



Funding Education in Emergencies and Protracted Crises is a Priority

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Education is a fundamental human right that tolerates no discrimination or exclusion. Education for all children underpins the achievement of all the 17 Sustainable Development Goals, as well as Goal 4, “**Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**”.

The organisations involved in the Global Campaign for Education in Italy, ARCS - Children in Crisis – CBM Italia - CIFA Onlus - Cisl Scuola - ICEI - Magis – Mais Ong - Mani Tese - Oxfam Italia – Plan International - PRO. DO.C.S. - RE.TE.Ong - Save the Children Italia Onlus - Sightsavers International Italia – VIS - WeWorld, **supported by their networks** Link2007, CINI, AOI, AVSI and CISP, **urge Italy to pledge to protect and promote education rights even in contexts of emergency and protracted crisis, through an initial contribution of at least €15M (€3.75M per year) in total over the next four years towards the Education Cannot Wait global fund.**

Quality, safe and inclusive education would empower every child to achieve their full potential and contribute to peaceful, resilient and inclusive societies. Children, girls and adolescents are particularly vulnerable in emergencies, in terms of not only protection and safety, access to food and medical care, but also because of the risk of being deprived of the opportunity to attend school and receive **quality education.**

When schools are under attack, we cannot wait until the crisis is over to support education. Education is not ‘a luxury’ to be safeguarded only after an emergency is over, but rather is an **indispensable component of humanitarian intervention** from the early stages of the emergency itself.

Education should be designed starting with early humanitarian assistance alongside health care, nutrition and provision of shelters. **It helps children to feel closer to everyday normality, to recover security** and, as far as possible, to smile. While it is crucial to

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promptly launch emergency education programmes upon the outbreak of a crisis, establishing a **clean, healthy, safe and inclusive educational environment** for every boy and girl, building resilience in education systems is necessary to avoid disruption of learning and minimise the risks and vulnerabilities of children in moments of crisis.

In war zones, in conflict-prone environments, in the face of extreme weather disasters or emergencies such as the Covid-19 health emergency, wherever childhood is denied or put at risk, **schools provide protection for all**

children, especially those living in poverty and facing inequality and discrimination.

Quality education enables new generations to be more aware, to choose and build forms of peaceful coexistence based on respect for rights, for a more **sustainable, inclusive and fair development.**

Impact of Crises on Education



Conflicts and Violence threaten the living

conditions of students and teachers

The proliferation of violent conflicts in recent years has left a legacy of human suffering, migration, displacement, and vulnerable conditions for affected populations.

Conflicts pose the greatest threat to the safety of teachers, students and places of education, jeopardising the learning prospects for millions of boys and girls around the world.

From Afghanistan to Ukraine, from Syria to Mali, female and male students and teachers are being killed, raped and kidnapped, while school buildings and infrastructure are being bombed, burned or used for military purposes.

In 2020 and 2021, there were more than 5,000 attacks on education and military use of schools, with 9,000 students and educators abducted, arrested, injured or killed in at least 85 countries. On average, six attacks on education or military use of schools occurred every day¹.



IDPs do not have access to education

A surge of violent conflicts since 2010 has increased the number of IDPs. Recently, the war in Ukraine caused the **most intense humanitarian emergency in Europe since the end of World War II.**

Globally, there are up to 100 million refugees, internally displaced persons and asylum seekers who have fled their homes to escape violence and persecution.

The majority of forcibly displaced people live in developing countries where services and educational infrastructure are often under the most pressure.

Forced to flee their homes, **boys, girls and adolescents face numerous challenges to return to school** or, if they ever attended it, to start doing so in a new environment. **The situation is further aggravated for those who encounter barriers or injustices related to their gender, sexual orientation, identity, origins or status.**

¹ https://protectingeducation.org/wp-content/uploads/eua_2022.pdf



Food Security is Indispensable for Healthy and Quality Education

Conflicts, climate crises and an unsustainable agri-food system are dragging millions of people to the brink of hunger, with 828 million people worldwide suffering from food insecurity. Between 2019 and 2022, the number of people experiencing severe food insecurity increased from 135 million to 345 million and, as indicated in Education Cannot Wait's Strategic Plan 2023-2026, nearly 160 million are estimated to be under the age of 19. 50 million people in 45 countries are on the threshold of famine.

