



ADVOCACY RESOURCES FOR EDUCATION IN EMERGENCIES

Compendium of Global Guidance, Visual
Resources & Evidence

Global
Education Cluster

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Advocacy is the deliberate process, based on demonstrated evidence, to directly and indirectly influence decision makers, stakeholders and relevant audiences to support and implement actions that contribute to the fulfillment of children’s and women’s rights.

Source: UNICEF. (2010). Advocacy toolkit. P.3

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Marielle Noyer and Claudia Grigore prepared this compendium. Marielle developed the framework, the design for annotating individual resources, researched and selected an initial set of resources, and prepared annotations for several resource categories. At the end of her assignment with the cluster, she passed the baton to Claudia Grigore who finalized the compendium, including finessing the framework and annotation design, researching and selecting a comprehensive and up-to-date set of resources, preparing annotations, and completing work on lay-out. The competencies of both in research, analysis, writing, lay-out, and working to high standards were invaluable in creating this visually attractive and easy-to-use compendium.

Lisa Sabot-Schmid at the Education Cluster provided final lay-out advice. Ellen van Kalmthout, Global Education Cluster Coordinator, provided guidance and oversight.

Acronyms & Abbreviations

AAP	Accountable to Affected Populations
CARE	Cooperative for Assistance and Relief Everywhere, Inc.
CEO	Chief Executive Officer
CfBT	Centre for British Teachers
DRC	Democratic Republic of Congo
DRR	Disaster Risk Reduction
EC	Education Cluster
ECC	Education Cluster Coordinator
ECU	Education Cluster Unit
EFA	Education For All
EFA-FTI	Education For All Fast-Track Initiative
EiE	Education in Emergencies
GDP	Gross Domestic Product
GEC	Global Education Cluster
GEFI	Global Education First Initiative
GMR	Global Monitoring Report
GPE	Global Partnership for Education
HHRAA	Health and Human Resources Analysis in Africa
IASC	Inter-Agency Standing Committee
IIEP-UNESCO	International Institute for Educational Planning (part of UNESCO)
INEE	International Network for Education in Emergencies
NGO	Non-Governmental Organisation
NRC	Norwegian Refugee Council
ODI	Overseas Development Institute
OECD	Organisation for Economic Co-operation and Development
OOSC	Out-Of-School Children
SARA	Support for Analysis and Research in Africa
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	The United Nations Refugee Agency
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene
WHS	World Humanitarian Summit
WISE	World Innovation Summit for Education
WVI	World Vision International

Introduction

The Education Cluster is an open formal forum for coordination and collaboration on education in emergencies. It brings together NGOs, UN agencies, academics, and other partners under the shared goal of ensuring predictable, well-coordinated and equitable provision of education for populations affected by humanitarian crises.

Advocacy is a core function of all clusters at the country level¹. Education faces particular challenges, as the sector is still not always included and prioritized in humanitarian responses along with other sectors, despite the high priority accorded to education by affected communities. Overall, education in emergencies remains under-funded. For example, while in 2013 humanitarian appeals received on average 65 percent of funding requirements, education came in at 40 percent. Allocations to education represented just 1.95 percent of all humanitarian funding².

Education Clusters in the field increasingly identify advocacy as a priority. The Global Education Cluster on its part is taking steps to provide increased support to country clusters for advocacy. In 2014 an advocacy community of practice on the cluster's Yammer platform was established, used to share resources and good practices. The Education Cluster is also developing a package of advocacy resources to facilitate country-level advocacy efforts, in three parts:

- Compendium of global advocacy resources
- Set of selected good practice communication products used for advocacy by country clusters
- Brief case studies of country cluster advocacy efforts

The present document is the first component of the package: the Compendium of global advocacy resources. We hope it will prove to be a useful tool for country clusters' advocacy work.

¹ IASC Cluster Coordination Reference Module, 2015

² IASC Global Education Cluster (2014). *“Education Cannot Wait: Financing Education in Emergencies – Challenges and Opportunities”*. Geneva: Global Education Cluster. pp. 5

Aim and structure of the document

The purpose of the compendium is to provide Education Cluster coordination staff and partners with the most relevant and up-to-date global resources that can be used for country level advocacy for education in emergencies, in an easy-to-use format.

This compendium provides five categories of global resources for advocacy:

1. **Guidance on the 'what and how' of advocacy:** advocacy 'technical' resources, providing guidelines for cluster staff and partners on how to develop and manage advocacy work.
2. **"Soft" resources:** tools such as briefs, brochures, posters and videos from different sources.
3. **Evidence from research on education in emergencies:** evidence-based resources that can be used to bolster arguments. Topics within this category are: prioritization of education by affected populations; long-term impacts of education in emergencies; data/evidence on funding for education in emergencies. As some of the documents in this section show evidence on more than one topic, a table at the beginning of the section indicates the topics that each document covers.
4. **Quotes on education in emergencies:** quotes from high-profile advocates and champions, such as Nelson Mandela, Ban Ki-Moon or Malala Yousafzai, and from the affected population, such as a young Pakistani girl in the "A World At School" video. Quotes can be used to help influence advocacy target audiences.
5. **General education:** documents and videos that are not specific to education in emergencies, but show how education (in general) transforms the lives of children and of girls, and contributes to sustainable development.

Each section is organized as follows:

- Front page with a list of all the files, documents and videos in that section with links to each of them and publishing information, sub-divided in "annotated documents" which are considered the most relevant, and "other resources" for further reference.
- Each annotated document or resources then has a full page, providing:
 - ❖ Title (which contains an embedded hyperlink)
 - ❖ Document information, such as author(s), number of pages, type of resource, and a full http (for copying in web-browser)
 - ❖ Short abstract summarizing the document
 - ❖ Guidance on how the resource may be used, with reference to selected sections most relevant to Education in Emergency advocacy
 - ❖ Pertinent quote from the resource (if applicable)

Section 1 - Advocacy Guidance

Annotated Documents

1.1 Guidance and Tools

- UNICEF (2010), *Advocacy toolkit: A guide to influencing decisions that improve children's lives*, 116 pages.
http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf
- IASC Global Education Cluster (2010), *Education Cluster Coordinator Handbook*, 292 pages.
<http://www.savethechildren.org.uk/resources/online-library/education-cluster-coordinator-handbook>
- IASC Global Education Cluster (2012), *Advocacy Guidance: A Note for Education Clusters Coordinators*, 8 pages.
<http://educationcluster.net/wp-content/uploads/2014/01/Education-Cluster-Advocacy-Guidance-Tool.pdf>

1.2 Training Modules

- INEE and IASC Education Cluster (2010), *EiE Training Module 11: Advocacy and Policy*, 5 documents.
<http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1129>
Also available in French and Spanish

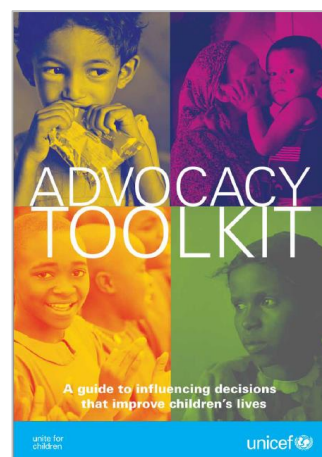
Other Resources

- Coulby, H. et al. (2008). *Advocacy and Campaigning Course Toolkit*. Cyprus: International NGO Training and Research Centre, 40 pages.
<http://www.intrac.org/data/files/resources/629/INTRAC-Advocacy-and-Campaigning-Toolkit.pdf>
- Sharma, R. R. (1997). *An introduction to advocacy - Training guide*. Washington: Support for Analysis and Research in Africa (SARA), Health and Human Resources Analysis in Africa (HHRAA), US Agency for International Development (USAID), Africa Bureau, Office of Sustainable Development, 128 pages.
http://www.wsscc.org/sites/default/files/publications/aed_an_introduction_to_advocacy.pdf
- Sprechmann, S., & Pelton, E. (2001). *Advocacy Tools and Guidelines: Promoting Policy Change*. Atlanta: Cooperative for Assistance and Relief Everywhere, Inc. (CARE), 118 pages.
<http://www.wsscc.org/resources/resource-publications/advocacy-tools-and-guidelines-promoting-policy-change>
Short version, 2 pages.
<http://pqdl.care.org/Practice/Advocacy%20Tools%20and%20Guidelines%20Promoting%20Policy%20Change%20-%20Summary.pdf>
- Gosling, L., Sherwood, J., & de Toma, C. (2007). *Advocacy Toolkit: A collection of tools to help plan, implement, monitor and evaluate advocacy*. UK: Save the Children, 83 pages.
<http://fr.cmamforum.org/Pool/Resources/Advocacy-toolkit-Save-2007.pdf>

1.1 Guidance and Tools

Advocacy Toolkit: A guide to influencing decisions that improve children's lives

- D. Cohen, N. Bhandari Karkara, D. Stewart, N. Rees & J. Coffman, UNICEF, 2010
- 116 pages
- Advocacy Development & Management Guiding Tool
- http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf



Abstract

This Toolkit gives a general technical overview on how to develop and manage an advocacy strategy for UNICEF staff and partners. Drawing from internal and external advocacy expertise, it first gives a definition of advocacy, and then provides detailed steps, guidance and tools on how to implement advocacy work. In addition to covering all general advocacy features such as office capacity strengthening, strategy development, knowledge management or partnership building, this toolkit also highlights risks related to advocacy work in international development and humanitarian work, as well as provides recommendations. Indeed, not all advocacy strategies can be used universally. For example, in some places, a direct action targeting a key decision-maker may be politically dangerous, or may weaken or reduce the potential for long-term change.

How to use this document

The practitioner should navigate through the potential advocacy tools and select the relevant ones to create his/her own advocacy initiative, based on the context he/she is working in.

Selected sections

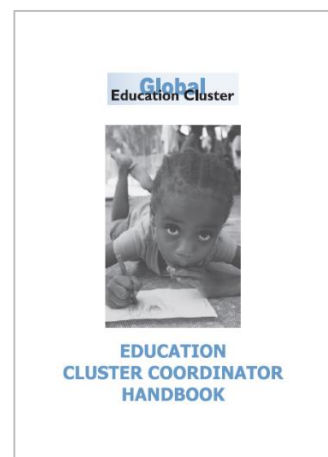
- *Chapter 2: Strengthening the Foundation for Advocacy* (p. 9)
- *Chapter 3: Developing an Advocacy Strategy* (p. 15)
- *Chapter 5: Managing Knowledge in Advocacy* (p. 83)
- *Chapter 6: Managing Risks in Advocacy* (p. 89)
- *Chapter 7: Building Relationships and Securing Partnerships* (p. 95)

In humanitarian advocacy, some threats associated with poor planning include: reduced access; security threats to staff and programs; security threats to local population; loss of [...] legitimacy and influence [...]; distortion of messages; misunderstanding or conflict among partners and internally within the organization; and misallocated resources. Nevertheless, risk can be minimized through thorough analysis and planning, including careful selection of advocacy activities, messages and messengers.

