

Three Transformations for Whole-Child Support in Emergencies and Crises

Our expectations of the Transforming Education Summit



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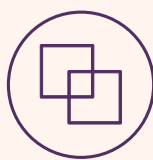
Do you want peace, freedom, security, and economic stability? Do you want human rights upheld for all? Do you want individual, community, and national prosperity? These can only be achieved through quality, safe, inclusive education for all.

We refuse to ignore lessons learned from COVID-19, climate-induced disasters, conflict, and other crises that disrupt education and jeopardise the rights and lives of millions. We refuse to accept a future in which our schools may be closed, attacked, or even destroyed, relationships with our teachers and friends lost, and inequitable access to education that continues to fuel social inequality – particularly gender, disability, ethnic, and socio-economic inequality – that further threatens peace, freedom, and stability.

The upcoming United Nations Transforming Education Summit provides an historic opportunity to address the learning crisis and turn this situation around. It is time to accelerate action to deliver universal, safe, and lifelong quality education and not make yet another set of empty promises to the world's most vulnerable children and young people.

We, global education stakeholders, youth-, students-, refugee-, and teacher-led organisations, and others on the frontlines of protecting education from crisis situations, call for three outcomes that we expect to see from the Transforming Education Summit to deliver whole-child support in emergencies and crises. Without them, we fear the Summit will fail to meaningfully transform education and uphold learning justice for the world's poorest and most marginalised children and youth. We call on leaders and decision makers to recognise the scale of the learning crisis and act urgently to ensure that generations of learners do not lose out on their right to quality education, lifelong learning, and prosperous futures.

We stand up for concrete, coordinated actions for real transformation across education and related sectors:



Transformation #1: Deliver on crisis-resilient education plans and education-inclusive humanitarian response plans that bridge the humanitarian-development-peace nexus

When emergencies and crises hit, leaders and decision makers are faced with an overwhelming number of competing needs that can often obscure the life-saving nature of education. Attention and budgets are typically consumed by what are traditionally considered life-saving needs such as nutrition, health, and security without realising the inter-related role that education, teachers, schools, parents, and students themselves play in meeting those needs and re-establishing stability. Moreover, the long, slow, quiet demise that comes from the denial of the right to education is far less visible but potentially more devastating for individuals, communities, and nations.

Meanwhile, the education sector continues to suffer from disconnect and lack of coordination between humanitarian and development planning and implementation. As emergencies and crises continue to put nations into various states across the fragility-stability spectrum, coherence and continuity between humanitarian and development interventions are more critical than ever to ensure successful progress towards recovery and peace.

Key to meeting the needs of children in crises, conflict, and poverty and bridging the humanitarian-development-peace nexus is ensuring that emergency responses and education sector planning are mutually reinforcing and aligned in their efforts. Governments and partners must:

- ➔ **Prioritise and include protecting the right to education in all emergency and humanitarian planning and responses by recognising the life-saving and protection role that education plays in resilience, crisis mitigation, emergency response, health and wellbeing, economic stability, recovery, and peace and security.**
- ➔ **Integrate disaster risk reduction, anticipatory actions, and emergency preparedness measures for both rapid and slow-onset crises, including climate change, into all education sector planning.**
- ➔ **Ensure a joined-up approach between humanitarian and development sectors to enable long-term resilience in the face of crisis, including by developing a strategic framework between Education Cannot Wait and the Global Partnership for Education to better support national level coordination of education planning, programming, and funding.**

Essential characteristics of education-inclusive humanitarian response plans and crisis-resilient education development plans include:

- Collaboration with children, young people, and local actors including parents, students, teachers, faith leaders, and other community leaders and organisations who are often first responders in emergency situations to ensure that education meets their contextually different needs.
- Alignment of all education emergency response interventions with existing national plans and long-term objectives and policies.
- Compliance with education-related provisions of international humanitarian law, international human rights law, and political instruments including the Safe Schools Declaration and the Comprehensive School Safety Framework to provide safe and supportive learning environments.
- A whole-child, life-cycle approach, beginning with early childhood care and education including at least one year (or more ambitiously two) of pre-primary education and twelve years of primary and secondary education that is free, safe, inclusive, gender-transformative, and of good quality at all levels.
- Holistic development of a full range of knowledge, skills, attitudes, and behaviours for lifelong learning while ensuring foundational literacy and numeracy.
- Retention and uninterrupted pay of qualified teachers and educators, and safe and healthy work conditions, including refugee teachers as well as opportunities for continuous professional development.
- Waiving school fees, including for pre-primary, primary, and secondary, or providing subsidies or cash transfers during times of crisis where free education has not yet been achieved.
- Targeted support to vulnerable children, adolescents, young people, and marginalised groups, including refugees, internally displaced children, adolescents, and young people, girls, minorities, and children, adolescent, and young people with disabilities, including cultural relevance and mother-tongue instruction.
- Non-discrimination, including allowing refugees and internally displaced children, adolescents, and young people to access schools and host country education systems and allowing pregnant girls and adolescent mothers to continue their education.
- High-, low-, and no-tech remote learning solutions to ensure uninterrupted access to education in any context, including access to affordable, accessible, and reliable internet connection, suitable devices, and other information and communications technology (ICT) in addition to textbooks and other print materials.
- Non-formal and community-based education programmes where formal education systems fail to reach or are temporarily inoperable.
- Accelerated learning, remedial programmes, and non-discriminatory catch-up classes for children, adolescents, and young people who may temporarily lose access to education or fall behind in their learning.
- Uninterrupted school meal programmes and extension of other universal child-focused social protection in times of crisis.
- Strong child protection reporting and referral mechanisms, particularly to mitigate sexual and gender-based violence and prevent early pregnancy and child marriage.
- Accessible, affordable, and culturally sensitive mental health, psychosocial support, and social and emotional learning programmes.



Transformation #2: Create intersectoral planning and response platforms at national and global levels to achieve whole-child support

The barriers to education that children and young people are facing today are not just education barriers – they are health, nutrition, safety, protection, and economic barriers. These barriers are often also caused by and entrench existing inequalities, poverty, and discrimination. As witnessed during the COVID-19 pandemic, emergencies and increased insecurity put girls, learners with disabilities, and other vulnerable groups at greater risk of sexual and gender-based violence, early pregnancy, and child marriage. Conflict and crisis introduce or further exacerbate psychological and social problems, loss, and distress on students and teachers alike, requiring mental health and psychosocial support.

The global hunger crisis is threatening education as children and teachers withdraw from school, or, as in much of East Africa, schools close due to drought. Food insecurity is leading to negative household coping strategies like child marriage, child labour including exploitative and dangerous work, and even recruitment into armed groups. If students manage to stay in school, hunger affects their ability to concentrate and learn. For the youngest children in their first 1,000 days of life in which nutrition is most critical, hunger threatens foundational growth that is essential to lifelong learning and onward success in adulthood.

Addressing injustice in a child's whole life requires whole-child solutions, but traditional governance structures arranged in line ministries and departments continue to be stuck in sector siloes at both the national and global levels. New ways of working are urgently needed if whole-child support is to be achieved and the right to education for all children is upheld. Governments and international partners must:

- ➔ **Establish national inter-ministerial task forces, cabinets, committees, or other platforms that bring together ministries in charge of Finance, Education, Health, Children, Labour, Social Protection, Gender, Water, Environment, and/or their equivalents for joint planning and coordination for early childhood development and education in emergencies.**
- ➔ **Expand education and emergency response planning processes to include engagement from additional relevant line ministries.**
- ➔ **Establish and support local and global partnerships that bring together initiatives and agencies from across the education, health, social protection, and water, sanitation, and hygiene (WASH) sectors.**



Transformation #3: Commit to real financing solutions to make education free for every child

Over 70 years have passed since the Universal Declaration of Human Rights committed to free, quality education for all, yet it is still out of reach for the world's poorest and most marginalised children. Continuing to fail to deliver this basic human right while global wealth continues to rise at astronomical rates, by \$10 trillion since the Sustainable Development Goals were promised in 2015, is an alarming indictment on our collective moral and political leadership.

During emergencies and protracted crises, removal of fees and financial barriers to education must become an even higher priority. For students of fee-paying schools, financial hardship during emergencies often means they are unable to continue their education. Even in free schools, additional costs such as uniforms, meals, textbooks, and transportation can easily become a barrier for attendance. Following COVID-19, many students have been unable to return to school due to debts incurred on their school fees.