Children under the age of five are the most vulnerable to the consequences of hunger and malnutrition, which affect their growth and make them more susceptible to infection and disease. Without access to sufficient food and proper nutritional balance, children cannot grow, as they should. In addition, women are particularly vulnerable to nutritional deficiencies during the reproductive age, in the case of pregnant women (risk of miscarriage and low birth weight babies) and women who are breastfeeding, which has a long-term negative impact on the community as a whole.

The increasing risk of violence and sexual exploitation and growing food insecurity, especially in humanitarian emergencies, lead parents to see no alternative to forced marriage.

The economic consequences of the pandem-

ic have further exacerbated the phenomenon of early pregnancies, the leading cause of death for girls between the ages of 15 and 19.



The Climate Crisis is a Crises Multiplier

The climate Crisis is the most important crisis of our time. It is a **major cause of displacement, a growing contributor to conflict and constitutes a real threat to the education sector**. Worldwide, about 1 billion children - almost half of the world's child population - live in countries at 'extreme risk' of suffering climate change impacts. In addition to the fact that almost every child in the world is exposed to at least one environmental and climate risk such as heat waves, cyclones, air pollution, floods and water scarcity, about 850 million - one third of all children - are exposed to four or more of these phenomena². **Worldwide, more than half a billion boys and girls** live in areas with extremely high rates of **flooding and 160 million live in areas at high or very high risk of drought**.

The exposure of children to climate shocks, such as droughts and floods, also has a strong impact on their access to education and their progress in learning. More than 37 million children each year see their right to education violated due to environmental



hazards related to climate change, natural disasters and epidemics³. **The poorest families are also the ones who suffer most from the impacts of extreme weather events**, which often endanger their sources of income and food, causing them to fall into deeper poverty, resulting in their inability to send their children to school.

Climate change affects everyone, but the impacts it generates, such as increased rates of poverty and food insecurity, bear an even greater **burden on girls and adolescents with long-term negative consequences, such as decreased school attendance, dropping out of school and increased risk of forced marriages.**



COVID-19 pandemic caused an unprecedented shock to global education systems

The global disruption of educational activities caused by the COVID-19 pandemic is unprecedented and its **effects on learning and welfare have been devastating.** The crisis has brought **education systems to a halt all over the world, with more than 1.6 billion male and female students** closing their schools. Especially in low-income, more fragile and conflict-affected countries, school closures and slow economic recovery have worsened already weak education systems and reinforced structural inequalities and discrimination in access to education. Initial analyses suggest that COVID-19-induced learning losses are **most pronounced among the poorest** and among those who already had **learning gaps** before the pandemic, i.e. the categories that commonly include children affected by crises.

The **youngest and most marginalised children**, including **girls**, are the most affected ones.



Conflicts and Violence

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Food security

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Climate crisis

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02

Education in Emergencies and Protracted Crises: the role of Education Cannot Wait

In response to unprecedented levels of human suffering, international leaders gathered in Istanbul, Turkey, in 2016 for the **World Humanitarian Summit**. One of the highlights of the Summit was the launch of Education Cannot Wait (ECW), the **first and only Global Emergency and Protracted Crisis Education Fund (EiEPC)**.

Education Cannot Wait is the **United Nations Global Fund for Education in Emergencies and Protracted Crises**, which works through the **multilateral framework to provide rapid and collaborative responses to education systems affected by major crises and to bridge the gap between immediate humanitarian aid and longer-term interventions**.

ECW works closely with **governments, public and private donors, UN agencies, civil society organisations and other humanitarian and development aid actors** to increase efficiency and phase out isolated responses. ECW functions under the financial, administrative and human resources rules and regulations of

UNICEF, while operations are managed by an independent governance structure.

Since its creation, ECW has increased the global visibility of education in emergency contexts. It has successfully mobilised governments, multilateral agencies and civil society actors to achieve **Sustainable Development Goal 4** - inclusive, equitable and quality education.

Applying the **principle of ‘less bureaucracy and more accountability’**, ECW succeeded in engaging local governments, UN agencies, civil society and private sector partners to achieve an unprecedented political and financial commitment to the EiEPC, securing **more than USD 1.1 billion** for the period 2016-2022 and thus reaching more than **7 million children**.