Source: UNICEF, 2010, p. 90

Education Cluster Coordinator Handbook

- IASC Global Education Cluster, 2010
- 292 pages
- Coordinator Guidance Tool
- http://educationcluster.net/?get=001197|2013/12/EC-Coordinators-Handbook_low2.pdf



Abstract

This Handbook is a reference document for Cluster Coordinators providing guidance, practical tools and resources. It complements information provided during the Cluster Coordinator Training.

Advocacy being one of the six core functions of Country Clusters, this documents provides information on how to advocate and mobilise resources for education in emergencies, such as **key advocacy messages, steps in the advocacy cycle, funding mechanisms and procedures**. It also gives information and tips on **how to interact with the media** while making the case for the importance of including education as part of any humanitarian response (p. 254-256).

How to use this document

Chapter 8 of this document can be used together with the Education Cluster *Advocacy Guidance* (see next page of this compendium) by Education Clusters Coordinators as a reference and guidance tool for advocacy.

Selected sections

- **Chapter 8: Advocacy and Resource Mobilisation**
 - 8.1: Advocating for Education in Emergencies (p. 246)
 - 8.2: Collaborative funding appeals (p. 257)
- **Graph of the Advocacy Cycle (p. 250)**
- **Tips: interacting with the media (p. 255)**

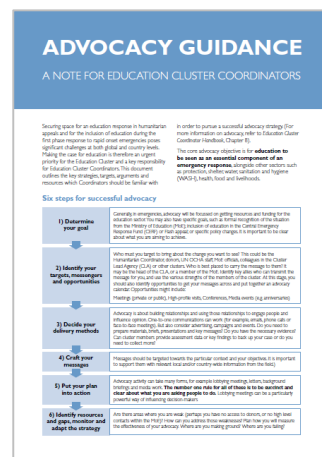
Pitfalls to watch out for in managing advocacy efforts:

- *Ensure that advocacy arguments are focused on education rights for all, in addition to the rights of the children.*
- *Ensure that advocacy messages do not deliberately antagonize the government or other stakeholders – maintain the neutrality of the cluster.*

Source: IASC GEC, 2010, p. 249

Advocacy Guidance: A Note for Education Clusters Coordinators

- IASC Global Education Cluster, 2012
- 8 pages
- Advocacy Guidance Brief for Education Clusters Coordinators
- <http://educationcluster.net/wp-content/uploads/2014/01/Education-Cluster-Advocacy-Guidance-Tool.pdf>



Abstract

This short document highlights what Education Cluster Coordinators need to focus on in order to ensure that education is seen as an essential component of an emergency response. It offers a synthesis of the key strategies, steps, targets, arguments and resources which Coordinators should be familiar with in order to pursue a successful advocacy strategy.

The document particularly highlights information for advocacy and funding, including key donors, funding mechanisms and resources documents on the topic (p. 5-6).

On the last page, a Rapid Advocacy Checklist enables coordinators to rapidly ensure that they have undertaken all necessary steps related to advocacy for education in emergencies.

How to use this document

This document can be used by Education Cluster Coordinators (ECCs) as a quick reference tool for advocacy.

For more detailed information on advocacy, ECCs may refer to the Education Cluster Coordinator Handbook, Chapter 8 (see previous page of this document).

Selected sections

- Six Steps For Successful Advocacy (p. 1)
- Key Actions (p. 2)
- Key Advocacy Targets (p. 2-3)
- Advocacy for Funding (p. 5-6)
- Rapid Advocacy Checklist (p. 8)

Six steps for successful advocacy:

1) Determine your goal; 2) Identify your targets, messengers and opportunities; 3) Decide your delivery methods; 4) Craft your messages; 5) Put your plan into action; 6) Identify resources and gaps, monitor and adapt the strategy.

Source: IASC GEC, 2012, p. 1

1.2 Training Modules

EiE Training Module 11: Advocacy and Policy

- INEE and IASC Education Cluster, 2010
- 5 documents
- Training module for education in emergency advocacy & policy
- Training duration: 3 hours
- <http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1129>
- *Also available in French and Spanish*



Abstract

This Training Module on Advocacy and Policy has been designed to train participants on education in emergencies advocacy and policy. Regarding advocacy, it aims at developing knowledge and capacities of participants on how to advocate, covers various topics such as who should be targeted, how to develop advocacy messages and to effectively advocate, and provides some special media tips. Regarding policy, the training aims at strengthening capacities regarding the inclusion of education in emergencies in national policies and planning.

Session Outline / Content	Approx. Time	Instructional Activity
1. Introduction to the Session	5 minutes	Presentation
2. Introduction to Advocacy	25 minutes	Presentation
3. Developing Advocacy Messages	60 minutes	Exercise
4. Education Policy Gaps and Opportunities	90 minutes	Exercise

How to use this training module:

This training module can be either used in a training or workshop or for self-learning. The facilitator might decide to do all of parts or this module. The module lasts 3 hours but can be reduced or increased according to needs.

Documents included in the training module:

- **Core training guide** (10 pages)
[In Word and Pdf format]
- **PowerPoint Presentation** (16 slides)
- **3 Case Studies:** Pakistan, Bangladesh & Nepal

Learning Objectives

1. Understand and be able to define what is advocacy, why it is important for education in emergencies, and who should be targeted.

2. Understand the importance of including education in emergencies as a component of national education policies and planning processes, and how to effectively do this.

3. Begin the process of developing context specific advocacy messages and a context specific action plan for change in education policy

Source: INEE & IASC EC, 2010, *Module 11: Advocacy & Policy*, p. 1

Section 2 - Advocacy “Soft” Resources

2.1 Briefs

Annotated Documents

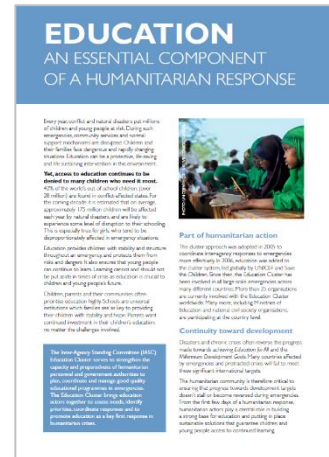
- IASC Global Education Cluster (2011), *Education: An Essential Component of a Humanitarian Response*, 4 pages.
http://educationcluster.net/wp-content/uploads/2014/01/Education-An-Essential-Component-of-a-humanitarian-response_EN.pdf
- Education Cluster Unit (2013), *Education Cannot Wait: Humanitarian funding is failing children*, 4 pages.
http://educationcluster.net/wp-content/uploads/2013/12/Education-Cannot-Wait-humanitarian-funding-is-failing-children_1.pdf
- Global Partnership for Education (2014), *Education Cannot Wait: Protecting Children and Youth’s Right to a Quality Education in Humanitarian Emergencies and Conflict Situations*, 2 pages.
<http://www.globalpartnership.org/content/call-action-education-cannot-wait>
Also available in French.
- Global Education First Initiative (2013), *2013 Education Cannot Wait Call to Action: Plan, Prioritize, Protect Education in Crisis-Affected Contexts*, 5 pages.
<http://www.globalpartnership.org/content/2013-education-cannot-wait-call-action-plan-prioritize-and-protect-education-crisis-affected>

Other Resources

- CARFAX Education (2013). *Education Cannot Wait: Financing Education in Emergencies, Challenges and Opportunities*. Geneva: IASC Global Education Cluster, 5 pages. *Updated version.*
<http://educationcluster.net/?get=001687|2014/06/Education-Cannot-Wait-2013-Analysis.pdf>
- IASC Global Education Cluster (2009). *Making Education a Priority in Emergencies*. Geneva: Global Education Cluster, 4 pages.
http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1114/Making_Education_a_Priority.pdf
- Sinclair, M. (2007). *Education in emergencies*. Commonwealth Education Partnerships 2007, 5 pages.
<http://www.cedol.org/wp-content/uploads/2012/02/52-56-2007.pdf>
- Global Partnership for Education (2013). *In Focus: GPE in Fragile and Humanitarian Contexts*. Washington: GPE, 4 pages.
<http://www.globalpartnership.org/content/focus-gpe-fragile-and-humanitarian-contexts>

Education: An Essential Component of a Humanitarian Response

- IASC Global Education Cluster, 2011
- 4 pages
- Brief on rationale for EiE
- http://educationcluster.net/wp-content/uploads/2014/01/Education-An-Essential-Component-of-a-humanitarian-response_EN.pdf



Abstract

This document offers a synthesis of key information to advocate for education to be part of a humanitarian response. It provides the rationale for education in emergencies in the broader context, highlights the benefits of providing education in emergencies and the risks for children of failing to do so. Finally, it also provides information on how education strengthens interventions in other sectors.

How to use this document

This brief is visually very clear and contains boxes and pictures. It can be distributed by Education Cluster Coordinators to their partners and advocacy targets.

Selected sections

- Benefits and risks (p. 2)
- Strengthening other sectors (p. 3)
- Responsibilities of governments, humanitarian actors and donors (p. 4)

Education interventions can:

- Protect
- Save Lives
- Sustain Communities
- Build Knowledge
- Strengthen Resilience

Source: IASC GEC, 2011, p. 2

Education is a key platform for many other humanitarian interventions:

- Health
- Nutrition
- Water and sanitation
- Shelter and non-food items
- Peace education and conflict resolution
- Disaster Risk Reduction (DRR)
- Early recovery

Source: IASC GEC, 2011, p. 3

Education Cannot Wait: Humanitarian funding is failing children

- Education Cluster Unit, 2013
- 4 pages
- Brief on EiE Funding
- http://educationcluster.net/wp-content/uploads/2013/12/Education-Cannot-Wait-humanitarian-funding-is-failing-children_1.pdf



Abstract

This brief provides an analysis of humanitarian funding in 2012 in relation to the key funding objectives of the *Education Cannot Wait Call to Action*, of education receiving at least 4% of humanitarian funding “to ensure access to education for all children and youth in crisis contexts”. It highlights in particular key underfunded areas in 2012, the impact of underfunding and the actions that need to be taken.

Based on data of Consolidated Appeals Processes and Flash Appeals, this brief shows that 2012 funding for education in emergency is 1.4%, way below the 4% target; education also remained the sector receiving the smallest proportion of the amount requested.

Finally, this brief shows how allocating 4% of humanitarian funding – instead of 1.4% in 2012 – would impact communities positively and highlights which actions should be taken by humanitarian decision makers, as well as by humanitarian donors and governments.

How to use this document

This document contains various graphs and data regarding funding and summarises the key actions to be taken by key stakeholders. It can be distributed to advocacy targets in support of requests for funding.

