenia	13	Yellow
Latvia	14	Yellow
Switzerland	15	Yellow
Spain	16	Yellow
Ireland	17	Yellow
Portugal	18	Yellow
Belgium	19	Orange
Holland	20	Yellow
Japan	21	Green
Hungary	22	Orange
Slovakia	23	Orange
Italy	24	Orange
Moldova	25	Green
Canada	26	Green
New Zealand	27	Yellow
Greece	28	Orange
Iceland	29	Yellow
Chile	30	Orange
South Korea	31	Yellow
Uruguay	32	Yellow
Luxembourg	33	Orange
Belarus	34	Yellow

Countries	2023 SDG Index Ranking	SDG 4
Romania	35	Yellow
Serbia	36	Yellow
Lithuania	37	Yellow
Ukraine	38	Yellow
United States	39	Yellow
Australia	40	Yellow
Malta	41	Green
Georgia	42	Green
Thailand	43	Green
Bulgaria	44	Orange
Kyrgyzstan	45	Yellow
Cuba	46	Yellow
Bosnia and Herzegovina	47	Orange
Israel	48	Orange
Russia	49	Green
Brazil	50	Orange
Argentina	51	Green
Thailand	43	Green
Bulgaria	44	Orange
Kyrgyzstan	45	Yellow
Cuba	46	Yellow
Bosnia and Herzegovina	47	Orange
Israel	48	Orange
Russia	49	Green
Brazil	50	Orange
Argentina	51	Green
Costa Rica	52	Orange
Azerbaijan	53	Yellow
Albania	54	Yellow
Vietnam	55	Green
Armenia	56	Orange
Fiji	57	Yellow
Tunisia	58	Yellow
Cyprus	59	Yellow





Countries	2023 SDG Index Ranking	SDG 4
North Macedonia	60	
Bhutan	61	
Dominican Rep.	62	
China	63	
Singapore	64	
Peru	65	
Kazakhstan	66	
Montenegro	67	
Maldives	68	
Uzbekistan	69	
Morocco	70	
Argelia	71	
Turkey	72	
El Salvador	73	
Ecuador	74	
Indonesia	75	
Columbia	76	
Jordan	77	
Malaysia	78	
United Arab Emirates	79	
Mexico	80	
Egypt	81	
Jamaica	82	
Sri Lanka	83	
Barbados	84	
Tajikistan	85	
Iran	86	
Bolivia	87	
Paraguay	88	
Cabo Verde	89	
Oman	90	
Turkmenistan	91	
Suriname	92	
Mauritius	93	
Saudi Arabia	94	
Lebanon	95	
Guyana	96	
Panama	97	
Philippines	98	

Countries	2023 SDG Index Ranking	SDG 4
Nepal	99	
Qatar	100	
Bangladesh	101	
Brunei	102	
Cambodia	103	
Nicaragua	104	
Iraq	105	
Mongolia	106	
Belize	107	
Kuwait	108	
Namibia	109	
South Africa	110	
Bahrein	111	
India	112	
Gabon	113	
Trinidad and Tobago	114	
Lao PDR	115	
Honduras	116	
Venezuela	117	
Botswana	118	
São Tome and Principe	119	
Côte d'Ivoire	120	
Senegal	121	
Ghana	122	
Kenya	123	
Bahamas	124	
Myanmar	125	
Rwanda	126	
Guatemala	127	
Pakistan	128	
Gambia	129	
Syria	130	
Mali	131	
Eswatini	132	
Mauritania	133	
Tanzania	134	
Malawi	135	
Togo	136	
Sierra Leone	137	

Countries	2023 SDG Index Ranking	SDG 4
Zimbabwe	138	
Cameroon	139	
Benin	140	
Uganda	141	
Guinea	142	
Lesotho	143	
Ethiopia	144	
Zambia	145	
Nigeria	146	
Burundi	147	
Papua Nueva Guinea	148	
Mozambique	149	
Djibouti	150	
Congo Republic	151	
Haiti	152	
Burkina Faso	153	
Comoros	154	
Angola	155	
Madagascar	156	
Liberia	157	
Afghanistan	158	
D. R. of Congo	159	
Sudan	160	
Niger	161	
Somalia	162	
Yemen	163	
Chad	164	
Central African Rep.	165	
South Sudan	166	
Andorra		
Antigua and Barbuda		
Dominica		
Eritrea		
Micronesia		
Guinea-Bissau		
Equatorial Guinea		
Granada		
Kiribati		
St. Kitts and Nevis		

Countries	2023 SDG Index Ranking	SDG 4
Libya		
Santa Lucía		
Liechtenstein		
Monaco		
Marshall Islands		
Nauru		
Palau		
Democratic Rep. of Korea		
Salomon Islands		
San Marino		
Seychelles		
Timor-Leste		
Tonga		
Tuvalu		
St. Vincent and the Grenadines		
Vanuatu		
Samoa		

Caption: Progress on SDG 4

- Target achieved 
- Challenges for achieving it 
- Significant challenges 
- Fundamental challenges 

Source: Prepared by the authors based on the [SDG progress report 2023](#) and the list of humanitarian crises receiving humanitarian aid according to OCHA, 2023.t

Annex 2. The global and Spanish¹ contributions to crises where Educo has a presence²

At Educo, we work to ensure the right to education in all circumstances and guarantee that children in crisis contexts have the opportunity to enjoy this right.