According to the report ‘We Have Promises to Keep: Annual Results Report 2021’, despite ongoing critical issues related to the COVID-19 pandemic, conflict, protracted crises and climate disasters, the Fund and its partners have



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continued to respond to education needs in emergencies and protracted crises globally.

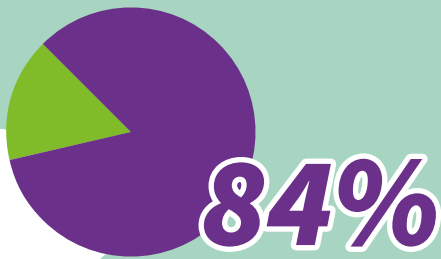
Through its strategic partnerships, ECW reached 3.7 million children, girls and adolescents in 32 crisis-affected countries in 2021 alone (48.9 per cent of whom were girls). In the same year, a further 11.8 million children, girls and adolescents were reached through COVID-19 interventions, bringing the total number to **31.2 million** (of whom 52% girls).

ECW's report demonstrates the progress made by focusing on quality learning for the most marginalised children in crises. Among all children reached by ECW's investments to date,

half are girls and **43% are refugee or internally displaced children.**

These results should not hide the **shocking new estimates published by ECW** in June 2022, according to which there are **222 million crisis-affected school-age children globally in urgent need of educational support.** Among them, **78.2 million are excluded from school and 119.6 million attend school but do not attain minimum skills in mathematics and reading.** Barely one in ten children in crisis contexts, attending primary or secondary school, reaches these competence standards.

As a result, **222 million** children, girls and adolescents are victims of emergencies and protracted crises in urgent need of support for their education. This figure is increasing from the estimated **75 million** in 2015.



of **out-of-school children and adolescents** live in **10 countries** in protracted crisis conditions: Afghanistan, Democratic Republic of Congo, Ethiopia, Mali, Nigeria, Pakistan, Somalia, South Sudan, Sudan and Yemen.

These numbers alarmingly prove that **education responses in emergencies and protracted crises are chronically underfunded** and that the funding gap has worsened further since the COVID-19 pandemic. In 2021, resources for education in emergencies reached a record level of \$807 million, but this was not enough to ensure education for millions of children affected by conflict, climate change and pandemic. Humanitarian appeals for education in 2021 received only 22% of the required resources⁴.

In response to these alarming trends, ECW and its strategic partners have launched the #222MillionDreams campaign, which GCE Italy has also joined along with Link2007, AOI, AVSI and CISP.

ECW is urging world leaders, corporations, foundations and philanthropists to reach a minimum threshold of at least **USD 1.5 billion** in order to realise its **Strategic Plan 2023-2026** and ensure that an additional **20 million children, girls and adolescents** affected by crises - including 12 million girls - **receive quality education in the next four years.**

⁴ Geneva Global Hub for EiE, (2022). Education in Emergencies Financing in the Wake of COVID-19: Time to Reinvest to Meet Growing Needs.



©ECW - <https://www.educationcannotwait.org/222milliondreams>

Achieving this funding target means that over the next four years ECW will be able to:



Support **20 million** children, girls and adolescents with **quality education**, **12 million** of whom are girls



Support **2 million** children, girls and adolescents **with disabilities** with quality education



Return **12 million** children, girls and adolescents **to school** after a new emergency or the escalation of a crisis



Providing **3 years** of educational support to **8 million** children in protracted crises

MYRP, FER and AF are the three ECW Fund financing instruments

In 2021 ECW mobilised a total value of **USD 388.6 million**. In addition, in the more than 20 countries supported by ECW's **Multi-Year Resilience Programmes** (MYRPs), donors and partners have mobilised additional funding for a combined total of over USD 1 billion.

This includes **USD 685 million** of investments closely aligned and coordinated with the MYRP programmes.

Through the **Multi-Year Resilience Programmes** (MYRPs), the world's first multi-year funding mechanism for the EiEPC, humanitarian and development cooperation actors were able to **co-design and co-implement strategic multi-year programmes** aligned with existing government strategies and humanitarian response plans for refugees.