Selected sections

- Table 1: Share of education funding (p. 2)
- Figure 1: Funding received against amounts requested by sector (p. 3)
- The beneficiary gap [and examples of consequences at country level] (p. 3)
- Taking action (p. 4)

*In crisis situations globally for every child that has received support for their education a lack of humanitarian funding has meant that **three children have missed out.***

Source: ECU, 2013, p. 4

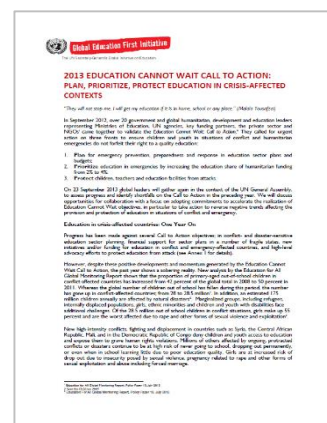
A) Education Cannot Wait: Protecting Children and Youth's Right to a Quality Education in Humanitarian Emergencies and Conflict Situations

- Global Partnership for Education, 2014
- 2 pages
- Brief on *Education Cannot Wait*
- <http://www.globalpartnership.org/content/call-action-education-cannot-wait>
- Also available in French



B) Education Cannot Wait Call to Action: Plan, Prioritize, Protect Education in Crisis-Affected Contexts.

- Global Education First Initiative, 2013
- 5 pages
- Brief on *Education Cannot Wait*
- <http://www.globalpartnership.org/content/2013-education-cannot-wait-call-action-plan-prioritize-and-protect-education-crisis-affected>



Abstract

These two briefs summarise the *Education Cannot Wait Call to Action*. Document A details the steps to be taken to achieve each of the three objectives (Plan, Prioritize, Protect). Document B gives more background of the Call to Action and then summarises examples of actions that have been taken so far in order to reach each of the three objectives.

How to use this document

Use the first document (A) to give a snapshot of the Education Cannot Wait Call to Action; use the second one (B) to provide more details and show what has been achieved so far. The key messages can be contextualised for advocacy work at country level.

Selected sections

- Key steps for each objective (A, p. 2)
- Snapshot: Progress since 2012 (B, p. 2-4)

The Education Cannot Wait Call for Action is threefold:

- **Plan** for emergency prevention preparedness and response in education sector plans and budgets
- **Prioritize** education in emergencies by increasing the education share of humanitarian funding from 2% to 4%
- **Protect** children, teachers and education facilities from attacks.

Source: GEFI, 2013, p. 1

2.2 Brochures & Posters

Annotated Documents

- INEE Education Cannot Wait Advocacy Working Group (2013), *Education Cannot Wait: Children and Youth in Humanitarian Emergencies and Conflict Areas HAVE A RIGHT to Education*, 1 page.
http://toolkit.ineesite.org/resources/ineecms/uploads/1156/GPE_Education_Cannot_Wait.pdf
- Save the Children UK, *Education in Emergencies: Making Education part of every Humanitarian Response*, 2 pages.
<http://educationcluster.net/wp-content/uploads/2015/05/emergency-poster-v9.pdf>
- INEE Education Cannot Wait Advocacy Working Group (2014), *Giving Every Child the Chance of a Future*, Designed by UNICEF, 2 pages.
http://www.ineesite.org/uploads/files/resources/Advocacy_Note_A3_FINAL_web_ENG.pdf
- INEE Education Cannot Wait Advocacy Working Group (2013), *Plan, Prioritize, Protect Education in Crisis-affected Contexts*, 2 pages.
http://www.ineesite.org/uploads/files/resources/201305_EducationCannotWaitbrochure_INEE.pdf

Other Resources

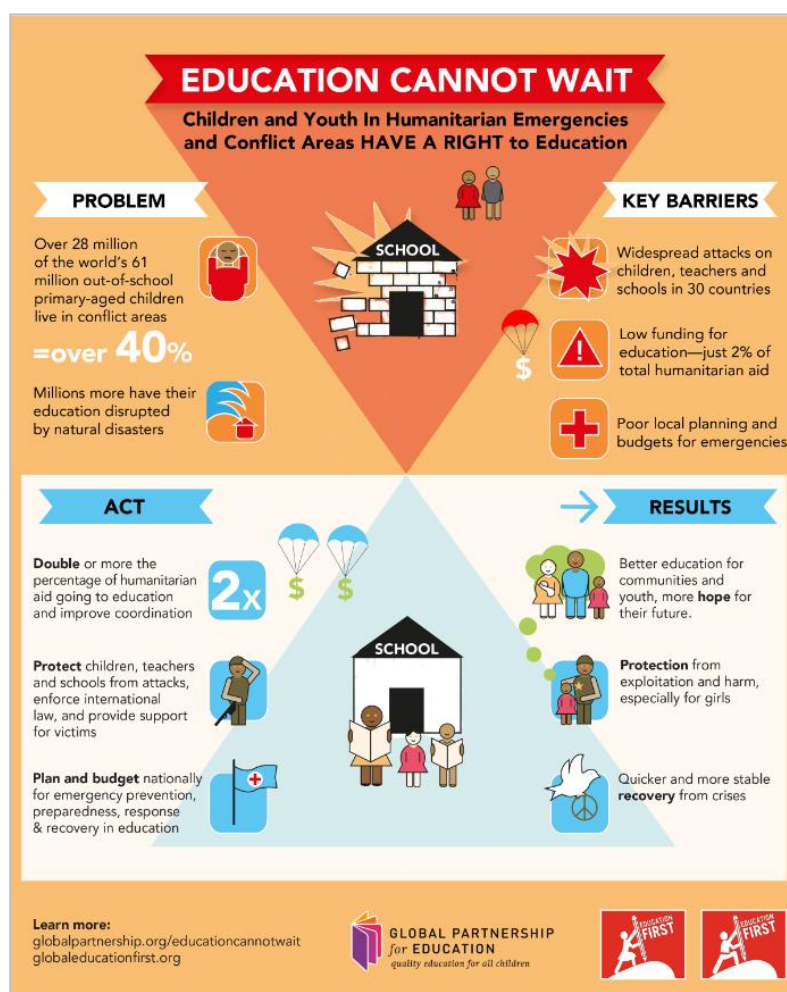
- UNICEF Learning for Peace (2010). *Education is aspiration*. New York: UNICEF, 1 page.
http://learningforpeace.unicef.org/wp-content/uploads/2010/01/Unicef_EIE_Aspiration_120509.pdf
Also available in animated flash version:
<http://learningforpeace.unicef.org/resources/brochures-and-posters/infographics/>
- UNICEF Learning for Peace (2010). *Education is our obligation*. New York: UNICEF, 1 page.
http://learningforpeace.unicef.org/wp-content/uploads/2010/01/Unicef_EIE_Obligation_120509.pdf
Also available in animated flash version:
<http://learningforpeace.unicef.org/resources/brochures-and-posters/infographics/>
- UNICEF Learning for Peace (2010). *Education is protection*. New York: UNICEF, 1 page.
http://learningforpeace.unicef.org/wp-content/uploads/2010/01/Unicef_EIE_Protection_120509.pdf
Also available in animated flash version:
<http://learningforpeace.unicef.org/resources/brochures-and-posters/infographics/>
- UNICEF Learning for Peace (2010). *Education is transformation*. New York: UNICEF, 1 page.
http://learningforpeace.unicef.org/wp-content/uploads/2010/01/Unicef_EIE_Transformation_120509.pdf
Also available in animated flash version:
<http://learningforpeace.unicef.org/resources/brochures-and-posters/infographics/>
- UNICEF Learning for Peace (2009). *Actions for Children – Focus: Education in Emergencies*. New York: UNICEF, 4 pages.
http://learningforpeace.unicef.org/wp-content/uploads/2010/01/EIE_Actions_for_Children_No._6_EN_LoRes.pdf

Education Cannot Wait: Children and Youth in Humanitarian Emergencies and Conflict Areas HAVE A RIGHT to Education

- INEE Education Cannot Wait Advocacy Working Group, 2013
- Poster
- http://www.ineesite.org/uploads/files/resources/201209_EducationCannotWaitInfographic_EN.jpg

Description

Poster promoting *Education Cannot Wait Call to Action*. It highlights the key issues and barriers, as well as key actions that are needed to achieve the full provision of education in emergencies and their positive future impacts.



Education in Emergencies: Making Education part of every Humanitarian Response

- Save the Children UK
- Poster
- <http://educationcluster.net/wp-content/uploads/2015/05/emergency-poster-v9.pdf>

Description

This poster promotes Education in Emergencies, showing that children and their families prioritize education in a humanitarian crisis and that a rapid educational response can be life-saving and life-sustaining for children. Then, it shows the interconnection between the educational response and other responses, such as protection, health, nutrition or WASH.



Giving Every Child the Chance of a Future

- INEE Education Cannot Wait Advocacy Working Group, 2014
- Brochure
- http://www.ineesite.org/uploads/files/resources/Advocacy_Note_A3_FINAL_web_ENG.pdf

Description

This brochure promotes *Education Cannot Wait Call to Action*. It is a call on governments, donors, humanitarian agencies, business leaders and all concerned individuals and institutions to take coordinated action. It highlights the necessity to adopt the 3Ps Approach for education in emergencies: Plan, Prioritize and Protect.

OUR CALL TO ACTION

As such, over the next 500 days, we call on governments, donors, humanitarian agencies, business leaders and all concerned individuals and institutions to take coordinated action in the following priority areas:

PLAN:

- Review education sector plans and integrate emergency preparedness, response and recovery at all levels (national and sub-national), including appropriate line-items in sector budgets, and identify flexible financing mechanisms that allow for government and donor education funding to be reallocated for emergency response and recovery where appropriate.
- Ensure that all policies, plans and programmes for education in emergency preparedness, response, chronic crisis and recovery situations are consistent with and utilize the INEE Conflict Sensitive Education Pack and the INEE Minimum Standards for Education: Preparedness, Response, Recovery.
- Build national capacity to coordinate and manage education in emergency response and recovery, ensuring greater consistency between humanitarian and long-term education interventions.


PRIORITISE:

- Ensure education services are integrated into all humanitarian strategic plans from the outset of an emergency as an essential life-saving and life-sustaining component of humanitarian response.
- Increase the levels of humanitarian funding to education, commensurate with the scale of needs, and progressively contribute to reaching a minimum of 4% of global humanitarian aid to education.
- Elevate education in emergencies so that it receives equal status as other priorities in government and donor humanitarian policy.

PROTECT:


- Ensure that education sector plans incorporate measures to protect against attacks on schools and universities, their students and staff, and include responses to mitigate the damages caused by attacks if they do occur, including by providing alternative education options to enable students to continue learning.
- Ensure schools remain safe spaces for learning by taking action to stop schools and universities being used for military purposes, including by endorsing the *Lucares Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*¹³ and implementing the Guidelines in military doctrine and legislation.
- Systematically investigate, and where appropriate, prosecute, individuals responsible for ordering, bearing command responsibility for, or taking part in, the range of violations of international law that constitute attacks on education.

In order to stop stakeholder's commitment to advancing this agenda, we ask that representatives publicly make commitments to take action on these priority areas in the 'Pledging Zone' on June 26 and elaborate a specific roadmap for action during the 500-day period.