However, children and young people are not the only ones in debt. Many countries now spend more on debt servicing than on education – funds that could otherwise go towards providing free, quality education. Whether from unsustainable borrowing practices, poor governance, or the current global economic crisis, we refuse to allow today's children to pay the price.

Education is a universal right, not a privilege, and it must be treated as such. No child should be turned away from school due to inability to pay. Governments and partners must commit to predictable, flexible, multi-year finance solutions that actually work to provide free, quality education, including:



Commit to a new Global Compact for Financing Education at the Transforming Education Summit that includes action on debt for any countries spending more on debt servicing than education and international reforms to help countries expand tax revenues in order to more fully fund education.



Allocate 4-6% of GDP and 20% of national budgets to education and protect them from cuts during crises, and donor commitments of at least 0.7% of GNI to development assistance, including at least 15% to education, and 10% of humanitarian finance to education in emergencies.



Ensure grant-based financing facilities such as Education Cannot Wait, the Global Partnership for Education, and the Global Partnership to End Violence Against Children are fully funded, including by committing at least \$1.5 billion to Education Cannot Wait at the February 2023 Education in Emergencies High Level Financing Conference.

Endorsed by:

1. 100 Million Campaign
2. ActionAid International
3. Action for Development
4. Adventist Development and Relief Agency (ADRA)
5. AidBuild Africa
6. African Youth Organization for Development and Emergence
7. Albanian Coalition for Education (ACE)
8. All-Africa Students Union (AASU)
9. Amal Alliance
10. Anniekay Children Foundation Sierra Leone
11. Association d'Aide à l'Éducation de l'Enfant Handicapé (AAEEH)
12. AVSI Foundation
13. Beulah Future Leaders Foundation
14. Borgen Project
15. BRAC
16. Brazilian Campaign for the Right to Education
17. Campagna Globale per la Educazione
18. Campaña Mundial por la Educación (CME)
19. Childhood Education International (CEI)
20. Child Rights Centre Albania (CRCA)/End Child Prostitution in Asian Tourism Albania (ECPAT Albania)
21. Child Labor Coalition
22. Coalition Éducation
23. Congo Basin Youth For Climate
24. Delia Foundation
25. Early Childhood Development Action Network
26. Educaid.be
27. Education Coalition of Zimbabwe
28. Education for All Coalition
29. Education for All Sierra Leone Coalition
30. Education International (EI)
31. Educators without Borders International
32. Educo
33. Elimu Yetu Coalition
34. Ethio Youth Opportunity
35. Family Health Options Kenya
36. Fédération Togolaise des Associations de Personnes Handicapées (FETAPH)
37. FHI 360
38. Finn Church Aid
39. Foro Dakar Honduras
40. Fraternity – International Humanitarian Missions (FIHM)
41. Future Resilience and Development Foundation (FRAD)
42. Girls Not Brides
43. Global Citizen
44. Global Campaign for Education
45. Global Campaign for Education – The Netherlands
46. Global Campaign for Education – United States
47. Globale Bildungskampagne
48. Global Students Forum
49. HakiElimu
50. Helpcode
51. Humanitarian and Development Partnerships International (HDPI)
52. Humanity & Inclusion
53. I CAN South Sudan

54. iFix Initiative (IFI)
55. Infinite Hope For Vulnerable Africa (IHFVA)
56. Initiative for Social and Economic Rights (ISER)
57. IT Specialists Without Borders
58. Japan NGO Network for Education (JNNE)
59. Jesuit Refugee Service (JRS)
60. Jijenge Youth Organisation
61. Light for the World
62. Lesotho Council of NGOs (LCN)
63. Malala Fund
64. Malaria Youth Army Champions
65. Mental Health and Psychosocial Support (MHPSS) Collaborative
66. National Association of Zazzau Students (NAZAS)
67. Network for Education Watch Indonesia (JPPI)
68. Norwegian Refugee Council (NRC)
69. NORCAP
70. Oxfam
71. Partners of the Americas (POA)
72. People in Need (PIN)
73. PDRC International (PDRCi)
74. Plan International
75. Raees Child Education Initiative – RCEI
76. RISE Institute
77. Rights for Disability Development Foundation (RDDF)
78. Rising Child Foundation
79. Save the Children
80. Send My Friend To School
81. Sesame Workshop
82. She's the First
83. Social Development International
84. Street Child
85. Two Lilies Fund
86. UN Girls' Education Initiative (UNGEI)
87. University Student Chamber (UNISC) International
88. Voluntary Service Overseas (VSO) International
89. War Child Canada, Holland and UK
90. We Choose You
91. WeWorld
92. World Vision International
93. Young Leaders Initiative Zimbabwe
94. Youth Royal Empowerment Organization