MYRPs are also ideal tools to fulfil **humanitarian-development-peace nexus** requirements. By integrating short- and medium-term interventions in dialogue with each other, MYRPs facilitate programmable long-term funding and ensure coherence between humanitarian relief and development interventions. Indeed, **MYRPs allow for continuity between local governments' sector strategies and humanitarian response plans**, serving as a financing and resource

mobilisation tool. In this regard, a new feature is that MYRPs are country-led, promoting inclusive programming to implement an integrated and comprehensive agenda.

ECW does not simply administer the MYRP as a single financial instrument, but extends it to include two other instruments: First Emergency Response - FER, and the Acceleration Fund (AF).

The First Emergency Response (FER), which has mobilised USD 371 million over the past three years, responds to the most immediate and urgent educational needs at the onset or deterioration of an emergency and supports displaced children as a priority, particularly those without access to school. The aim is to restore educational provision as quickly and safely as possible during a major crisis. Hence, it provides **rapid funding** (9 weeks minimum funding for 'acute emergency' and 17 weeks for 'crisis escalation') upon a coordinated interagency response. Moreover, it is **aligned with agencies' resource planning and mobilisation strategies, such as Urgent Appeals and Humanitarian Response Plans**.

Finally, the **Acceleration Fund (AF)** addresses the need **to strengthen coordination and**



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partnership mechanisms of international organisations, governments, clusters and networks of national and international civil society organisations, such as the Global Campaign for Education (GCE), the IASC Ed-

ucation Clusters and the Gender Lead Organisation.

Three Reasons to finance ECW & Education in Emergencies and Protracted Crises

1 **ECW is a catalyst that brings together a very broad range of stakeholders at global level**, such as donors, host governments, UN agencies, national and international NGOs, civil society, the private sector, academics, foundations and others to put education in emergencies and protracted crises at the centre of the global public agenda in order to mobilise resources. In just five years, it has mobilised **over USD 1 billion** and led a global effort that has increased humanitarian education fivefold. **ECW's #222Million-Dreams campaign will enhance this effort over the next four years**, leveraging resources from unconventional donors and the private sector and strengthening the global movement for education in emergencies and protracted crises. Moreover, through the Fund's governance system, donors not only share the risks associated with funding in protracted crises, but are also considered **strategic partners and exercise decision-making power over ECW's investments by serving on the High Level Steering Group**.

2 **ECW is the only global fund dedicated to education in emergencies and protracted crises**. Its funding focuses on the most complex, protracted and underfunded crises, and its interventions target those who are most

likely to be left behind: girls, refugee children, children with disabilities, internally displaced persons forced to live in refugee camps in emergencies, as well as their teachers and their war-torn communities.

3 **ECW enables a unique combination of rapid responses for education systems affected by emergencies and multi-year investments in complex, protracted crises**. Emergency Grants (**FER**) provide immediate resources to support life-saving educational responses, while Multi-Year Resilience Programmes (**MYRP**) support medium- to long-term investments and collect joint actions through the **humanitarian-development-peace nexus**. Moreover, 22% of ECW funds are then distributed directly to local and national actors, in line with the localisation commitments signed by Italy as part of the Grand Bargain signed at the 2016 WHS, thus supporting capacity building on the ground, reducing transition costs and involving the local population and stakeholders in the development of the response, with sustainable results in the education system.

03

Italy's role for Global Education



ECW Fund is part of Italy's commitment in the Education sector, as detailed in the latest Programming and Steering Document of the Development Cooperation Policy. In fact, **Italian Cooperation is pursuing its commitment to the objectives of Education for All and Sustainable Development Goal 4** - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all - aimed at guaranteeing the right to quality basic education without discrimination of any kind. In this context, Italy supports the global coordination role delegated to UNESCO and several specific "Institutional Capacity Development" activities carried out in Africa. In line with the G8 priorities, since 2013, work has begun on developing appropriate measures to support the **Global Partnership for Education**, the main financial mechanism aimed at strengthening national education programmes in the 53 partner countries.

Within the framework of the 'Global Education Summit: Financing GPE 2021-2025', the fourth refinancing conference of the Global Partnership for Education in July 2021, the Deputy Minister for Development Cooperation Marina Sereni **announced a pledge of EUR 25 million**, i.e. 5 million annually for the next 5 years, **half**

of which will be dedicated to the education of girls in Africa.