ENDNOTES

- 1 UNESCO (2012) Children still battling to go to school. Education for All Global Monitoring Report Policy Paper 10. Paris: UNESCO.
- 2 UNESCO (2011) Education and Armed Conflict: The Hidden Crisis. Education for All Global Monitoring Report 2011, Paris: UNESCO.
- 3 UNICEF (2011) *Reimagining Education: A Global Review*. Geneva: UNICEF.
- 4 See <http://www.unicef.org/education/2012>.
- 5 Global Coalition to Protect Education from Attack, (2010) *Education under Attack 2010*. New York: GCEA.
- 6 Education Cannot Wait (2014) *Financing Education in Emergencies: Challenge and Opportunities*.
- 7 UNICEF, *Save the Children*, UNICEF, World Vision (2012) *Education Interrupted: Global action to reverse the schooling of a generation*. New York: UNICEF.
- 8 http://media.unicef.org/education/2014/04/20140420/15/20140420_Mar/2014UN20140420.pdf.
- 9 Global Coalition to Protect Education from Attack (2012) *Lessons in War: Military Use of Schools and Other Education Institutions during Conflict*. New York: GCEA.
- 10 ARES/64290. Co-sponsored by the governments of Benin, Bosnia and Herzegovina, Chile, Costa Rica, Georgia, Guatemala, Jordan, Nicaragua, Norway, Portugal and Qatar.
- 11 See <http://econominica.cepsa.org/press/unicefunderstanding-peaceeconomic-impact-of-peace-and-conflict>.
- 12 Peters, K. et al (2012) *When disaster and conflict collide: improving links between disaster resilience and conflict prevention*. London: DfID.
- 13 Global Coalition to Protect Education from Attack (2013), *Dear Lucares Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*: <http://protectingeducation.org/inf/lucares-guidelines-protecting-schools-and-universities-military-use-during-armed-conflict>.



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GIVING EVERY CHILD THE CHANCE OF A FUTURE

Ensuring education in emergencies – our call for action at the Global Partnership for Education Replenishment Pledging Conference, 26 June 2014

Education Cannot Wait

Plan, Prioritize, Protect Education in Crisis-Affected Contexts


- INEE Education Cannot Wait Advocacy Working Group, 2013
- Brochure
- http://www.ineesite.org/uploads/files/resources/201305_EducationCannotWaitbrochure_INEE.pdf

Description

Brochure part of the *Education Cannot Wait Call to Action advocacy* initiative. It highlights the 3PS Approach (Plan, Prioritize and Protect) and provides arguments in favor of education in emergencies.

WE CANNOT WAIT — ADOPT THE 3PS APPROACH

PLAN for prevention, preparedness and response
Education Sector plans must analyse, prepare for, respond to, monitor, and budget for potential risks affecting education. They must ensure that education is equitable, inclusive and of good quality, and that education continues throughout crises.



PRIORITIZE what children, youth, and families affected by crisis want. Increase the education share of humanitarian funding from 2% to 4%, to respond to community demands for education during crises, and to support our accountability to crisis-affected populations. Elevate education in humanitarian response so it receives equal status to other priority sectors.

PROTECT children, teachers and education facilities. Protect students, teachers and learning facilities from attack. Keep education safe by ensuring strict observance of international law and humanitarian standards, and ending the use of schools and universities for military purposes.

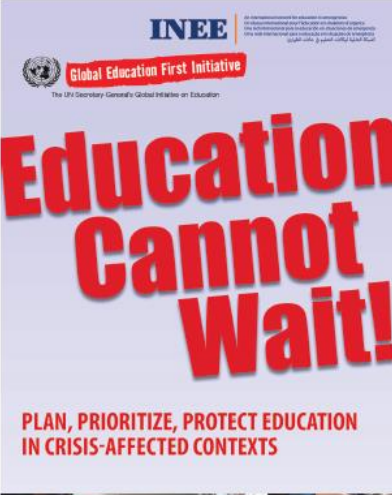
The following group of organizations and individuals have come together to form the INEE Working Group on Education Cannot Wait Advocacy; its goal is to ensure the success of Key Action 2 in the UN Global Education First Initiative, Sustain education in humanitarian crises, especially conflict.


Organizational Members

- Association for the Development of Education in Africa (ADEA)
- Association pour la Réhabilitation des Sinistrés (ARS)
- Basic Education Coalition
- ChildFund International
- Education Cluster
- Global Coalition to Protect Education from Attack
- Global Partnership for Education
- The Integrated Action on Resilience and Global Sustainability InAcReGS
- Idara-e-Taleem-o-Aagahi (ITA)
- Mavi Kalem Social Assistance and Charity Association
- Norwegian Agency for Development Cooperation (NORAD)
- Norwegian Refugee Council
- Plan International
- Save the Children
- UNESCO-IIEP
- UNICEF
- World Vision

Individual Members

- Pilar Aguilar
- Zuki Karpinska
- Peter Hyll-Larsen
- Gay Edelman
- Margaret Sinclair
- Mimi Frankel






For more information or to find out how to get involved, please write us at:

advocacy@ineesite.org
or
Inter-Agency Network for Education in Emergencies
c/o International Rescue Committee
122 East 42nd Street, 14th Floor
New York City, New York 10168 U.S.

Graphic design by Dragon Design - www.DragonDesigns.NL.com



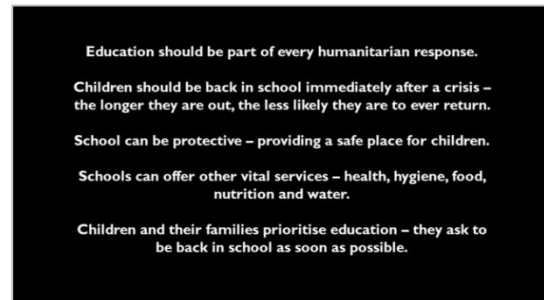
2.3 Videos

Education Can't Wait

IASC Global Education Cluster, 2010, 10:28.
<http://www.youtube.com/watch?v=Mve8EeGF-jA>

A collaborative video on the importance of education in disaster or conflict situations.

Susan Nicolai (Education Cluster Unit, Save the Children), Dermot Carty (UNICEF), Marian Hodgkin (INEE), Gareth Owen (Save the Children) and several teachers and children in the affected areas (Haiti, South Sudan...) explain why education is important as part of the humanitarian response and how it is implemented (establish an education cluster, a child-friendly space...).



Education: A priority in Emergencies

INEE, 2014, 1:48. Video created by Sophie d'Aoust.
<http://www.youtube.com/watch?v=EGwzC9STfWU>

Also available in French, Spanish, Portuguese and Arabic.

This video brings awareness of the necessity to focus on education in emergencies and provides arguments in its favor:



- *“Education in emergencies provides opportunities to convey **life-saving information**.*
- *Education in contexts of crisis **reduces the risk** of children being **sexually and economically exploited**.*
- *Safe learning spaces mitigate the **psychosocial impact** of conflict and disasters and help families recover.*
- *Education builds a culture of **safety and resilience**, and **empowers** children and youth leaders in disaster prevention.*
- *Education promotes tolerance, inclusion and mutual understanding, and thus the building of **long-term sustainable peace**.”*

When Children's Worlds are Turned Upside Down

UNICEF Education, 2010, 0:47.
<http://vimeo.com/8893908>

This video is a dynamic animation highlighting key advocacy messages on education in emergencies.

“Getting children into school jump-starts their recovery, keeps them safe from harm and allows children and communities to get back on track, back to their lives.”



Education in Emergencies: A Breakthrough Project

Save the Children, 2011, 3:14.

<http://www.youtube.com/watch?v=CRAMkYDveAO>

Gareth Owen, Emergency Director at Save the Children, provides arguments in favor of education in emergencies and evidence of prioritization by population.

“Experience has told us that getting education started again after an emergency is absolute vital for recovery of a community.

The first thing that the parents of children say to us when we talk to them is “please make sure our children get education”.”



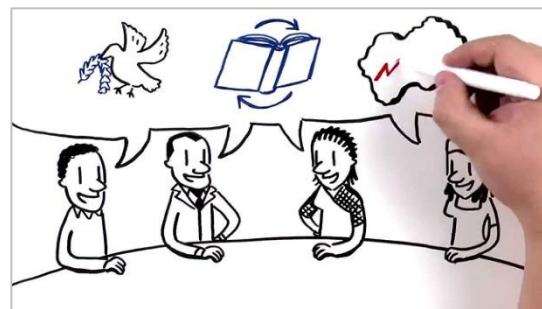
INEE Conflict Sensitive Education Whiteboard

INEE, 2014, 24:13.

<https://www.youtube.com/watch?v=cAJgrCf5jMY>

Also available in French, Arabic and Spanish (subtitles only).

Based on the INEE Conflict Sensitive Education Pack, this whiteboard video illustrates conflict sensitive strategies for each of the INEE Minimum Standards five domains.



Education Summit video

Save The Children Honduras, 2015, 1:56.

https://www.youtube.com/watch?v=1mFO0hi_23w

This video, created for the July 6th-7th, 2015, Oslo Education Summit, shows that Education in Emergencies is a top priority for children and that world leaders should take action in order to increase funding for Education in Emergencies and for quality education.

“This is not the voice of only one girl, it is the voice of those millions of girls, of those millions of boys, who are deprived of education. World leaders have to listen to it, because we are all going forward and we are all going to speak. And what we want is that, we, children, want quality education.”

Malala Yousafzai at the Oslo Education Summit



Other Videos

- *Education in Emergencies*
Save the Children, 2013, 2:43.
<http://www.youtube.com/watch?v=TWTlriEeDuY>
- *Inter-Agency Network for Education in Emergencies (INEE WISE Channel)*, 2013, Learning World, S3E16, 2/3, 2:49.
<http://www.youtube.com/watch?v=c4J7kjs2Mlw&list=PL9Z8L6e7qp45q0Ho7UlgvwSb-yyGhM3-J>

Section 3 – Supporting Evidence for Education in Emergencies

Document	Prioritisation by population	Long term impact	Funding
<u>Prioritization of education</u>			
Education in Emergencies: A community’s need, a child’s right	•	•	
Hear it from the Children: why education in emergencies is critical	•	•	
Children’s Charter: an action plan for disaster risk reduction for children by children	•		
Investment for education in emergencies – A review of evidence	•	•	•
<u>Long term impacts</u>			
Promoting resilience: developing capacity within education systems affected by conflict		•	
How Does Violent Conflict Impact on Individual Educational Outcomes? The Evidence So Far		•	
The influence of education on conflict and peace building		•	
Investment for education in emergencies – A review of evidence	•	•	•
<u>Funding</u>			
Investment for education in emergencies – A review of evidence	•	•	•
Making it happen: Financing education in countries affected by conflict and emergencies	•	•	•
Education Cannot Wait: Financing Education in Emergencies – Challenges and Opportunities		•	•
Education Cannot Wait: Humanitarian funding is failing children			•