We witness first-hand what it means for children to have access to quality, safe and protective education. And we know that this is inextricably linked to appropriate funding that can guarantee these qualities.

Ukraine. Funding for this crisis, which was over-provided in 2022, is beginning to feel the ravages of donor burnout and the emergence of other politically relevant crises. This explains why only 61% of the financial needs were covered in 2023, compared to 87% in 2022. However, the education sector has gained importance, with the funding amount doubling to \$103 million, representing 3.5% of overall expenditure in 2023, compared to 1.1% in 2022. These figures have managed to cover 67% of the funds required, however, they are not as encouraging for the population that has been

reached; just one million students and teachers, as opposed to the 2.7 million that had been identified³.

Spain has contributed \$3.3 million according to UN data to the crisis response (making it the fifth most funded crisis by the government), which represents 0.1 % of expenditure. A sharp drop from 2022, when it contributed \$16.4 million and accounted for a larger share among other donors⁴. Its commitment to education in emergencies in 2023 is more than evident, reaching 66% of expenditure with a total amount of 2.2 million dollars. This amount has doubled compared to 2022⁵, sustaining and increasing its commitment to this agenda in Ukraine. Compared to other donors, its contribution to the education sector is 2%, which puts it at the bottom of the list compared to its peers.

Cox's Bazar. In 2023, half of the funds required to meet the needs of the Rohingya crisis were paid out. Around 500,000 children live in this refugee camp and have been unable to leave or return to their country for more than six years. In this context, education becomes a key aspect that offers opportunities and hope. However, the funds have only covered 38% of the needs, leaving more than 130,000 students without support.

¹ It is important to remember that the figures are those recorded by the OCHA system (Financial Tracking Service) and may not show the full picture as there is expenditure that is not included in this register or that is made at a later date. In any case, the data it provides is a good indication of trends and is the only comparative tool available for all donors.

² All data in this box refer to 2023, except where otherwise stated, and the only source is the UN Financial Tracking Service.

³ See Ukraine Humanitarian Response Plan 2023, [Education | Humanitarian Action](#)

⁴ It is important to note that the figures for 2022 have varied substantially from \$39 million including paid contribution, commitment, and pledge categories as of January 2023, to \$16.4 million as of January 2024 including the same categories. This significant variation may be due to the fact that committed funding was not made in the end and only contributions made were consolidated. If so, the \$16.4 million in 2022 would be confirmed.

⁵ It is important to highlight that, according to data as of January 2023, the amount for the education sector in 2022 was US\$2.2 million, but that the most recent data as of January 2024 is down to US\$1 million. The justification for this variation may be due to the same issue as outlined in the previous note.

While the United States and the European Union are the largest contributors to education, Spain has contributed at least €800,000 to the crisis for education in emergencies⁶.

Burkina Faso Only 35% of the funds required in 2023 have been covered, leaving significant funding gaps, and putting this crisis back among the forgotten ones. Consequently, the education sector has been severely neglected, receiving only USD 9.9 million, which represents 15.8% of the education budget and 2.8% of the total expenditure.

Spain's contribution to this crisis was \$103,000 for food security. The non-existent presence in the field of education is not coherent with AECID's own strategy in the Sahel region, where this agenda is highlighted as one of the priorities (see above).

Mali With an expenditure of \$218 million, Mali is one of the least resourced crises with 29% coverage in 2023, leaving more than six million people with identified humanitarian needs unassisted. **The education sector has taken the same financial hit, with contributions of \$8.8 million to respond, initially, to 12.8 million people.** With these contributions this target has not been achieved, reaching only 445,000 students and teachers, and covering only 9.1% of the estimated budget.

Spain's contribution to Mali has reached \$4.8 million (making it the third most funded crisis by the government), with 16% of the funds allocated to education managed by UNICEF. Of the total sum of all donors contributing to this area, the Spanish

contribution represents 9%. These figures are high and in line with the strategic priority of this region and this sector.

Niger This has been the most funded crisis in its region, managing to cover 43% of the funds called up in 2023. Consequently, the education sector has received USD 20 million, covering 73% of the needs. These figures have enabled education to account for 8% of all funds allocated to Niger.

This is one of the priority countries for Spanish cooperation, being the seventh recipient in 2023. With total contributions of USD 2.5 million, education has a very significant share, representing 27% of the funds, all of which are managed by Educo. Compared to the rest of the donors, these contributions represent 4% of the total.

El Salvador Despite persistent violence, recurrent and extreme weather events, poverty and inequality, the Central American country's crisis is one of the most neglected ones. In 2023, it received only \$25 million, a far cry from the more than \$98 million it had budgeted for, reducing its reach to 34% of people identified as having humanitarian needs. The education sector has not fared much better, with 4.2% of the financial requirement of USD 5 million covered.

Spain's response has focused on the area of protection with a small contribution of 226,000 dollars, with the United States and the EU being the only contributors to this agenda.

⁶ See [Detalle de procedimiento \(aecid.gob.es\)](https://aecid.gob.es)

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