In terms of policy and advocacy, in 2021 AICS also participated together with MAECI in the negotiations for the **Declaration 'G7 Girls education: the heart of Covid-19 recovery and unlocking Agenda 2030'**, approved during the G7 meetings in London with the **goal of reducing the gender gap in education**, including in fragile contexts, conflict and humanitarian crises in general, and ensuring that schools can be considered a 'safe' place where girls can receive protection from violence and psycho-social assistance. In 2021, Italy renewed its participation in the **Call to Action on Protection from Gender-based Violence in Emergencies** - confirming its commitment to combat gender-based violence in conflict and humanitarian crises.

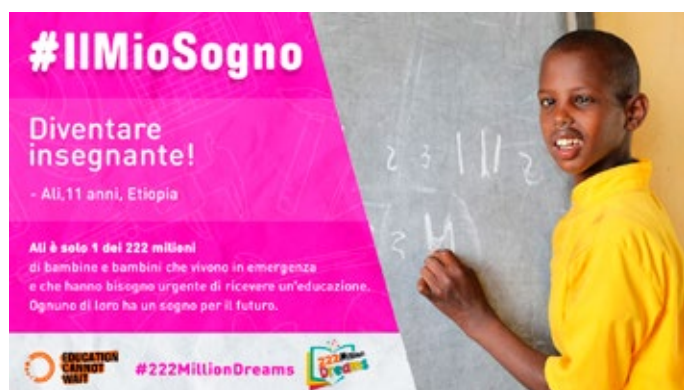
Finally, considering the process of designing the humanitarian-development-peace nexus Guidelines, it is particularly relevant to highlight how the field of education in protracted and recurring emergencies can provide a valuable example for the implementation of the Guidelines themselves, as well as a test case for evaluations of their implementation.

04

Adhesion to the **222 Million Dreams Campaign** and Appeal to the Italian Government

Italy's action, through the instruments of Italian Cooperation, **must now more than ever**

expand to reach out to the girls and boys in vulnerable situations trapped in emergencies and protracted crises who need our **urgent attention and support** for them to enjoy the full and effective right to a safe, inclusive and quality education.



Each individual is entitled to **the fundamental right to a fair, inclusive and quality education**. We must act now to ensure that the dreams of **222 million** girls and boys are fulfilled.

As members of the Italian Coalition of the Global Campaign for Education, together with the representative networks Link2007, CINI, AOI, AVSI and CISP we urge a concrete commitment to the Italian Government: to increase support and funding for Education in Emergencies and Protracted Crises by supporting the UN Global Fund Education Cannot Wait with at least 15M€ in total (3.75M€ per year) for the next 4 years.

05

Education in Emergency and Protracted Crisis: Key Messages

Especially in crises, children are at their most vulnerable, so ensuring education in such dramatic contexts has the potential to transversally affect them by minimising potential

risks and dangerous situations. Education is not just classroom teaching, because it encompasses **transversal and complementary dimensions**:

it is a safe space

a protected environment such as a school that offers different activities for the **physical and psychological growth** of children integrates learning in the classroom with educational activities such as games, sports, socialisation, extending its scope of intervention beyond the walls of the building;

it is protection

where concrete, everyday risks such as female genital mutilation, early marriages and pregnancies, and forced labour can be tackled through the **education of children, girls and communities** and prevented through regular attendance at school.

it is stability

structured activities and daily commitment are able to restore a **sense of continuity and normality** not only for the children, but also for the families through **psycho-social support** and by restoring the serenity of undertaking activities during school hours aware that their children are safe;

it is prevention

learning about the dangers arising from emergency situations and the **prevention measures to be taken**;

Education is an emergency that concerns us all and in order to turn the dreams of these children into opportunities, urgent action is needed: because **education cannot wait.**

06

Stories from the field

Afghanistan - Increased access to education for girls

In 2018, ECW launched a multi-year Resilience Programme (MYRP) in Afghanistan to **support 500,000 emergency-affected girls and children in accessing education through community-based education (CBE) and innovative approaches, with a strong focus on female teachers and girls' education.**

Through the MYRP and First Emergency Response (FER), ECW and its partners have so far provided education support for **more than 180,000 children, more than half of whom are girls.** Among them, 36,014 students (20,226 females; 15,788 males) have attended CBE classes in

some of the hardest-to-reach areas. 507 teachers benefited from training courses on topics such as pedagogy, social-emotional learning, protection of children and girls, and prevention of sexual exploitation and abuse.