3.1 Prioritization of education

Annotated Documents

- Save the Children (2014), *Education in Emergencies: A community's need, a child's right*, 7 pages. <http://southsudan.savethechildren.net/sites/southsudan.savethechildren.net/files/library/East%20Africa%20WHS%20consultation%20-%20Education%20in%20Emergencies.pdf>
- Save the Children UK & Norwegian Refugee Council (2014), *Hear It From The Children: Why education in emergencies is critical*, 80 pages. http://www.savethechildren.org.uk/sites/default/files/docs/Hear_it_from_the_children.pdf
Short version, 8 pages. http://www.nrc.no/arch/_img/9170917.pdf
- UNICEF, Plan international, Save the Children, World Vision International (2011), *Children's Charter: an action plan for disaster risk reduction for children by children*, 2 pages. <http://resourcecentre.savethechildren.se/library/childrens-charter-action-plan-disaster-risk-reduction-children-children>
- ODI – Overseas Development Institute (prepared by Susan Nicolai and Sébastien Hine) (2015), *Investment for education in emergencies – A review of evidence*, 105 pages. <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9450.pdf>

Other Resources

- Norwegian Refugee Council (2013). *Emergency Exit: Why people in humanitarian crisis want education first* (Perspective: Humanitarian and International Affairs Magazine). Oslo: Norwegian Refugee Council (NRC), 35 pages. http://www.nrc.no/arch/_img/9182632.pdf

Accompanied by a Thematic Report: Education in emergencies: It is time to learn. Oslo: Norwegian Refugee Council (NRC), 15 pages. https://www.nrc.no/arch/_img/9170915.pdf
- Horvat, P. (2010). *Conflict and education: data analysis on the public's views on education in conflict-affected countries* (Background paper for the Education for All Global Monitoring Report 2011, The hidden crisis: armed conflict and education). Paris: UNESCO, 115 pages. <http://unesdoc.unesco.org/images/0019/001913/191357e.pdf>

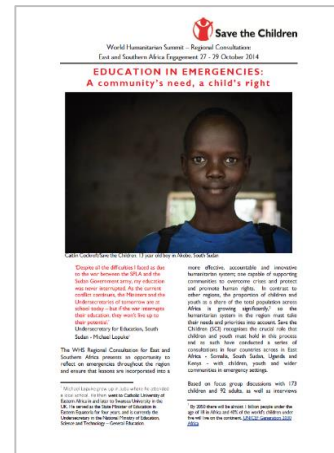
*People affected by emergencies are telling us what they need.
It is up to us to learn the lesson.*

Jan Egeland, Secretary General of the Norwegian Refugee Council

Source: NRC, 2013, Perspectives - Thematic Report, p. 3

Education in Emergencies: A community’s need, a child’s right

- **Prioritization of education**
- **Long term impacts**
- Save the Children, 2014, World Humanitarian Summit (WHS) – Regional Consultation
- 7 pages
- Advocacy Brief and Quotes
- <http://southsudan.savethechildren.net/sites/southsudan.savethechildren.net/files/library/East%20Africa%20WHS%20consultation%20-%20Education%20in%20Emergencies.pdf>



Abstract

Save the Children has conducted a series of consultations in East Africa to ensure that the humanitarian system in the region takes the needs and priorities of the populations into account and is in particular accountable to the children and youth. Prepared to inform the 2016 World Humanitarian Summit, this research shows that education in emergencies is seen as a priority and a right by children, youth and families. They consider education as an entry point to access protection as well as services such as health, nutrition, hygiene and sanitation.

Despite all the difficulties [...], my education was never interrupted. As the current conflict continues, the Ministers and the Undersecretaries of tomorrow are at school today – but if the war interrupts their education, they won't live up to their potential. Undersecretary for Education, South Sudan

How to use this document

This document provides evidence that education is prioritized by affected populations, and arguments to provide education in order to be accountable to affected populations (AAP). It contains various quotes from diverse actors and is a useful tool to promote education as part of a humanitarian response.

Selected sections

- Humanitarian effectiveness (p. 2)
- Reducing vulnerability and managing risk (p. 3)
- Serving the needs of people affected by conflict (p. 5)

Prioritization by communities [p. 2]

Even if there is no food [during a crisis], we have a right to receive education very soon. 14-year-old girl, Bor Protection of Civilians camp, South Sudan

Empowering communities [p. 5]

Those who are fighting see a difference among children who are in school or not. They will leave a child in school because that child thinks independently and makes their own decisions. Community leader, Awerial County, South Sudan

Strengthening other sectors [p. 3]

'In all sectors, the interventions can only work well if the families are in school.' UNHCR official, Arua, Uganda

Long term Impact [p. 2]

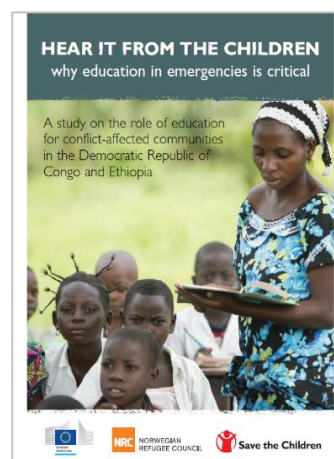
We need the humanitarian community – all the NGOs – to support education. We can see the changes. We have been in this situation before. Education is the only answer to all these problems. Volunteer teacher, UN Protection of Civilians site, Juba

Hear it from the Children: why education in emergencies is critical

A study on the role of education for conflict-affected communities in the Democratic Republic of Congo and Ethiopia

- **Prioritization of education**
- **Long term impacts**

- Save the Children UK & Norwegian Refugee Council, 2014
- 80 pages
- Report
- http://www.savethechildren.org.uk/sites/default/files/docs/Hear_it_from_the_children.pdf



Short version available (8 pages) : http://www.nrc.no/arch/_img/9170917.pdf

Abstract

Save the Children and the Norwegian Refugee Council commissioned this study to capture the views of internally displaced persons and refugees on their priorities in and after an emergency. The report reflects the voices of more than 250 children, parents, teachers and community representatives in two locations served by education projects (in the Democratic Republic of Congo and Ethiopia). The main findings are that education is key: children, parents, and leaders in communities deeply affected by conflict consider education a number one priority. Furthermore, education is life-saving and protects children, builds resilience, supports other sectors, transforms communities and improves livelihoods.

How to use this document

This report provides evidence of prioritization of education by populations, of long-term impact of education (building resilience and transforming communities) and its support to other sectors (child protection; water, sanitation and hygiene – WASH –; health; nutrition; livelihoods).

Education is key:

With education I think I will have a future that won't have to involve guns and fighting. This is my dream, that I can look at the future and see that I have options and choices. Without education, you are just trying to survive.

13-year-old boy, Democratic Republic of Congo

Source: Save the Children, 2014, p. 9

Selected sections

- Executive Summary (p. 9)
- In emergencies, communities prioritise education (p. 23)
- Education protects children in emergencies (p. 35)
- Education supports other sectors (p. 43)
- Education transforms communities: stability and unity (p. 51)
- Education for future prosperity and opportunity (p. 55)

Education is life-saving:

If you have a goat and it falls into a hole, will you wait three days for it to die before you try to help it? No! You will go straight away! It is the same with education – if you wait for three months, many of these children will go with the armed forces or face violence, and they too may die.

Community leader, Masisi, Democratic Republic of Congo

Source: Save the Children, 2014, p. 10

Children’s Charter: an action plan for disaster risk reduction for children by children

➤ Prioritization of education

- UNICEF, Plan International, Save the Children, World Vision International, 2011
- 2 pages
- Abbreviated version of the Charter
- <http://www.savethechildren.org.uk/sites/default/files/docs/Childrens-Charter-updated.pdf>
- *Also available in Arabic*



Abstract

The Children’s Charter for Disaster Risk Reduction (DRR) was developed through consultations with more than 600 children in 21 disaster-affected countries in Africa, Asia and Latin America. Children were asked about the impacts of disasters on their lives, the networks that exist in their communities to tackle disasters and their priorities for DRR going forward. This document presents five points selected based on the priorities identified by children themselves, grouped together according to the most common themes. Continuation of education and keeping schools safe before, during and after a disaster is the first priority reported by children.

How to use this document

This document provides evidence of children prioritizing school in disaster contexts, and can be used to advocate for education in DRR programmes and in emergencies resulting from natural hazards.

Selected sections

- Priority # 1: Schools must be safe and education must not be interrupted (p. 2)
- Priority # 2: Child protection must be a priority before, during and after a disaster (p. 2)
- Priority # 3: Children have the right to participate and to access the information they need (p. 2)
- Priority # 4: Community infrastructure must be safe, and relief and reconstruction must help reduce future risk (p. 2)
- Priority # 5: Disaster Risk Reduction must reach the most vulnerable (p. 2)

“We want to learn about DRR through outdoor activities; you can find truth from practice”
Child from China

UNICEF, Plan International, Save the Children, World Vision International, 2011, p. 2

Investment for education in emergencies – A review of evidence

- **Prioritization of education**
- **Funding**
- **Long term impacts**

- Overseas Development Institute (ODI), 2015
- 105 pages
- Report
- <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9450.pdf>



Abstract

This paper, through a rigorous review of literature and analysis of selected case studies (Haiti and DRC), provides a snapshot of what is known (and not known) regarding investment for education in emergencies. It studies 4 main questions. The question of interest for this section of the compendium is: How much of a priority is education when there are so many other urgent needs? The main finding is that existing evidence shows that communities, and children especially, prioritize education over and above a number of other issues in contexts of emergency.

How to use this document

This document explores the available literature on investment for education in emergencies and can be used to provide evidence on community prioritisation of education in emergencies.

Selected sections

- Executive summary (p. vii)
- Chapter 3: Prioritisation of education in emergencies (p. 9-18)
- Chapter 7: Case studies – Haiti and the DRC (p. 42)
- Chapter 8: Conclusions and recommendations (p. 66)

Community prioritization of education in emergencies [p. 9-10]

The majority of the reviewed studies supported an assertion that education is a “high priority” among emergency affected populations, with several emerging as more ambiguous and a few countering this assertion. The definition of “high priority” depends on the methodology of the individual studies analyzed. Most frequently this means education is top 3 of a longer list of priorities identified by affected people or that their spending patterns indicate a prioritization of education over other needs.

3.2 Long term impacts

Annotated Documents

- Bird, L. (2009), *Promoting resilience: developing capacity within education systems affected by conflict* (Think piece prepared for the Education for All Global Monitoring Report 2011, The hidden crisis: Armed conflict and education), 25 pages.
<http://unesdoc.unesco.org/images/0019/001913/191302e.pdf>
- Justino, P. (2010), *How Does Violent Conflict Impact on Individual Educational Outcomes? The Evidence so far* (Background paper for the Education for All Global Monitoring Report 2011, The hidden crisis: Armed conflict and education), 29 pages.
<http://unesdoc.unesco.org/images/0019/001907/190710e.pdf>
- Smith, A. (2010), *The Influence of education on conflict and peace building* (Background paper for the Education for All Global Monitoring Report 2011, The hidden crisis: Armed conflict and education), 30 pages.
<http://unesdoc.unesco.org/images/0019/001913/191341e.pdf>
- ODI – Overseas Development Institute (prepared by Susan Nicolai and Sébastien Hine) (2015), *Investment for education in emergencies – A review of evidence*, 105 pages.
<http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9450.pdf>

Other Resources

- O'Malley, B. (2010). *The longer-term impact of attacks on education on education systems, development and fragility and the implications for policy responses* (Background paper for the Education for All Global Monitoring Report 2011, The hidden crisis: Armed conflict and education). Paris: UNESCO, 59 pages.
<http://unesdoc.unesco.org/images/0019/001912/191226e.pdf>
- UNICEF (2011). *The Role of Education in Peacebuilding: A synthesis report of findings from Lebanon, Nepal and Sierra Leone*. New York: UNICEF, 40 pages.
http://www.unicef.org/spanish/evaldatabase/files/EEPCT_PeacebuildingSynthesisReport.pdf
- Davies, L. (2009). *Thinkpiece on Education and Conflict* (Think piece prepared for the Education for All Global Monitoring Report 2011, The hidden crisis: Armed conflict and education). Paris: UNESCO, 27 pages.
<http://unesdoc.unesco.org/images/0019/001907/190778e.pdf>
- Pigozzi, M. J. (1999). *Education in Emergencies and for Reconstruction: A developmental approach*. New York: UNICEF, 30 pages.
<http://hivhealthclearinghouse.unesco.org/sites/default/files/resources/EducEmerg.pdf>

It is first and foremost, through education that the values of non-violence, tolerance, democracy, solidarity and justice, which are the very lifeblood of peace, can be passed on to individuals at a very early stage.