References and further reading

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- Education Cannot Wait ["222 Million Dreams Campaign"](#) and ["Global Estimates: Number of Crisis-Affected Children and Adolescents in Need of Education Support"](#)
- Education Commission ["On the Road to the Transforming Education Summit and Beyond"](#)
- Education International ["The Transforming Education Summit: A Toolkit for Education Unions"](#)
- Geneva Global Hub for Education in Emergencies ["Education in Emergencies Financing in the Wake of COVID-19: Time to Reinvest to Meet Growing Needs"](#) and ["Ahead of the Transforming Education Summit: Education in Emergencies, The Cornerstone for SDG4 in Need of Urgent Action"](#)
- Global Affairs Canada ["Together with Youth: The Together for Learning Summit Outcome Document"](#)
- Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector ["Comprehensive School Safety Framework 2022-2030 for Child Rights and Resilience in the Education Sector"](#)
- Global Campaign for Education ["Protect Education in Emergencies Now! Campaign"](#) and ["Protect Education in Emergencies Now!: A Call to Action to Ensure Transformative, Inclusive, Equitable and Quality Education and Lifelong Learning Opportunities for All in Emergency Contexts"](#)
- Global Campaign for Education Germany and G7 Education Advocacy Working Group ["G7 Call for International Cooperation to Protect Children's Right to Education in Emergencies and Crises"](#)
- Global Campaign for Education-United States, World Vision International, Global Campaign for Education Secretariat, 100 Million, UN Girls' Education Initiative, and Send My Friend To School ["Transforming Education to Protect Children's Right to Education in Emergencies and Crises Virtual Roundtable Outcome Report"](#)
- Global Coalition to Protect Education from Attack ["Safe Schools Declaration"](#)
- Global Partnership for Education ["Ministerial Communiqué on Transforming Education at Scale"](#) and ["A To-Do List from Youth for World Leaders: Transform Education"](#)
- Global Partnership to End Violence Against Children ["Safe to Learn Essay Collection: New Ideas and Solutions to End Violence in and around Schools"](#)
- Human Rights Watch ["A Call to Expand the International Right to Education"](#)
- Moving Minds Alliance ["The Developing Brain in Crisis Contexts"](#)
- Refugee Education Council ["Vision for the Education of Refugee and Displaced Learners: A Manifesto"](#)
- Save the Children UK ["Fixing a Broken System: Transforming Global Education Financing"](#)
- School Meals Coalition ["School Meals Programmes Serve as Platforms to Enable a More Holistic Approach to Child Well-Being Through the Integration of Education, Health, and Social Protection"](#)
- Theirworld ["Let Me Learn Campaign"](#) and ["Theirworld GYAs' Youth Statement"](#)
- UN Girls' Education Initiative and UNESCO International Institute for Educational Planning ["Freetown Manifesto for Gender-Transformative Leadership in Education"](#)
- UNESCO ["Transforming Education Together for Just and Sustainable Futures: Statement from the International Commission on the Futures of Education"](#)
- UN Transforming Education Summit ["Thematic Action Track 1 on Inclusive, Equitable, Safe and Healthy Schools Discussion Paper"](#), ["Thematic Action Track 3 on Teachers, Teaching and the Teaching Profession Discussion Paper"](#), and ["Thematic Action Track 5 on Financing of Education Discussion Paper"](#)
- World Food Programme ["School Feeding Day: How Meals Offer a Route to Education...and a Way Out of Hunger and Inequality"](#)
- World Vision International, Oxfam, and Global Campaign for Education ["Transforming Education to Protect Children's Rights in Emergencies and Crises: An Appeal for Global Action"](#)

This call to action was developed by World Vision International, 100 Million, and the Global Campaign for Education – United States with support from the Education Cannot Wait Acceleration Facility.