ECW programmes contribute to increasing the number of children in one of the world's most difficult places for young children to receive a safe and quality education.

Today, Afghanistan faces a catastrophic humanitarian crisis and an estimated 8 million school-age children need urgent support to access education.

Afghanistan - Malika, 9, attends Save the Children's community-based education (CBE) class for girls in Kabul, Afghanistan - © Charlotte Rose/Save the Children





Uganda - Harriet, 14, at school, Bidi Bidi Refugee settlement, Northern Uganda - © Louis Leeson / Save the Children

Uganda - Improvements in mental health

Uganda hosts 1.5 million refugees, the largest refugee population in Africa and the third largest in the world. Since 2017, **ECW has worked with partners in Uganda to increase access to quality and inclusive education for both refugee and host community children, girls and adolescents, in line with the government's education response plan.**

ECW advocates a comprehensive approach that increases access, improves quality, promotes gender equality and supports positive mental health outcomes. This includes the **provision of mental health and psychological support services (MHPSS)** to students,

students and assistants, as well as the **training** of teachers and assistants in MHPSS activities.

A programme from ECW's MYRP 2018-2022 supported 10 schools to establish **Girls' Educational Movement (GEM)** clubs, which enabled girls to learn how to deal with peer pressure, develop support systems and build self-esteem and confidence.

Of the 918 graduates of the programme, 654 reported a decrease in symptoms of distress, with an average reduction of 60.5%.



Ukraine - Olha, 6, at school in Krasnohorivka, Donetsk region, Ukraine.
© Oksana Parafeniuk / Save the Children

Ukraine and Moldova - Protecting the right to education of Ukrainian girls and boys

The lives, well-being and education of over 5.7 million school-age children in Ukraine have been put at serious risk since Russia's invasion in February 2022. **ECW responded to the rapidly evolving situation by providing access to safe learning spaces and psychosocial support to children affected by the conflict.** So far, it has allocated USD 6.5 million to the educational response to the Ukrainian crisis.

In neighbouring **Moldova**, ECW is supporting the Ministry of Education and partners in the **implementation of a legal framework to enable**

the inclusion of refugee girls and boys in the national education system. Recognising the massive pressure on the Moldovan education system to accommodate the hundreds of thousands of people in need of an education, **ECW's Emergency First Response (FER) is helping to ensure that displaced children have equitable access to inclusive, safe and quality learning opportunities.**

South Sudan - Supporting teacher training

In one of the world's most complex humanitarian crises, ECW supported partners in South Sudan in improving access to inclusive, quality education for the most vulnerable children, including girls, displaced children and those with disabilities.

ECW's Multi-Year Resilience Programme (MYRP) in South Sudan, led by Save the Children, supports **a holistic package of interventions to improve learning opportunities**, including through **formal and non-formal alternative education systems**, readmitting children whose access to education had been suspended, and addressing gender and disability barriers in learning environments. **The programme enabled 1,437 students with disabilities to access education** through the provision of assi-

stive devices and rehabilitation, and **955 young mothers who had dropped out of school during the pandemic to re-enrol**.

The programme also addresses the challenges of retaining qualified teachers.

In the first two years of the programme, the partners trained 2,576 teachers, teaching assistants and volunteer teachers (465 women and 2,111 men) on a range of topics, including pedagogy, lesson planning and subjects. Participants were tested pre- and post-training to measure the effectiveness of the training: 83% of participants demonstrated an increase of over 50% in their knowledge of student-centred approaches to teaching and learning.

South Sudan - Female teachers pose for group photo after attending Continuous Professional Development Training organised by Community In Need Aid supported by ECW in Yirol East Country - Lakes state, South Sudan © Daniel Danis Okumu/Save the Children



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Global Campaign for Education– ITALY:

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Supported by member networks and organisations: Link2007, CINI, AOI, AVSI and CISP

Campaign Secretary: WeWorld

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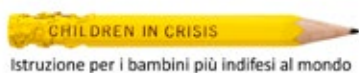
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