Federico Mayor, former Director-General of UNESCO

Source: Lyndsay Bird, 2009, Promoting resilience: developing capacity within education systems affected by conflict, p. 1

Promoting resilience: developing capacity within education systems affected by conflict

Think piece prepared for the Education for All Global Monitoring Report 2011, *The hidden crisis: Armed conflict and education*

➤ Long term impacts

- Lyndsay Bird, 2009
- 25 pages
- Report
- <http://unesdoc.unesco.org/images/0019/001913/191302e.pdf>



Abstract

This paper, commissioned by the Education for All Global Monitoring Report as background to the 2011 report, investigates how positive educational capacity development that is locally owned can promote peaceful state building. It reviews how educational planning might offer opportunities to contribute towards conflict mitigation, and how technology can support planning and capacity development efforts. Findings show that, in order to reduce tensions and build sustained peace, it is necessary to build capacity of concerned actors to recognize and reduce the drivers of conflict and support interventions that actively promote peace. This equally applies to education, where the successful implementation of policies, strategies and programs in any education plan depends largely on the capacities of planners, administrators and the local authorities. This process requires long-term engagement and planning.

How to use this document

This document provides evidence of the association between capacity development, education and conflict or peace, which can be used to advocate for investment in education in conflict settings. It also reviews the potential use of technology in conflict or post-conflict situations for a range of purposes (teaching and learning, data collection and analysis for planning purposes, monitoring indicators relating to conflict).

OECD suggests that each year of education of the school age population reduces the risk of conflict by about 20% (OECD, 2008, p 21). Education is a clear indication of a state's commitment to its people and a sign of increased legitimacy, and many donors consider education as a core component necessary to deliver a peace dividend.

Source: Lyndsay Bird, 2009, p. 4

Selected sections

- Chapter 2: The role of capacity development in conflict mitigation (p. 2)
- Chapter 3: Education and conflict mitigation (p. 4)
- Chapter 4: Educational planning and conflict mitigation (p. 7)

The Nepal Three Year Interim Plan (2007-2010) is an indication of how a country emerging from conflict sets out a strong road map for its reconstruction. Within that process, the education sector reform paper [...] ensures that previously under-represented groups are given access to educational opportunities, a factor which contributed to the civil war.

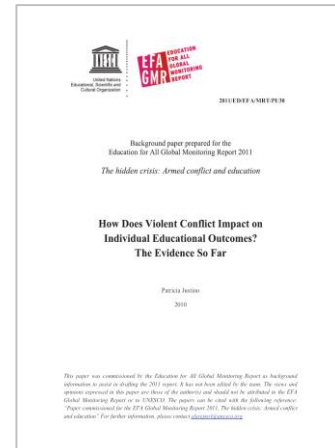
Source: Lyndsay Bird, 2009, p. 8

How Does Violent Conflict Impact on Individual Educational Outcomes? The Evidence So Far

Background paper prepared for the Education for All Global Monitoring Report 2011, The hidden crisis: Armed conflict and education

➤ Long term impacts

- Patricia Justino, 2010
- 29 pages
- Report
- <http://unesdoc.unesco.org/images/0019/001907/190710e.pdf>



Abstract

This paper reviews and discusses available empirical research on the impact of violent conflict, largely civil wars, on the level and access to education of civilian and combatant populations affected by violence. It is particularly concerned with the long-term human capital consequences of lost education. It finds that there is a clear negative legacy of violent conflict on the educational outcomes of individuals.

How to use this document

This paper shows a clear negative legacy of violent conflict on the educational outcomes of individuals and households exposed to violence and thus on the long-term human capital, and thus provides arguments for investment to maintain education systems in conflict settings.

The destruction of human capital during childhood is a well-documented mechanism leading to poverty traps, given the severe long-run effects it can have on individual and household welfare via the future labor market outcomes and economic performance of affected children (see Mincer 1974, Schultz 1961 and Becker 1962).

Source: Patricia Justino, 2010, p. 3-4

Selected sections

- Chapter 2: Violent conflict and education - the evidence so far (p. 4)
- Chapter 3: Causal mechanisms linking civil war and educational attainment (p. 9)

Relatively minor shocks to educational access can lead to significant and long-lasting detrimental effects on individual human capital formation in terms of educational attainment, health outcomes and labour market opportunities.

Source: Patricia Justino, 2010, p. 6

The destruction of infrastructure, the absence of teachers and reductions in schooling capacity affect secondary schooling disproportionately.

Source: Patricia Justino, 2010, p. 7

Exposure of households to violence results in significant gender differentials in individual educational outcomes.

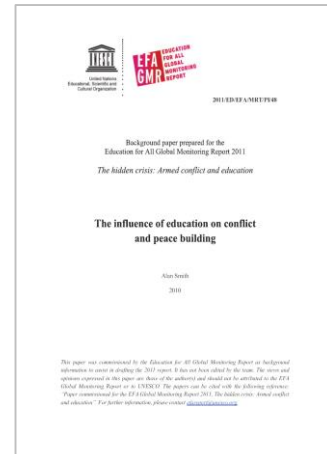
Source: Patricia Justino, 2010, p. 8

The influence of education on conflict and peace building

Background paper prepared for the Education for All Global Monitoring Report 2011, The hidden crisis: Armed conflict and education

➤ Long term impacts

- Alan Smith, 2010
- 30 pages
- Report
- <http://unesdoc.unesco.org/images/0019/001913/191341e.pdf>



Abstract

This paper identifies aspects of education that may have a positive influence on the dynamics of conflict or make a contribution to peacebuilding. It explores the preventative (before conflict), protective (during conflict) and social transformation (after conflict) roles of education through the key concepts of governance, identity (language, ethnicity, religion, race) and quality of education. It finds that good governance of education systems protects against grievances about access and quality of education becoming sources of conflict. Furthermore, teachers are the most important factor in determining the quality of learning as they also impart values, model behavior and play an important role in socialization. Thus, teacher recruitment and training needs to include “conflict-sensitivity”.

How to use this document

The analysis of education programming in conflict-affected countries in this document provides evidence of interventions at three broad levels: service delivery (access and quality of education), education sector reform (attempts at education sector reform, both as a means of conflict prevention and as part of post-conflict transformation) and the contribution of education to broader social transformation processes.

Good governance of education systems is one of the most important ways of contributing to equity, inclusion and social cohesion. Good governance protects grievances about access and quality of education becoming sources of conflict.

Source: Alan Smith, 2010, p. 9

Selected sections

- Chapter 1: Governance (p. 4)
- Chapter 2: Education and identity (p. 9)
- Chapter 4: Curriculum content, pedagogy and learning resources (p. 17)
- Chapter 5: Teachers and teacher education (p. 21)

Teachers are the most important factor in determining the quality of learning. They also impart values, model behavior and play an important role in socialization. Teacher recruitment and training needs to include “conflict-sensitivity”.

Source: Alan Smith, 2010, p. 22

Investment for education in emergencies – A review of evidence

- **Prioritization of education**
- **Long term impacts**
- **Funding**

- Overseas Development Institute (ODI), 2015
- 105 pages
- Report
- <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9450.pdf>



Abstract

This paper, through a rigorous review of literature and analysis of selected case studies (Haiti and DRC), provides a snapshot of what is known (and not known) regarding investment for education in emergencies. It studies 4 main questions. The questions of interest for this section of the compendium are: What do we really know about the extent of disruption to schooling and what this means for students? And when it is provided, how does education in emergencies benefit students and communities? The findings show that: while emergencies clearly disrupt education, beyond some macro-level estimates at global and country levels, it is difficult to say by how much; the longer term economic and human capital costs of emergencies to education, while thinly researched, include estimates that reach the hundreds of millions (and even billions) of dollars.

How to use this document

This document explores the available literature on investment for education in emergencies and provides evidence on disruption to education in emergencies and measures of costs and returns. Findings can be used to make the case for continued investment in education in emergency contexts.

Selected sections

- Executive summary (p. vii)
- Chapter 3: Disruption to education in emergencies (p. 19-27)
- Chapter 5: Measuring costs and returns (p. 28-31)
- Chapter 7: Case studies – Haiti and the DRC (p. 42)
- Chapter 8: Conclusions and recommendations (p. 66)

Disruption to education in emergencies [p. 19]

Available research shows that conflict has a significant negative impact on a variety of aspects of education. [...] There are significant pieces of research that call into question the causal relationship between acute conflict and disruptions to education, pointing rather to underlying fragility within a country as being a common cause of both conflict and weak education systems.

Measuring costs and returns [p. 28]

What evidence there is, confirms the notion that conflict and natural disasters have long term impacts on individuals human capital, for example through lower education or health outcomes or reduced labor earnings in the future. These long term impacts are much greater than the short term impacts on education systems.

3.3 Funding

Annotated Documents

- ODI – Overseas Development Institute (prepared by Susan Nicolai and Sébastien Hine) (2015), *Investment for education in emergencies – A review of evidence*, 105 pages.
<http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9450.pdf>
- Save the Children (prepared by Dolan, J.) (2011), *Making it happen: Financing education in countries affected by conflict and emergencies*, 10 pages.
[http://www.savethechildren.org.uk/sites/default/files/docs/Making_it_happen\(2\).pdf](http://www.savethechildren.org.uk/sites/default/files/docs/Making_it_happen(2).pdf)
- IASC Global Education Cluster (2014), *Education Cannot Wait: Financing Education in Emergencies – Challenges and Opportunities*, 5 pages.
<http://educationcluster.net/?get=001687%7C2014/06/Education-Cannot-Wait-2013-Analysis.pdf>
- Education Cluster Unit (2013), *Education Cannot Wait: Humanitarian funding is failing children*, 4 pages.
http://educationcluster.net/wp-content/uploads/2013/12/Education-Cannot-Wait-humanitarian-funding-is-failing-children_1.pdf
(see page 14 of this compendium for further details)

Other Resources

- UNESCO (2013). *Children still battling to go to school*. Policy Paper 10, EFA Global Monitoring Report. Paris: UNESCO, 3 pages.
<http://unesdoc.unesco.org/images/0022/002216/221668E.pdf>
Also available in French, Spanish and Arabic at:
<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/policy-papers/>
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<http://unesdoc.unesco.org/images/0018/001833/183363e.pdf>
- UNESCO (2015). *EFA Global Monitoring Report – Education for All 2000-2015: Achievements and Challenges*. Paris: UNESCO, 517 pages. Also available in French, Spanish, Russian, Arabic, Chinese.
<http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
Summary, 55 pages. Also available in French, Spanish, Arabic, Russian, Chinese, Portuguese, Hindi.
<http://unesdoc.unesco.org/images/0023/002325/232565e.pdf>

Investment for education in emergencies – A review of evidence

- **Funding**
- **Prioritization of education**
- **Long term impacts**

- Overseas Development Institute (ODI), 2015
- 105 pages
- Report
- <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9450.pdf>



Abstract

This paper, through a rigorous review of literature and analysis of selected case studies (Haiti and DRC), provides a snapshot of what is known (and not known) regarding investment for education in emergencies. It studies 4 main questions. The question of interest for this section of the compendium is: How much funding can be leveraged from different sources? It finds that though it is evident that low levels of humanitarian aid is going to education in emergencies, there is limited understanding of how existing funding catalyses or complements other sources.

How to use this document

This document explores the available literature on investment for education in emergencies and on the sources of finance.

Selected sections

- Executive summary (p. vii)
- Chapter 6: Sources of finance (p. 32-41)
- Chapter 7: Case studies – Haiti and the DRC (p. 42)
- Chapter 8: Conclusions and recommendations (p. 66)

Funding [p. x]

While the absolute value of humanitarian aid to education has increased, in 2013 the figure was just 2%, half of the 4% target set by the UN Global Education Initiative. Of this, education response in natural disasters is much better funded than that in conflict settings. In some places, the situation is dire: half of conflict-affected countries that held appeals received 1% or less in 2013.

Sources of finance [p. 32]

Different sources of spending are likely to feature more prominently at different stages of a response, such as preparedness, response and recovery (acknowledging the fact that these stages often do not occur in a linear fashion). Emergency preparedness tends to rely on a combination of both domestic funds and development aid sources. Humanitarian aid is most utilized at the onset of an emergency and during the early stages of the recovery. How this is used for education depends on the type and magnitude of the emergency.

Making it happen: Financing education in countries affected by conflict and emergencies

- **Funding**
- **Prioritization of education**
- **Long term impacts**

- Save the Children (prepared by Janice Dolan), 2011
- 10 pages
- Brief
- [http://www.savethechildren.org.uk/sites/default/files/docs/Making_it_happen\(2\).pdf](http://www.savethechildren.org.uk/sites/default/files/docs/Making_it_happen(2).pdf)



Abstract

This 2011 brief reviews progress that has been made in financing education in countries affected by emergencies and highlights the need for more action to support education in these contexts. It suggests modalities on how governments, donors (development and humanitarian aid to education), EFA-FTI and the civil society can contribute to increase support for education in emergencies.

How to use this document

This 2011 document provides evidence on funding needs for education in conflict and emergencies. Analysis and arguments remain useful to promote financing of education as part of a humanitarian response.

Selected sections

- Financing education in countries affected by conflict and emergencies (p. 1)
- Committing to change (p. 3)

Save the Children has been monitoring the funding situation for five years by monitoring four keys indicators of donor support – overall aid for education; allocation of education aid to countries affected by conflict; prioritization of education in aid in countries affected by conflict; and humanitarian aid for education. [...]

Education remains significantly underfunded.

Countries affected by conflict continue to be allocated too little education aid compared to their needs.

Donors still do not prioritize education in countries affected by conflict as much as they do in other countries.

Education in humanitarian contexts receives inadequate funding compared to its needs.

Source: Save the Children, 2011, p. 2

Education Cannot Wait: Financing Education in Emergencies – Challenges and Opportunities

- **Funding**
- **Long term impacts**

- IASC Global Education Cluster, 2014
- 5 pages
- Brief
- <http://educationcluster.net/?get=001687%7C2014/06/Education-Cannot-Wait-2013-Analysis.pdf>



Abstract

This brief explores the key funding objective of the 4% target that forms the basis of *Education Cannot Wait's* “Call to Action” for the year 2013; it analyses how much funding is allocated to education, why education in emergencies projects might not request adequate funding in the first instance and whether education is sufficiently represented in humanitarian appeals. Findings include that, on average, humanitarian appeals received 65% of the funding required, that the education sector receives only 40% of its requirements, and only 1.95% of the humanitarian funding, well below the 4% target. Some of the consequences of failing to meet the target and what difference allocating 4% of humanitarian funding to education would make are presented.

How to use this document

This briefing provides evidence on the funding needs for education in emergencies, the funding current situation in 2013 and implications of underfunding. Data and arguments can be used in country level advocacy.

Selected sections

- The funding gap: a lack of progress towards education’s 4% funding goal (p. 2)
- Table 1: Share of education funding compared to overall humanitarian funding, 2013 (p. 2)
- The beneficiary gap: how the lack of education funding is failing children (p. 4)
- What difference allocating 4% of humanitarian funding to education would make (p. 4)

*While basic needs such as food, security, and access to clean water tend to take priority for funding in emergencies; **education must not be overlooked.** Time and time again children and affected communities identify education as a top priority even in times of crisis. As the recent *Save the Children/Norwegian Refugee Council* report, *Hear it From the Children: Why Education in emergencies is Critical*, shows us, in line with commitments to humanitarian accountability, **we need to listen to what affected populations are telling us they want and prioritize the funding and provision of education in emergencies.***

Source: IASC GEC, 2013, p. 1

Section 4 – Quotes

- *Education is the most powerful weapon which you can use to change the world.*
Nelson Mandela
- *In almost all my visits to areas ravaged by war and disaster, the plea of survivors is the same: 'Education first'.*
Ban Ki-Moon, United Nations Secretary General
- *Our message today is not that children need education even in emergencies. It's that they need it especially in emergencies.*
Her Majesty Queen Rania Al Abdullah of Jordan (Education Cannot Wait event, New York, 23 September 2013)
- *[I]t is education and the delivery of education to children that is the beginning of hope in a situation of conflict.*
Gordon Brown, UN Special Envoy on Education (Education Cannot Wait event, New York, 23 September 2013)
- *Children and youth living in conflict-affected areas are among the most vulnerable in the world. Ensuring that they have access to quality education is the best way to break cycles of violence and give them a sense of security and hope in the future.*
Irina Bokova, Director-General of UNESCO (Education Cannot Wait event, New York, September 2012)
- *A quality education builds resilience and stability for communities and gives them hope for their future. Education enables a quicker recovery from crises as well as protection from exploitation and harm, especially for girls. All children and youth caught up in humanitarian crises should receive a good quality education. It is a right, not a privilege.*
Tove Wang, CEO of Save the Children Norway (Education Cannot Wait event, New York, September 2012)
- *One child, one teacher, one book, and one pen can change the world. [...] Education is the solution.*
Malala Yousafzai (UN Youth Assembly, New York, July 2013)
- *Schools must be safe places of learning and development for all children. They should be zones of peace. Those who attack schools should know that they will be held accountable.*
UN Secretary General's 10th Annual Report on Children and Armed Conflicts, 2011
- *From better health to increased wealth, education is the catalyst of a better future for millions of children, youth and adults. No country has ever climbed the socioeconomic development ladder without steady investments in education.*
Irina Bokova, Director-General of UNESCO
- *Education promotes equality and lifts people out of poverty. It teaches children how to become good citizens. Education is not just for a privileged few, it is for everyone. It is a fundamental human right.*
UN Secretary-General Ban Ki-moon (during his visit to Timor-Leste in August 2012)
- *Education is a light. It's a lamp which makes humans human. Without it we're nothing.*
Shazia (young Pakistani girl in A World At School video)

Section 5 – General Education Resources

Annotated Documents

5.1 Publications on Education in Development

- UNESCO (2013), *Education transforms lives*, 28 pages.
<http://unesdoc.unesco.org/images/0022/002231/223115E.pdf>
- UNESCO (2014), *Sustainable Development begins with Education: How education can contribute to the proposed post-2015 goals*, 24 pages.
<http://unesdoc.unesco.org/images/0023/002305/230508e.pdf>
- UNICEF (2015), *The Investment Case for Education and Equity: Executive Summary*, 20 pages.
http://www.unicef.org/publications/files/Investment_Case_for_Education_Summary.pdf
- The Girl Effect (2015), *The Girl Declaration: A Call to Action for the post-2015 Development Agenda*, 17 pages.
<http://iwhc.org/resource/girl-declaration/>
- Educate A Child & Results for Development Institute (2013), *A Moral Obligation, An Economic Priority: The Urgency of Enrolling Out of School Children* (High Level Strategic Meeting to Accelerate Efforts to Reach Out of School Children), 53 pages.
http://educateachild.org/sites/default/files/attachments/EAC_Cobranded_En_Online_0.pdf
Also available in Arabic

5.2 Videos

- UNICEF (2015), *Drawing a solution to the world's learning crisis*, 3:09.
https://www.youtube.com/watch?v=3_AQ7f4ZTBI
- UNICEF Education (2015), *Let Us Learn because...*, 0:54.
<https://vimeo.com/119859412>
- Plan International (2012), *Because I am a Girl – I'll take it from here*, 3:06.
<https://www.youtube.com/watch?v=F-ZZeE7C7uM>
The film is featured on First Lady Michelle Obama's Upworthy blog from March 2015.

"The benefits of education permeate all walks of life right from the moment of birth. If we are to eradicate poverty and hunger, improve health, protect our planet and build more inclusive, resilient and peaceful societies, then every individual must be empowered with access to quality lifelong learning, with special attention to opportunities for girls and women. The evidence is unequivocal: education saves lives and transforms lives, it is the bedrock of sustainability. This is why we must work together across all development areas to make it a universal right."

Irina Bokova, Director-General, UNESCO

Source: UNESCO, 2014, p. 22

5.1 Publications on Education in Development

Education transforms lives

- UNESCO, 2013
- 28 pages
- Brochure
- <http://unesdoc.unesco.org/images/0022/002231/223115E.pdf>



Abstract

This brochure provides evidence for the transformative power of education and why education needs to be a central part of any post-2015 global development framework. It provides infographics and examples for 8 arguments in favor of education: a mother's education is crucial for her own health; educating girls can save millions of lives; education is vital to eliminate malnutrition in the long term – especially education that empowers women; education enhances job opportunities, helping households to escape poverty; education empowers women to overcome discrimination; education is indispensable in strengthening the bonds that hold communities and societies together; equal education boosts economic growth; education is part of the solution to global environmental problems.

How to use this document

This document provides 8 arguments in favour of education and infographics and examples for each of these arguments; these can be used as macro-level evidence to backup country level advocacy for education in emergencies, including benefits from education in other sectors.

Selected sections

- Mothers' education saves children's lives (p. 8)
- Education is vital to eliminate malnutrition in the long term (p. 12)
- Education enhances job opportunities, helping households to escape poverty (p. 14)
- Education empowers women to overcome discrimination (p. 16)
- Equal education boosts economic growth (p. 20)

Education lights every stage of the journey to a better life, especially for the poor and the most vulnerable. Education's unique power to act as a catalyst for wider development goals can only be fully realized, however, if it is equitable. That means making special efforts to ensure that all children and young people – regardless of their family income, where they live, their gender, their ethnicity, whether they are disabled – can benefit equally from its transformative power.

Source: UNESCO, 2013, p. 4

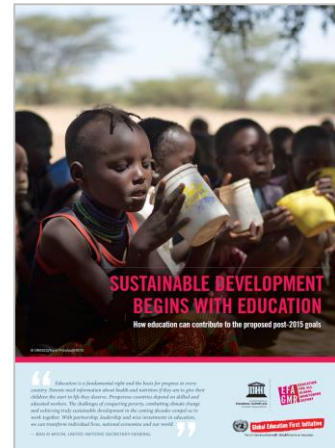
To unlock the wider benefits of education, all children need the chance to complete not only primary school but also lower secondary school.

Source: UNESCO, 2013, p. 4

Sustainable Development begins with Education

How education can contribute to the proposed post-2015 goals

- UNESCO, 2014
- 24 pages
- Booklet
- <http://unesdoc.unesco.org/images/0023/002305/230508e.pdf>



Abstract

This booklet shows how education can contribute to the proposed post-2015 goals. It affirms education affirming that education is a catalyst for development as it can have effects on several development issues: poverty reduction; nutrition improvement; health gains; gender equality and empowerment; water and energy sustainability; economic growth; inequality reduction; urban development; environmental protection/resilience; peaceful, just and inclusive societies.

How to use this document

This document provides arguments on how education can have a positive effect on development, including infographics and examples for each of the arguments; depending on country context, arguments and evidence can be selected to support education in emergencies advocacy.

Selected sections

- Poverty reduction (p. 1)
- Nutrition improvement (p. 2)
- Health Gains (p. 3)
- Gender Equality and Empowerment (p. 6)
- Water and Energy Sustainability (p. 7)
- Economic Growth (p. 8)
- Inequality Reduction (p. 9)
- Peaceful, Just and Inclusive Societies (p. 13)

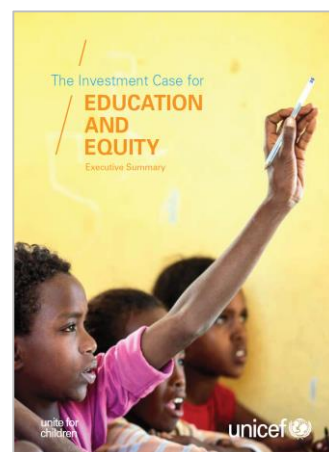
Education is a fundamental right and the basis for progress in every country. Parents need information about health and nutrition if they are to give their children the start in life they deserve. Prosperous countries depend on skilled and educated workers. The challenges of conquering poverty, combatting climate change and achieving truly sustainable development in the coming decades compel us to work together. With partnership, leadership and wise investments in education, we can transform individual lives, national economies and our world.

Ban Ki-Moon, United Nations Secretary-General

Source: UNESCO, 2014, p. 1

The Investment Case for Education and Equity: Executive Summary

- UNICEF, 2015
- 20 pages
- Brochure
- http://www.unicef.org/publications/files/Investment_Case_for_Education_Summary.pdf



Abstract

This brochure affirms the necessity to invest more, to invest more equitably, and to ensure that funds are more efficiently utilized for education. It identifies the obstacles to universal education and examines several of the main issues currently under international discussion, including: the achievement of universal primary education as a continuation of the unfinished Education for All (EFA) agenda; an emphasis on equity; a focus on learning; an increased emphasis on secondary education for an increasing number of primary-school leavers; and the goal to equip children and young people with skills adapted to the needs of the labor market in a fast-changing, increasingly globalized economy.

How to use this document

This document analyses the benefits of education at different levels, describes the challenges to education access, completion and learning, examines the barriers to education, and considers options to remedy the issues and challenges of education.

While education benefits are often measured in economic terms, such as increased national and individual income and reduced poverty, there are also far-reaching effects in terms of human development outcomes.

Source: UNICEF, 2015, p. 4

Selected sections

- One billion reasons to invest in education (p. 2)
- Crises at the foundation: Poor learning and high inequity in education (p. 6)
- Barriers to education and learning progress (p. 9)
- The way forward (p. 13)

It is impossible to remedy the issue of out-of-school children without investing in education that provides learning opportunities for children in conflict and emergency situations.

Source: UNICEF, 2015, p. 8

Removing barriers, ensuring accessibility, and providing good learning opportunities are all required to give all children their birthright: quality education.

Sources: UNICEF, 2015, p. 16

The Girl Declaration: A Call to Action for the post-2015 Development Agenda

- The Girl Effect, 2015
- 17 pages
- Report
- <http://iwhc.org/resource/girl-declaration/>



Abstract

The Girl Declaration was developed by more than 25 of the world's leading organizations, using their many years of experience working with girls and the best evidence available. Five hundred and eight adolescent girls living in poverty in 14 countries around the world were consulted about their hopes and dreams, the challenges they face in their lives and the solutions they think are the most important. This report identifies 5 recommended goals, education being the first one.

How to use this document

This report provides evidence of prioritization of education by adolescent girls living in poverty and arguments in favour of education for girls.

Selected sections

- Recommended goals (p. 5)
- Why girls? (p. 8)
- The voice of girls (p. 10)

Adolescent girls have the power to end intergenerational poverty [p. 8]

*Investing in adolescent girls is not only the right moral decision – it's a smart economic decision. What happens to girls during adolescence, a critical period of physical, emotional and social change, shapes their future ability as leaders, earners, providers and mothers. **When girls grow up healthy, educated, safe and empowered, they emerge as adults better able to ensure their own success and well-being, and that of others.***

The return on investing in adolescent girls is high, so are the costs of excluding them [p. 8]

Just one additional year of secondary schooling boosts girls' future earning potential by 15-25 percent. In Kenya, that means national income could jump \$3.4 billion – almost 10% - if all 1.6 million Kenyan girls completed secondary school and the 220'000 adolescent mothers avoided pregnancy. In India, the stakes are even higher. With nearly 4 million adolescent mothers annually, India loses \$383 billion in potential lifetime income.

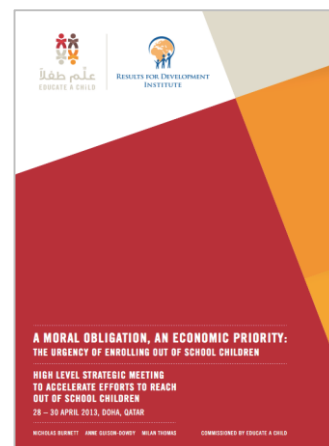
I want to learn, be smart and capable; I need an education for that. My schooling needs to be good – it must be free, or else I struggle to attend, and it must be safe and nearby, or else I will stop going.

Source: The Girl Effect, 2015, p. 5

A Moral Obligation, An Economic Priority: The Urgency of Enrolling Out of School Children

High Level Strategic Meeting to Accelerate Efforts to Reach Out of School Children, 28-30 April 2013, Doha, Qatar

- Educate A Child & Results for Development Institute, 2013
- 53 pages
- Report
- http://educateachild.org/sites/default/files/attachments/EAC_Cobranded_En_Online_0.pdf
- Also available in Arabic



Abstract

This report provides significant evidence as to why investments in education are beneficial to the nation and its economy, as well as to the individual. First, it reviews the literature on the benefits of primary education, covering the vast range of positive economic, social, political, psychosocial, and environmental impacts for individuals and society that are associated with primary education attainment. It highlights the importance of primary education in breaking the intergenerational transmission of poverty and building dynamic, prosperous societies. Secondly, this paper estimates the cost of OOSC (out-of-school children) in 6 countries where OOSC is still prevalent (Bangladesh, Cote d'Ivoire, Democratic Republic of Congo, India, Mali, and Yemen) at the microeconomic and macroeconomic level. It finds that there are significant economic incentives (equivalent to multiple years of GDP growth) to educate OOSC populations and to provide remedial education to OOSC of past generations.

How to use this document

This document provides evidence of positive economic, social, political, psychosocial and environmental impacts of education on a nation and its residents, and of the cost of OOSC (out-of-school children) for the nation.

*Primary education is as much an inalienable human right as it is a powerful instrument with the potential to generate benefits for individuals and their families, the communities in which they live, and entire nations. **Education affects virtually every aspect of one's life, as well as the lives of the next generations. Some of the benefits of the primary education are immediate, while others accrue over time.***

Source: Educate A Child & Results for Development Institute, 2013, p. 36

Selected sections

- Part I: The Benefits of Primary Education in Developing Countries (p. 6)
- Part II: The Economic Costs of Out-of-School Children (p. 3)

Until universal primary education is achieved in countries where progress has stalled, out-of-school children will continue to represent an unconscionable underinvestment in human capital and a costly barrier preventing nations from reaching their full economic and social potential.

Source: Educate A Child & Results for Development Institute, 2013, p. 46

5.2 Videos

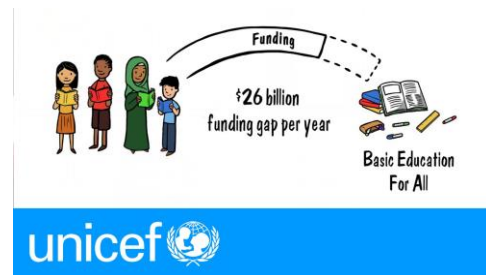
Drawing a solution to the world's learning crisis

UNICEF, 2015, 3:09.

https://www.youtube.com/watch?v=3_AQ7f4ZTBI

This video provides an overview of the current situation of education in the world and especially in poor countries. Then, it shows that investing in education decreases poverty, creates economic growth and a more equitable society. It affirms the necessity to invest more and invest better in education in order to break the circle of poverty.

"Today's investment in education helps build the societies of tomorrow. By giving all children a first start in life, we are not only investing in their futures, but in a better and fairer world."



Let Us Learn because...

UNICEF Education, 2015, 0:54.

<https://vimeo.com/119859412>

This video is part of the "Let us learn" UNICEF program. Here, children from different parts in the world explain why education and learning is important to them and thus, why we should let them have access to education.



"Let me learn to be able to bring changes to society."

Because I am a Girl – I'll take it from here

Plan International, 2012, 3:06.

<https://www.youtube.com/watch?v=F-ZZeE7C7uM>

The film is featured on First Lady Michelle Obama's Upworthy blog from March 2015.

This promo film was shot in a stop-motion animation style and features a 12 year-old girl from Malawi who represents the plight and power of girls around the world.



Education plays a key role for girls to fulfil their potential. This video emphasises the potential positive impact of education on other sectors, such as child protection (child/early marriage and pregnancy; exploitation and abuse against children) and health.

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